

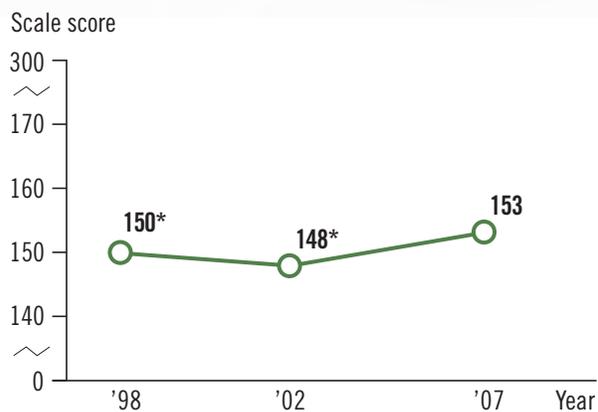
# 12th Grade



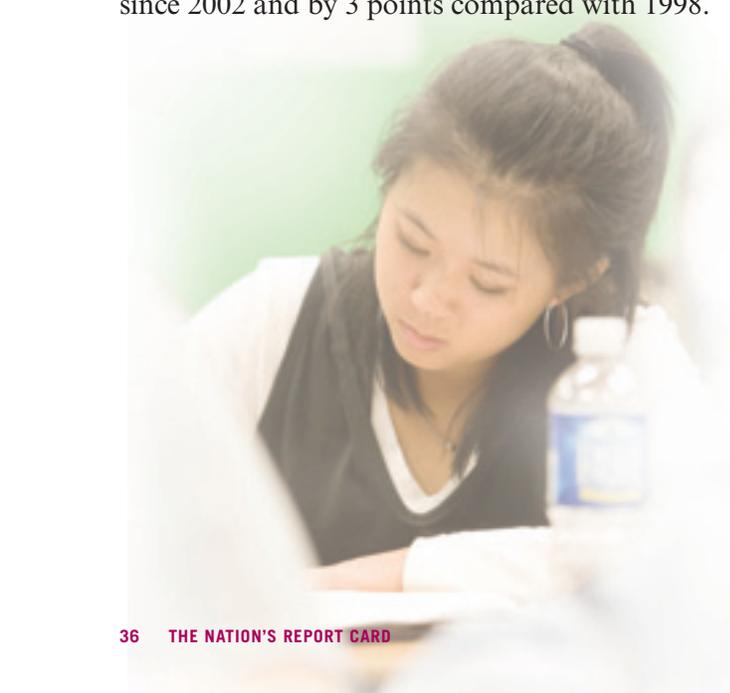
## Twelfth-graders improve

High school seniors demonstrated increased ability to provide information, narrate, and persuade through their writing. As shown in figure 18, the average score of 153 in 2007 was higher than in both previous assessment years. The score increased by 5 points since 2002 and by 3 points compared with 1998.

Figure 18. Trend in twelfth-grade NAEP writing average scores



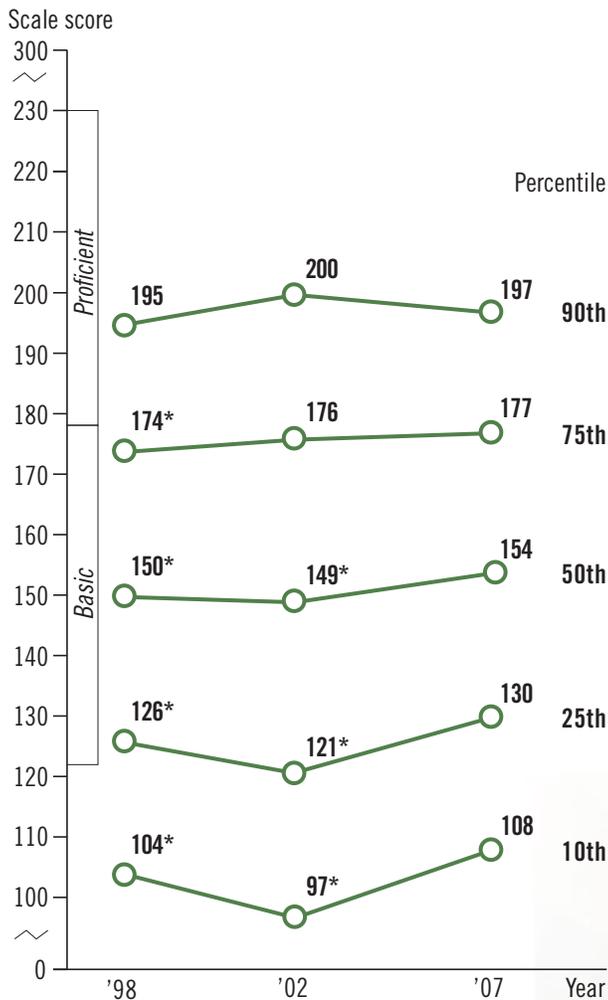
\* Significantly different ( $p < .05$ ) from 2007.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



## Since 2002, lower- and middle-performing students gain

Twelfth-graders at the 10th, 25th, and 50th percentiles scored higher in 2007 than in both previous assessment years (figure 19). There were no significant changes in scores for grade 12 students at the 75th and 90th percentiles compared to 2002. Scores for twelfth-graders at the 75th percentile increased only in comparison with 1998.

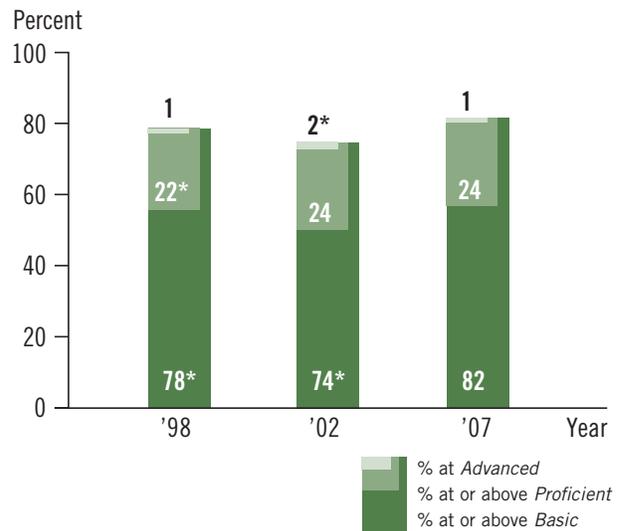
Figure 19. Trend in twelfth-grade NAEP writing percentile scores



\* Significantly different ( $p < .05$ ) from 2007.

Achievement levels provide another way to examine student progress. The percentage of twelfth-graders performing at or above the *Basic* level increased from 74 percent in 2002 to 82 percent in 2007 and was higher in 2007 than in 1998 (figure 20). There was no significant change in the percentage of students performing at or above *Proficient* since 2002, but there was a 2 percentage point increase compared with 1998.

Figure 20. Trend in twelfth-grade NAEP writing achievement-level results



\* Significantly different ( $p < .05$ ) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

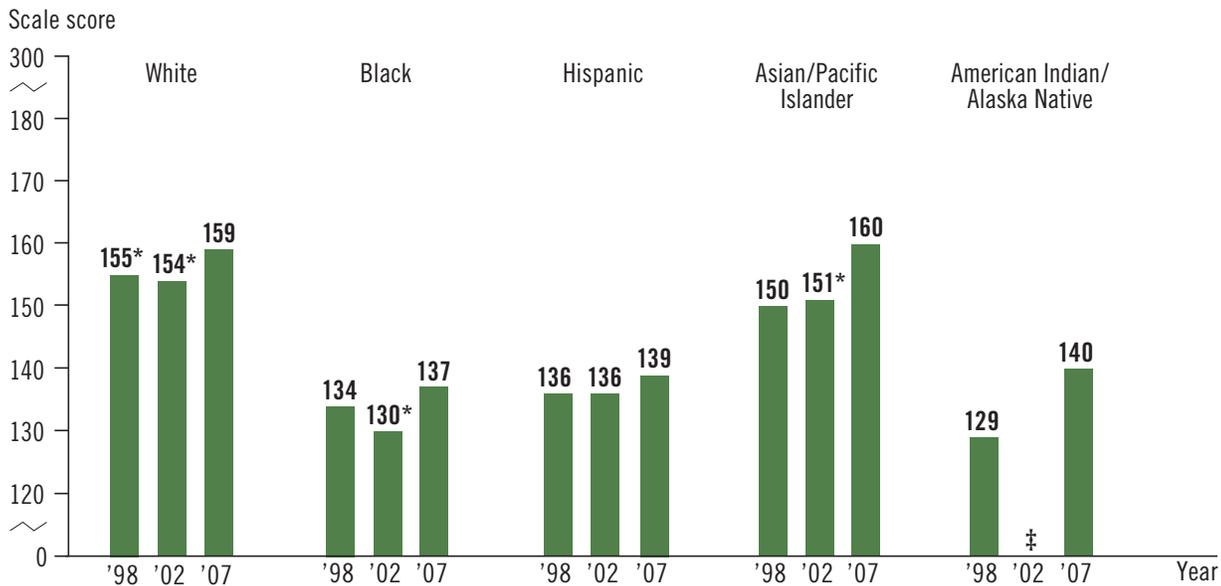


## Gains since 2002 for White, Black, and Asian/Pacific Islander students

The overall gains made by twelfth-graders in 2007 varied across racial/ethnic groups. White students scored higher in 2007 than in both previous assessment years. Black and Asian/Pacific Islander students scored higher than in 2002, but apparent changes in comparison to 1998 were not statistically significant (figure 21).

Scores for Hispanic and American Indian/Alaska Native students showed no significant change in comparison to previous assessments. Although not shown here, the percentage of Hispanic students performing at or above *Basic* was higher in 2007 than in both previous assessments even though there was no significant change in their average score.

Figure 21. Trend in twelfth-grade NAEP writing average scores, by race/ethnicity



‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

\* Significantly different ( $p < .05$ ) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

### ACHIEVEMENT-LEVEL RESULTS

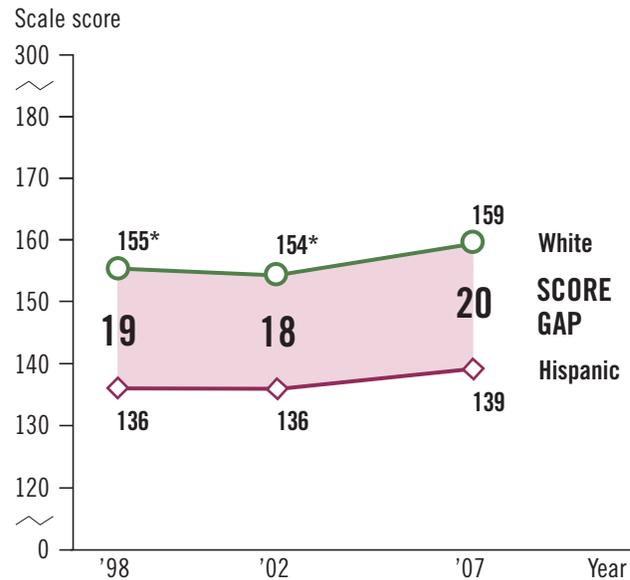
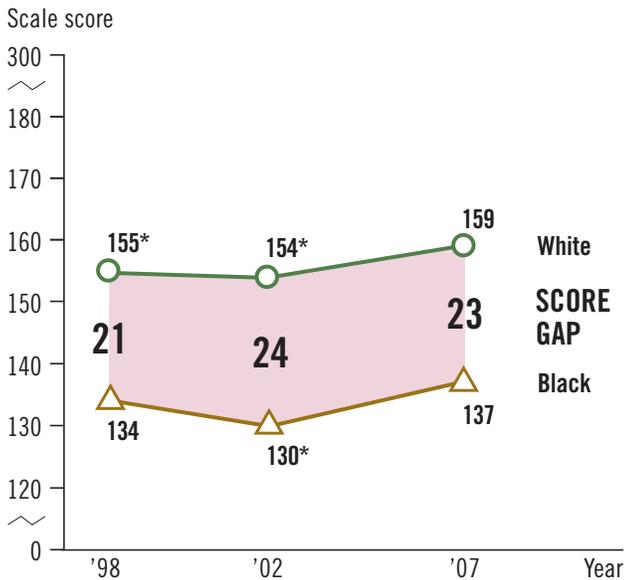
Information is available on achievement-level results for racial/ethnic groups and other reporting categories at [http://nationsreportcard.gov/writing\\_2007/data.asp](http://nationsreportcard.gov/writing_2007/data.asp).

## No change in score gaps

Significant gaps continue to exist between the writing scores of White students and other racial/ethnic groups. There were no significant changes in score gaps

between White and Black students or White and Hispanic students compared to previous assessment years (figure 22).

Figure 22. Trend in twelfth-grade NAEP writing average scores and score gaps, by selected racial/ethnic groups



\* Significantly different ( $p < .05$ ) from 2007.

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.

As was seen at grade 8, the percentage of White twelfth-graders in the population was lower in 2007 than in 2002 and 1998, while the percentage of Hispanic students was higher (table 11). The percentage of Asian/Pacific Islander students was higher in 2007 than in 1998.

Table 11. Percentage of students assessed in twelfth-grade NAEP writing, by race/ethnicity: 1998, 2002, and 2007

Race/ethnicity	1998	2002	2007
White	72*	70*	64
Black	14	13	15
Hispanic	10*	10*	14
Asian/Pacific Islander	4*	5	5
American Indian/Alaska Native	#	‡	1

# Rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

\* Significantly different ( $p < .05$ ) from 2007.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because results are not shown for the unclassified race/ethnicity category.

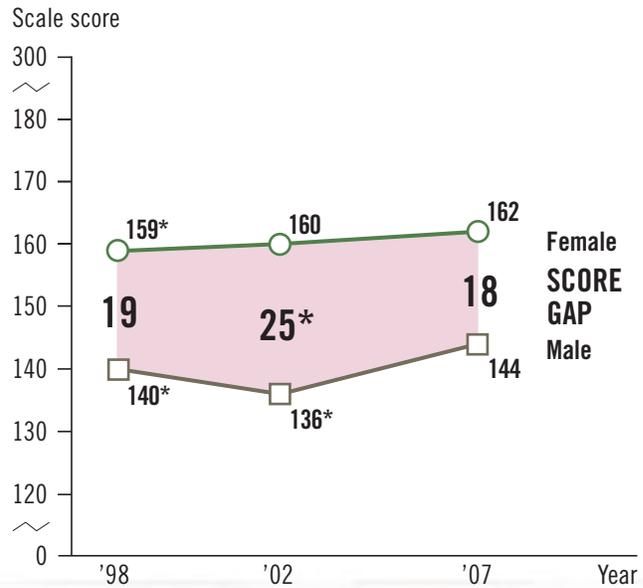
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

## Females outscore males

Female students continue to score higher on average than their male counterparts. Although narrower than in 2002, the 18-point score gap in 2007 was not significantly different from the gap in the initial assessment year (figure 23). Male students, however, increased their score in 2007; results show an 8-point increase since 2002 and a 4-point increase compared with 1998. The average score for female students showed no significant change since 2002 but was 3 points higher than in 1998.

Although not shown here, there was no significant change in the percentage of male students performing at *Advanced*, while the percentage of female students at *Advanced* decreased from 3 percent in 2002 to 1 percent in 2007. Achievement-level results by gender are available at [http://nationsreportcard.gov/writing\\_2007/data.asp](http://nationsreportcard.gov/writing_2007/data.asp).

Figure 23. Trend in twelfth-grade NAEP writing average scores and score gaps, by gender



\* Significantly different ( $p < .05$ ) from 2007.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



## Public school students improve

Ninety percent of twelfth-graders attended public schools in 2007. Although participation rates were not high enough to produce reliable estimates of students' performance in 2007 for private schools as a whole, results were available for students who attended Catholic schools. On average, twelfth-graders in Catholic schools scored 15 points higher than their peers in public schools in 2007 (table 12).

While the average writing score for public school students was higher in 2007 than in previous assessments, there was no significant change in the score for Catholic school students compared to the results in 1998.

## Higher scores for students with higher parental education

Twelfth-graders who reported higher levels of parental education scored higher on the 2007 writing assessment than students who reported lower levels of parental education. Students who reported that at least one parent graduated from college scored 29 points higher on average than students whose parents did not finish high school and 11 points higher than students with a parent who had some education after high school (figure 24).

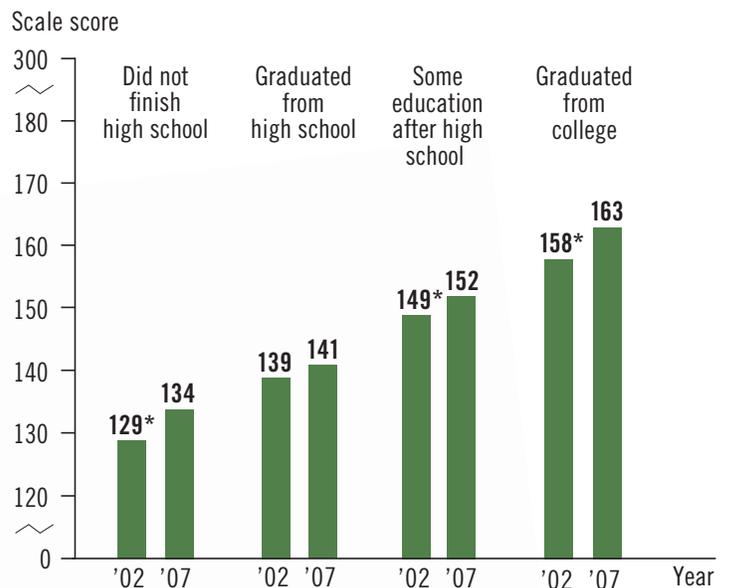
Scores were higher in 2007 than in 2002 for most of the student-reported parental education levels. Only the score for students who reported at least one parent graduated from high school as the highest level showed no significant change from 2002 to 2007.

Table 12. Average scores in twelfth-grade NAEP writing, by type of school: 1998, 2002, and 2007

Type of school	1998	2002	2007
Public	148*	146*	152
Catholic	167	‡	167

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.  
\* Significantly different ( $p < .05$ ) from 2007.

Figure 24. Average scores in twelfth-grade NAEP writing, by highest level of parental education: 2002 and 2007



\* Significantly different ( $p < .05$ ) from 2007.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.