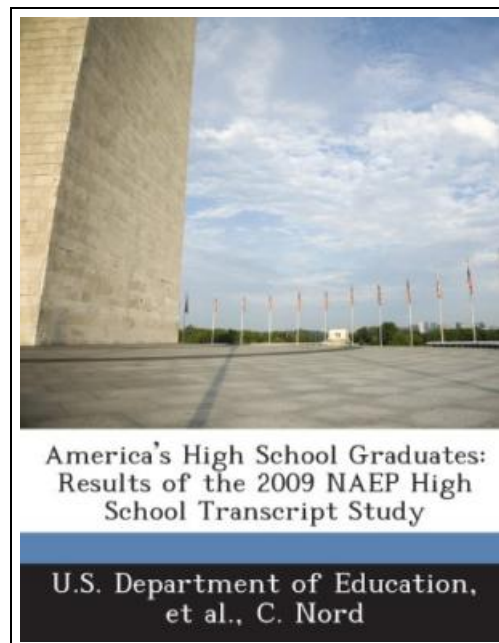


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AMERICA S HIGH SCHOOL GRADUATES: RESULTS OF THE 2009 NAEP HIGH SCHOOL TRANSCRIPT STUDY



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Bibliogov, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This report presents information about the types of courses 2009 high school graduates took during high school, how many credits they earned, and the grades they received. Information on the relationships between high school records and performance in mathematics and science on the twelfth-grade National Assessment of Educational Progress (NAEP) is also included. Transcripts were collected from a nationally representative sample of 37,700 high school graduates. The 2009 results are compared to the results of earlier transcript studies, and differences among graduates by race/ethnicity, gender, and other demographic characteristics are examined. In addition, the report takes a closer look at science, technology, engineering, and mathematics (STEM) coursetaking, ways in which graduates may earn more credits, and the coursetaking patterns of students with disabilities and English language learners. Additional technical notes provide information on the sample design, school and student participation rates, the inclusion/exclusion criteria for graduates, and other statistical information for interpreting the results. Highlights of the study findings show that in 2009 graduates earned over three credits more than their 1990 counterparts, or about 420 additional hours of instruction during their high school careers. A greater percentage of 2009 graduates completed more challenging curriculum levels than 1990 or 2005 graduates. Graduates with stronger academic records earned higher NAEP scores. For example, graduates who completed who a rigorous curriculum, completed a higher level mathematics or science course in ninth grade, or who completed an Advanced Placement (AP) or International Baccalaureate (IB) mathematics or science course, had NAEP scores at the Proficient level in both mathematics and science. A larger percentage of female than male graduates completed a midlevel or rigorous curriculum in 2009. In 2009, male graduates generally...



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