

Black-White Gaps in Mathematics Coursetaking Patterns

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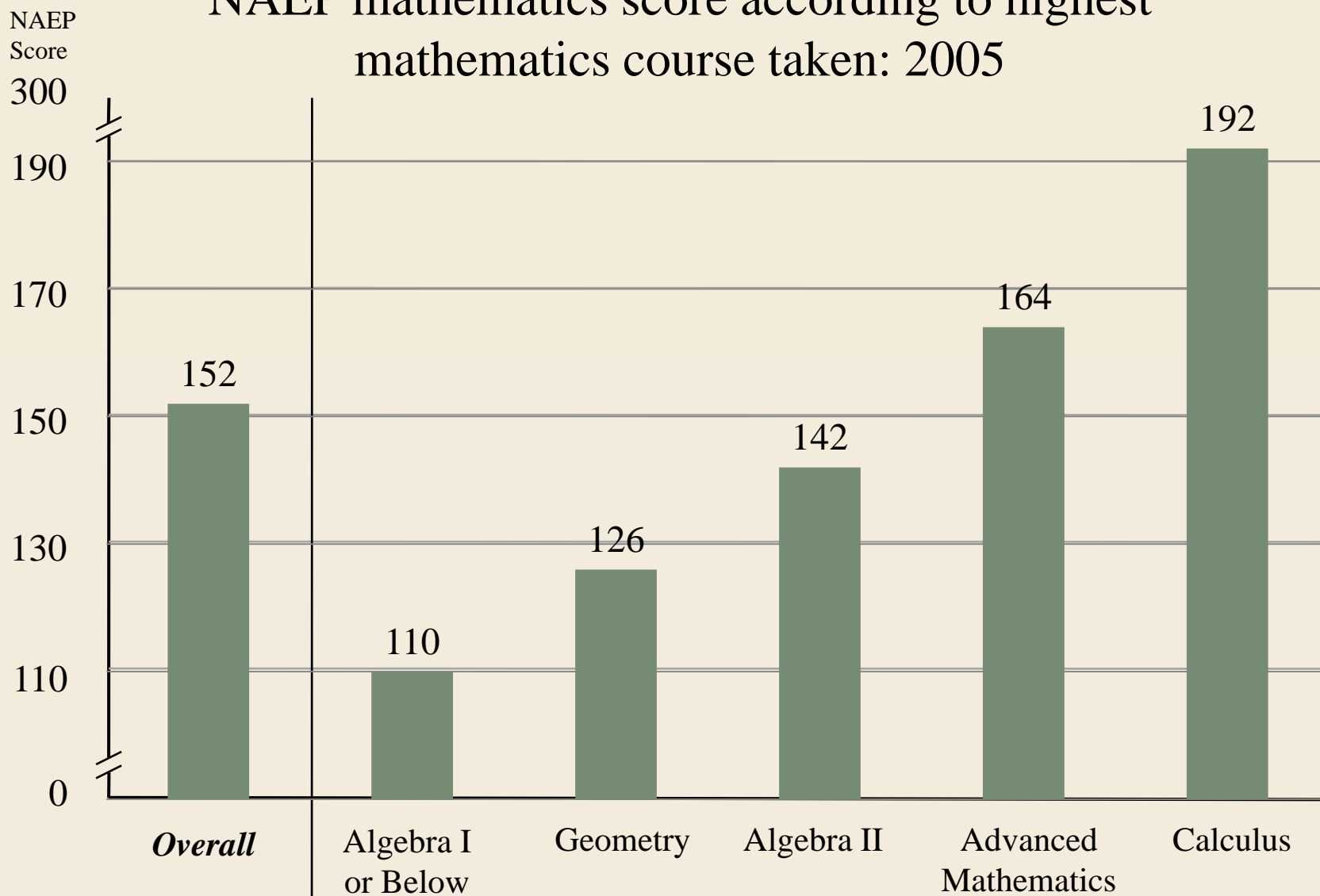
“I advise my students to listen carefully the moment they decide to take no more mathematics courses. They might be able to hear the sound of closing doors.”

- James Caballero

Mathematics teacher and author of Geometry Games

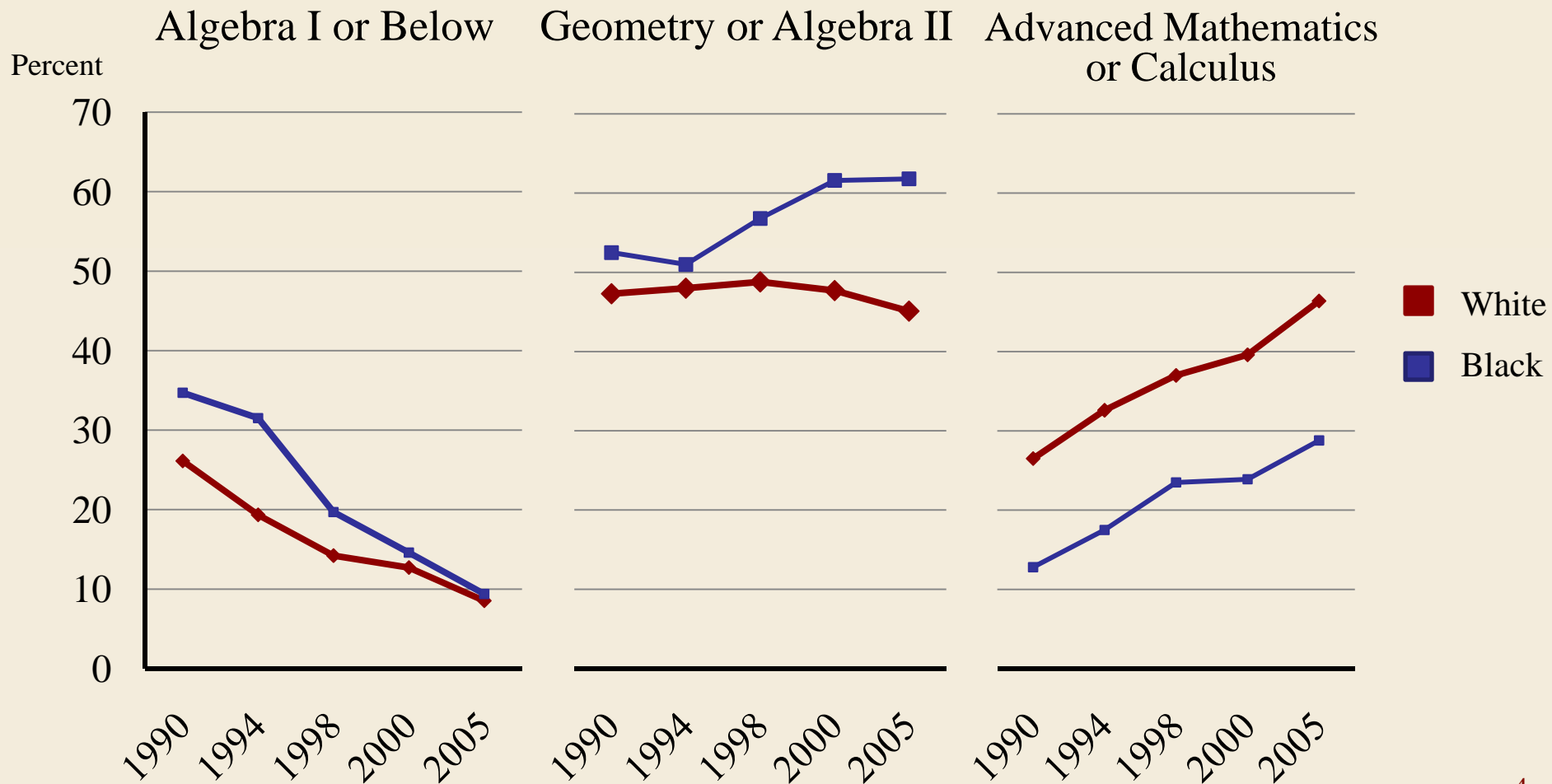
Coursetaking and Achievement

NAEP mathematics score according to highest mathematics course taken: 2005



Improvements in Coursetaking

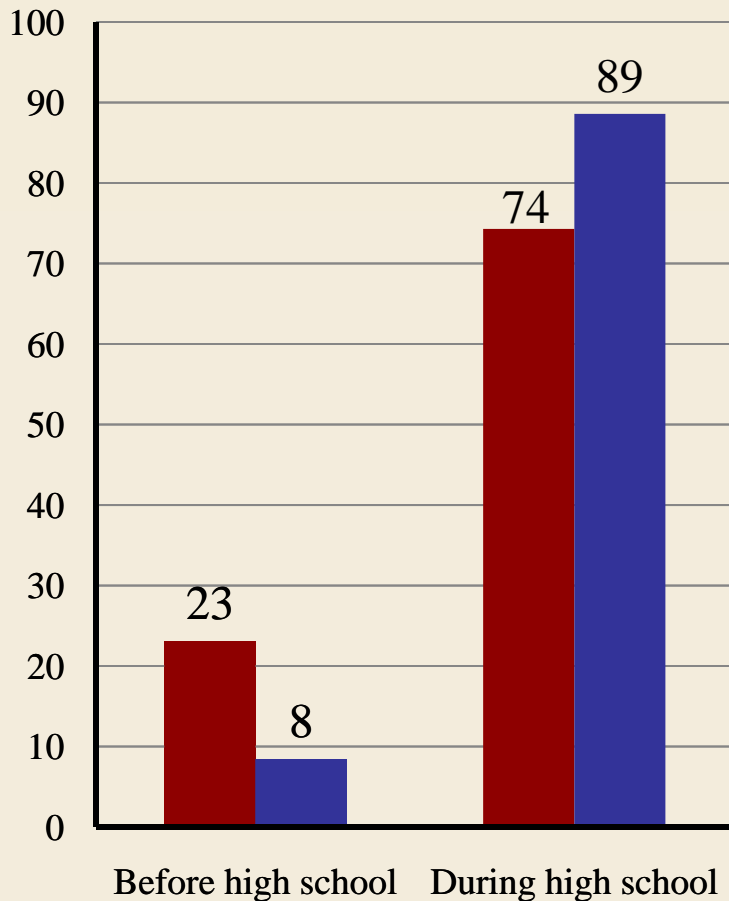
Highest mathematics course taken by high school graduates, by race: 1990-2005



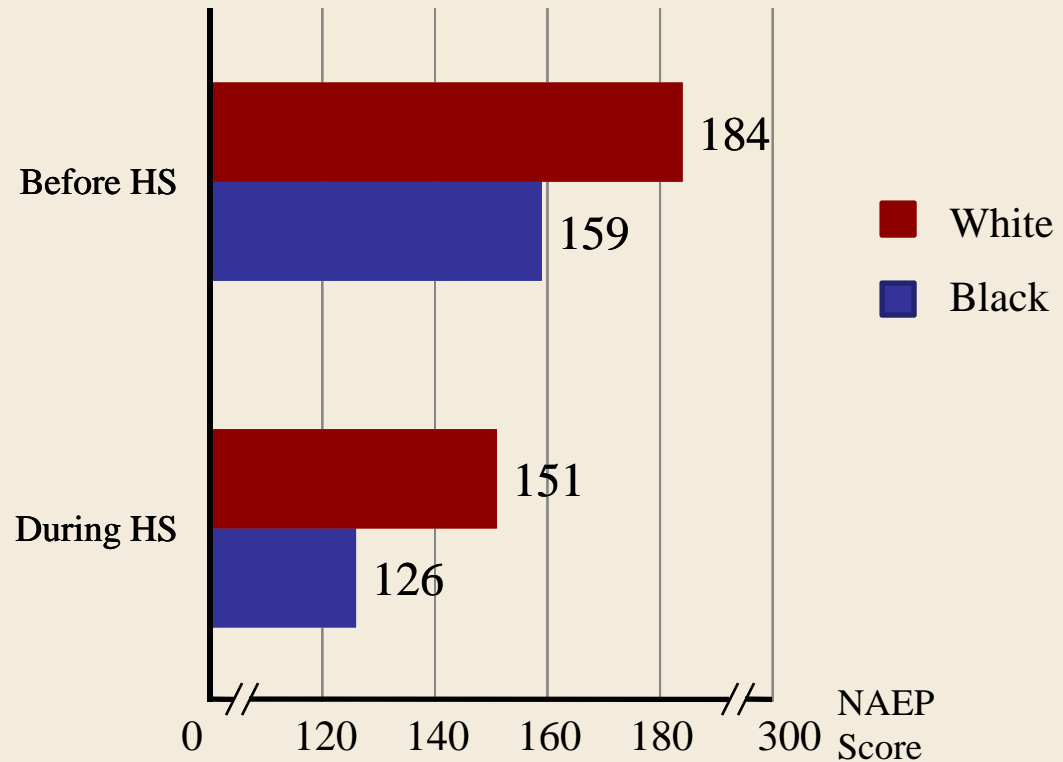
Timing of Algebra I

High school graduates according to when they took algebra I, by race: 2005

Percentage of Students

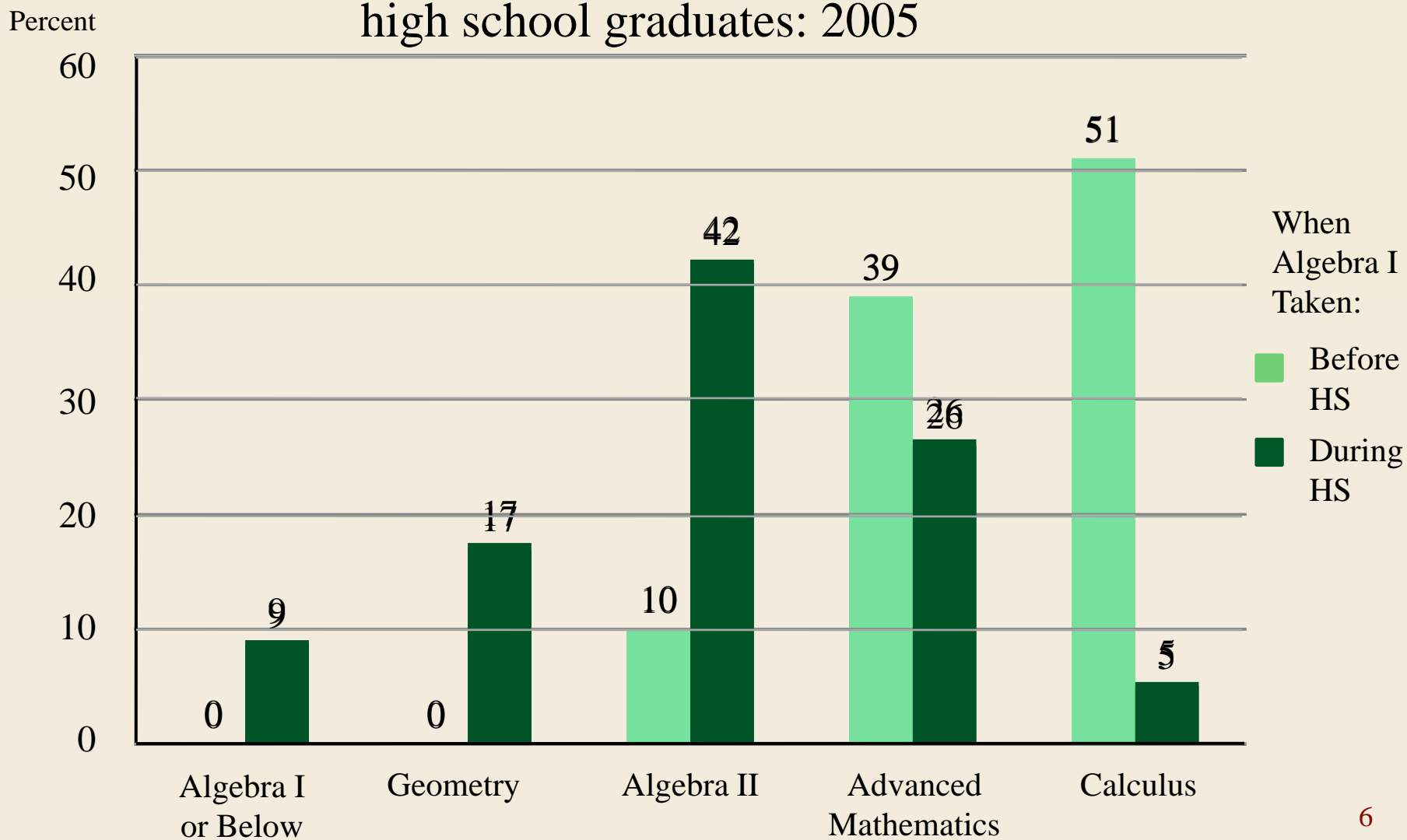


NAEP Mathematics Score



Timing of Algebra I

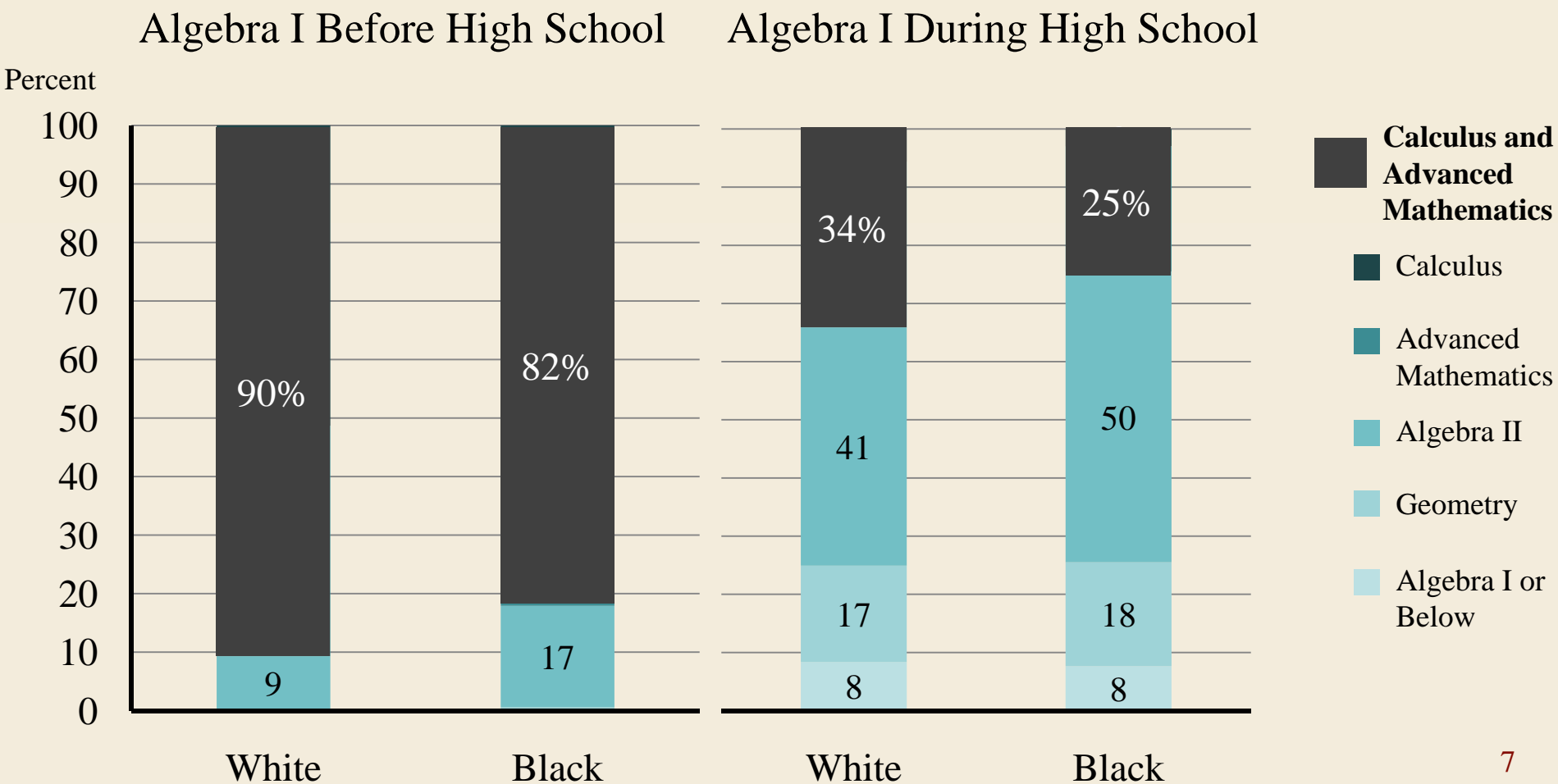
Highest mathematics course taken by high school graduates: 2005





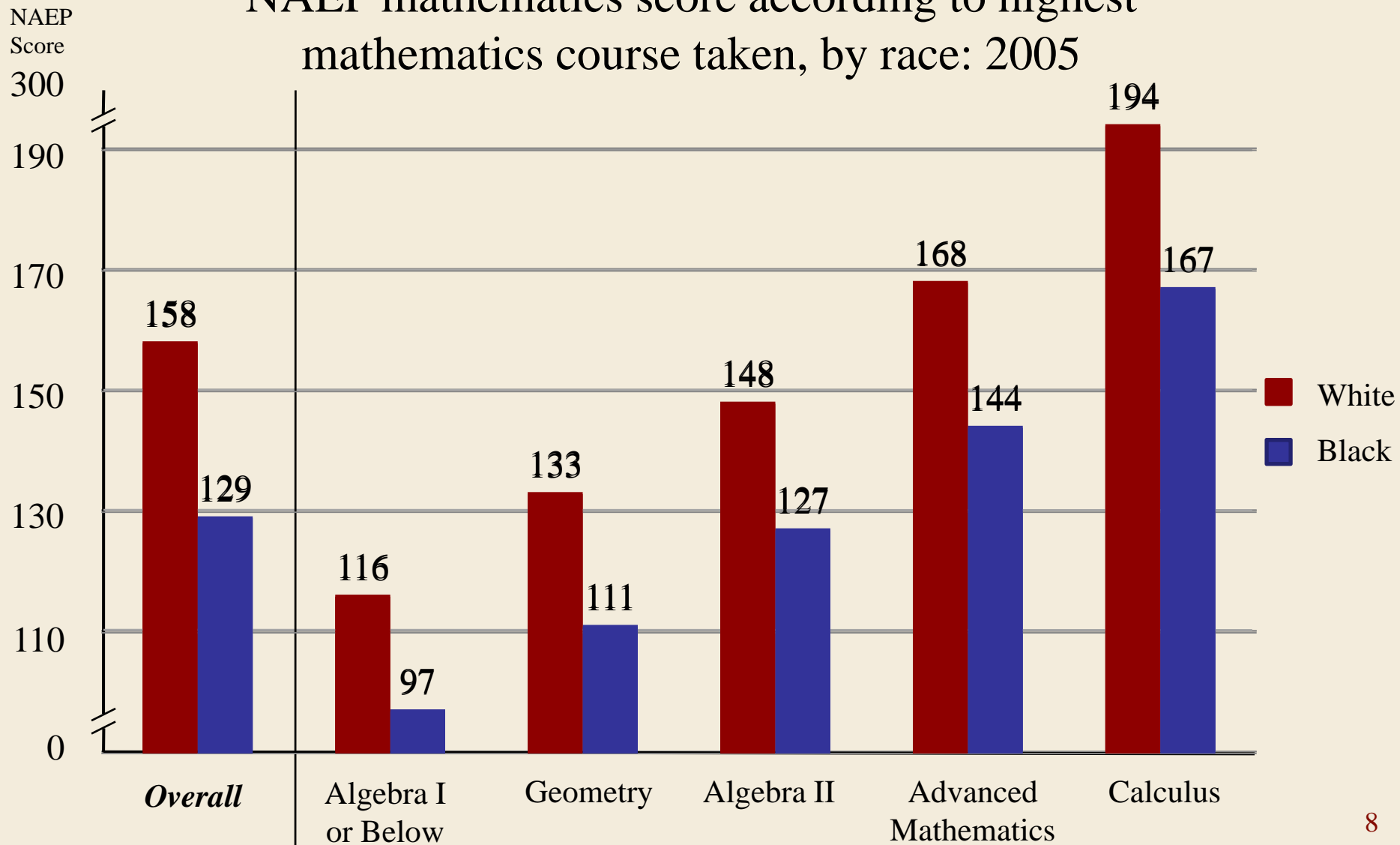
Timing of Algebra I

Highest mathematics course taken by high school graduates, by race: 2005



Coursetaking and Achievement

NAEP mathematics score according to highest mathematics course taken, by race: 2005



*OPRAH'S SPECIAL REPORT:
AMERICAN SCHOOLS IN CRISIS*

Two-part special aired on April 11-12, 2006

NAEP mathematics performance of students who earned an A in advanced mathematics or calculus: 2005



“I want to make sure that if a student takes a course, it’s really a significant course, not a watered-down version.”

- Ronald A. Pieffer

Maryland deputy state superintendant for academic policy

Purpose: Determine what students are being taught in algebra I and geometry courses.

Sample: In 2005, algebra I and geometry textbook information collected from a nationally representative sample of 650 high schools.



Approach: Obtain in-depth information about mathematics course content, including:

- Primary and supplementary textbooks used
- Chapters covered
- Additional course materials

Information for a given course reviewed to determine how much students would be likely to learn in that course.

2005 High School Transcript Study: Mathematics Course Content Analysis

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