

NAEP 2024 Results for Catholic Schools

The National Assessment of Educational Progress (NAEP) is an essential measurement of student achievement in both public and private schools. It is the largest continuing and nationally representative assessment of what the nation's students know and can do in various subjects.

“The National Catholic Educational Association (NCEA) encourages member schools to participate in NAEP so that their results will be reported specifically and that we have some independent measure of the overall effectiveness of our schools and a benchmark against which to measure success as well as areas that need improvement. Catholic schools know that the performance of students in private schools on NAEP compares positively with and frequently surpasses results for students in many of the nation’s public schools, and they know the public relations value of those results.”

– Sister Dale McDonald, Vice President of Public Policy at NCEA

The NAEP assessment includes a representative sample of private and Catholic school students at grades 4 and 8. The NAEP 2024 assessments were administered between January and March 2024. Results from these assessments were released in January 2025.

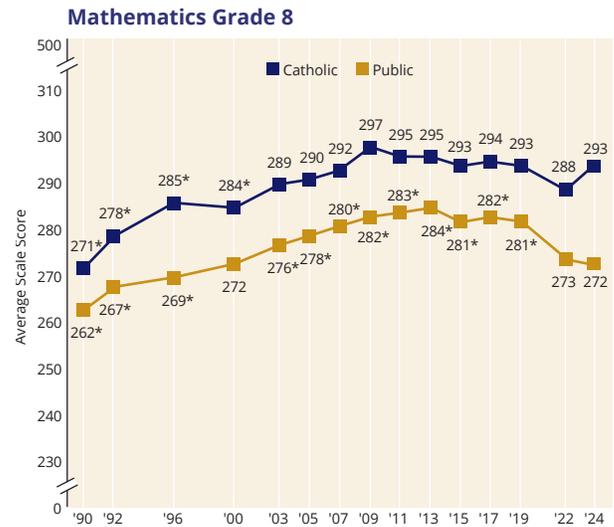
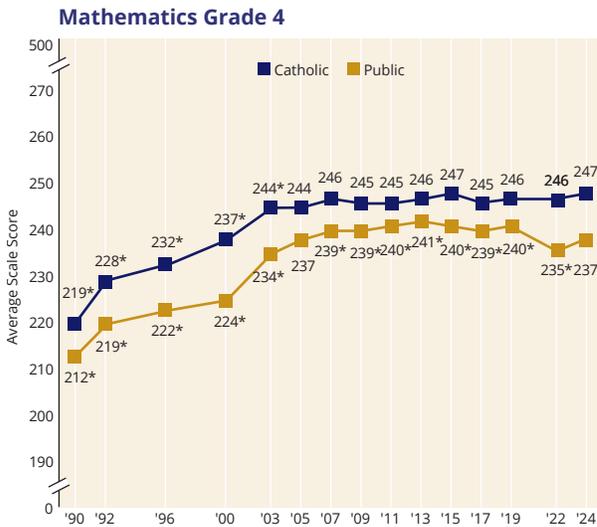
Results for Catholic school students, who comprise more than 30 percent of all private school students, are available for NAEP 2024. While all participating private schools contributed to the national results in 2024, results for overall private schools are not available because an insufficient number of non-Catholic private schools participated to meet reporting requirements for overall private schools. In this brochure, 2024 results are provided for mathematics at grades 4 and 8, followed by results for reading at grades 4 and 8.



Mathematics

Catholic School and National Public School Student Performance 1990–2024

In 2024, the average scale score for Catholic school students at grade 4 was higher than the scores in 1990, 1992, 1996, 2000, and 2003, but was not significantly different from the score in 2022 and the remaining years. In 2024, the average scale score for Catholic school students at grade 8 was higher than the scores in 1990, 1992, 1996, and 2000, but was not significantly different from the score in 2022 or the other remaining years. Results are also shown for public schools to highlight change across time.



*Significantly different ($p < .05$) from 2024.

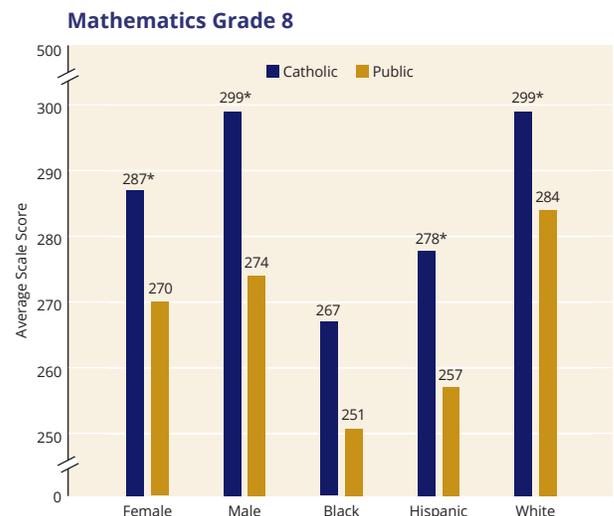
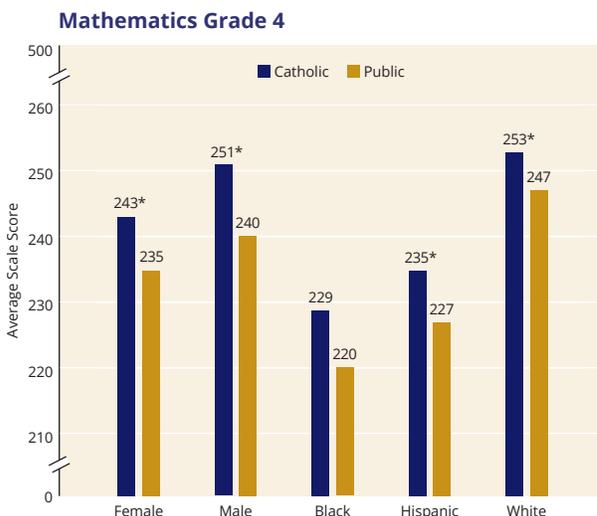
NOTE: NAEP scale scores in mathematics at grades 4 and 8 range from 0 to 500. Accommodations not offered prior to 1996. Learn more about accommodations at <https://nces.ed.gov/nationsreportcard/about/inclusion.aspx>.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2024 Mathematics Assessments.

Mathematics 2024

Catholic School and National Public School Student Performance by Demographic Group

In 2024, female, male, Hispanic, and White students in Catholic schools scored higher on average than their counterparts in public schools in mathematics at grades 4 and 8. There were no significant differences on average in the performance of Black students in Catholic schools than those in public schools at grades 4 and 8. Results are not shown for American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, or Two or More Races because reporting standards were not met for these students in Catholic schools.



*Significantly different ($p < .05$) from public schools.

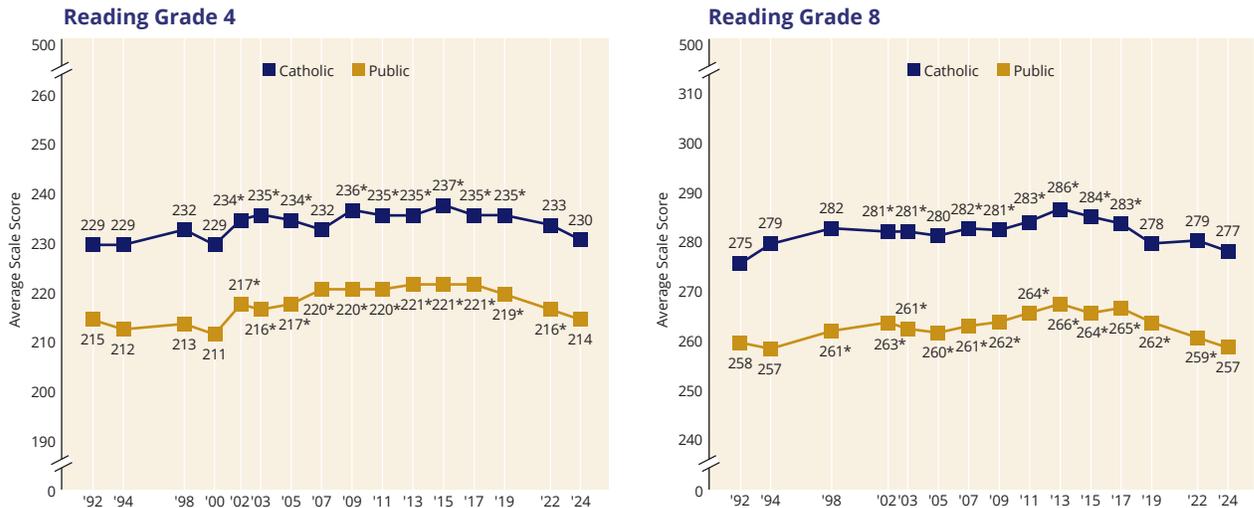
NOTE: NAEP scale scores in mathematics at grades 4 and 8 range from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Mathematics Assessment.

Reading

Catholic School and National Public School Student Performance 1992–2024

In 2024, the average scale score for Catholic school students at grade 4 was lower than the scores in 2002, 2003, 2005, 2009, 2011, 2013, 2015, 2017, and 2019, but not significantly different from the scores in 1992, 1994, 1998, 2000, 2007, or 2022. In 2024, the average scale score for Catholic school students at grade 8 was not significantly different from the scores in 1992, 1994, 1998, 2005, 2019, or 2022. However, the average scale score for Catholic school students in grade 8 in 2024 was lower than the scores in 2002, 2003, 2007, 2009, 2011, 2013, 2015, and 2017. Results are also shown for public schools to highlight change across time.



*Significantly different ($p < .05$) from 2024.

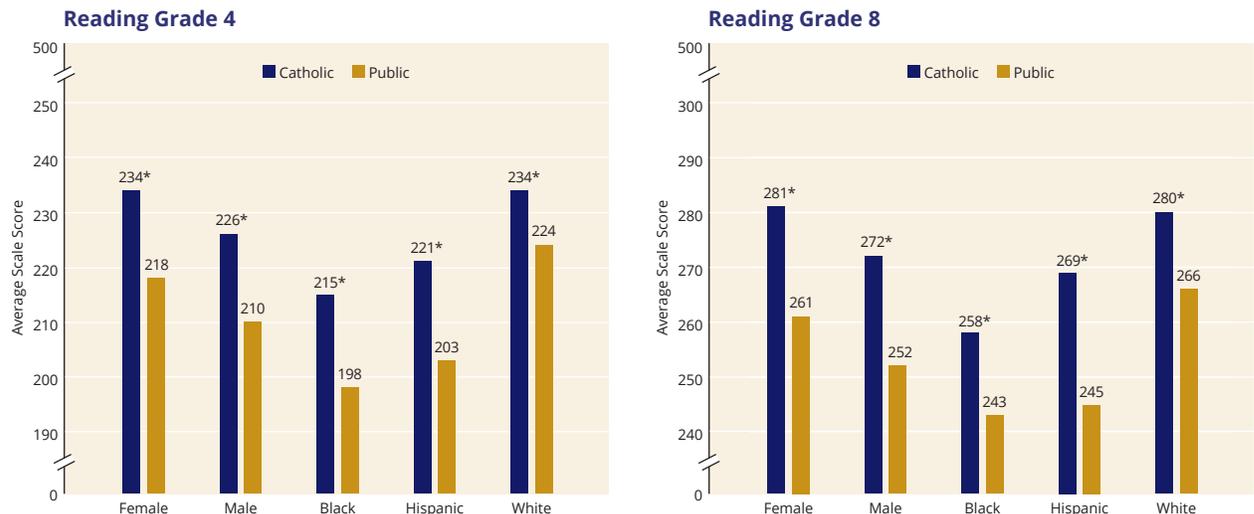
NOTE: NAEP scale scores in reading at grades 4 and 8 range from 0 to 500. Accommodations not offered prior to 1998. Learn more about accommodations at <https://nces.ed.gov/nationsreportcard/about/inclusion.aspx>.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2024 Reading Assessments.

Reading 2024

Catholic School and National Public School Student Performance by Demographic Group

In 2024, female, male, Black, Hispanic, and White students in Catholic schools scored higher on average in reading at grades 4 and 8 compared to their peers in public schools. Results are not shown for American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, or Two or More Races because reporting standards were not met for these students in Catholic schools.



*Significantly different ($p < .05$) from public schools.

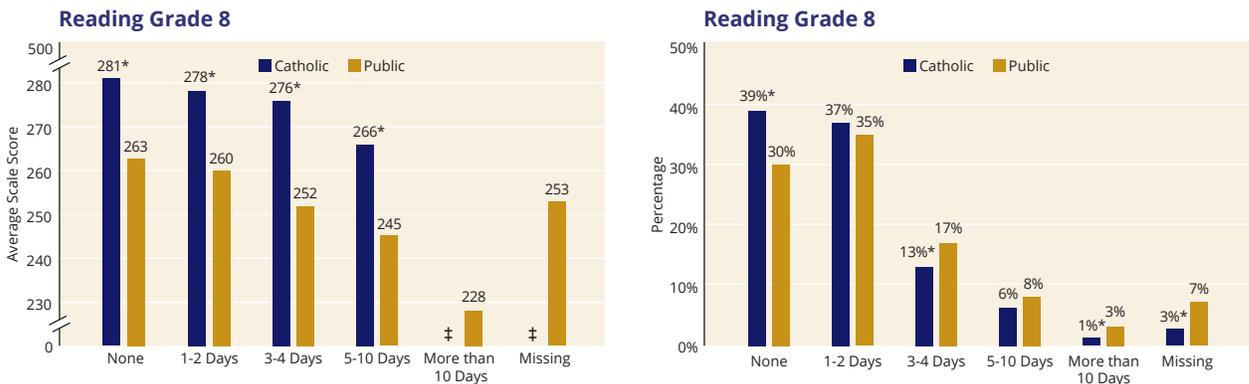
NOTE: NAEP scale scores in reading at grades 4 and 8 range from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Reading Assessment.

A Closer Look at a Contextual Variable

Number of Days Absent from School – Grade 8 Reading

In addition to assessing subject-area achievement, NAEP collects information from students, teachers, and school administrators that helps put student performance into context. This information includes a variety of factors that may influence achievement, including school climate and students’ opportunities to learn in and outside of the classroom. Students in eighth grade were asked to respond to the question, “How many days were you absent from school in the last month?” Students in Catholic schools who answered, *None*, *1-2 days*, *3-4 days*, or *5-10 days* scored higher on average than public school students who responded the same way. In some of the response choices, the percentage of Catholic and public school students answered similarly; however, the percentage of Catholic school students who responded *none* (39%) was greater than that of students in public schools (30%). There were also fewer Catholic school students who reported being absent *3-4 days* (13%) and *more than 10 days* (1%) compared to their peers in public schools (17% and 3%, respectively).



*Significantly different ($p < .05$) from public schools.

†Reporting standards not met.

NOTE: NAEP scale scores in reading at grade 8 range from 0 to 500. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2024 Reading Assessment.

Accessing NAEP Data for Catholic and Private Schools

NAEP Catholic and private school data are available online at

<https://www.nationsreportcard.gov>

<https://www.nationsreportcard.gov/ndecore>

https://www.nationsreportcard.gov/dashboards/schools_dashboard.aspx

NAEP and Catholic School Participation

More information about NAEP and Catholic school participation, including a short video highlighting the value of participation, is available at https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx.

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students’ education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant’s information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

