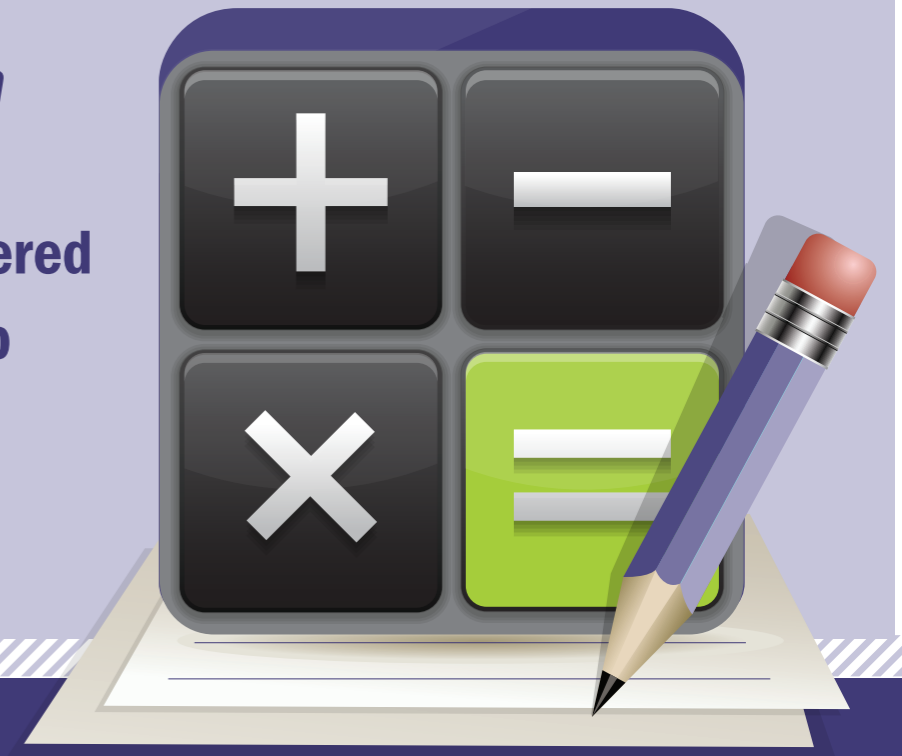
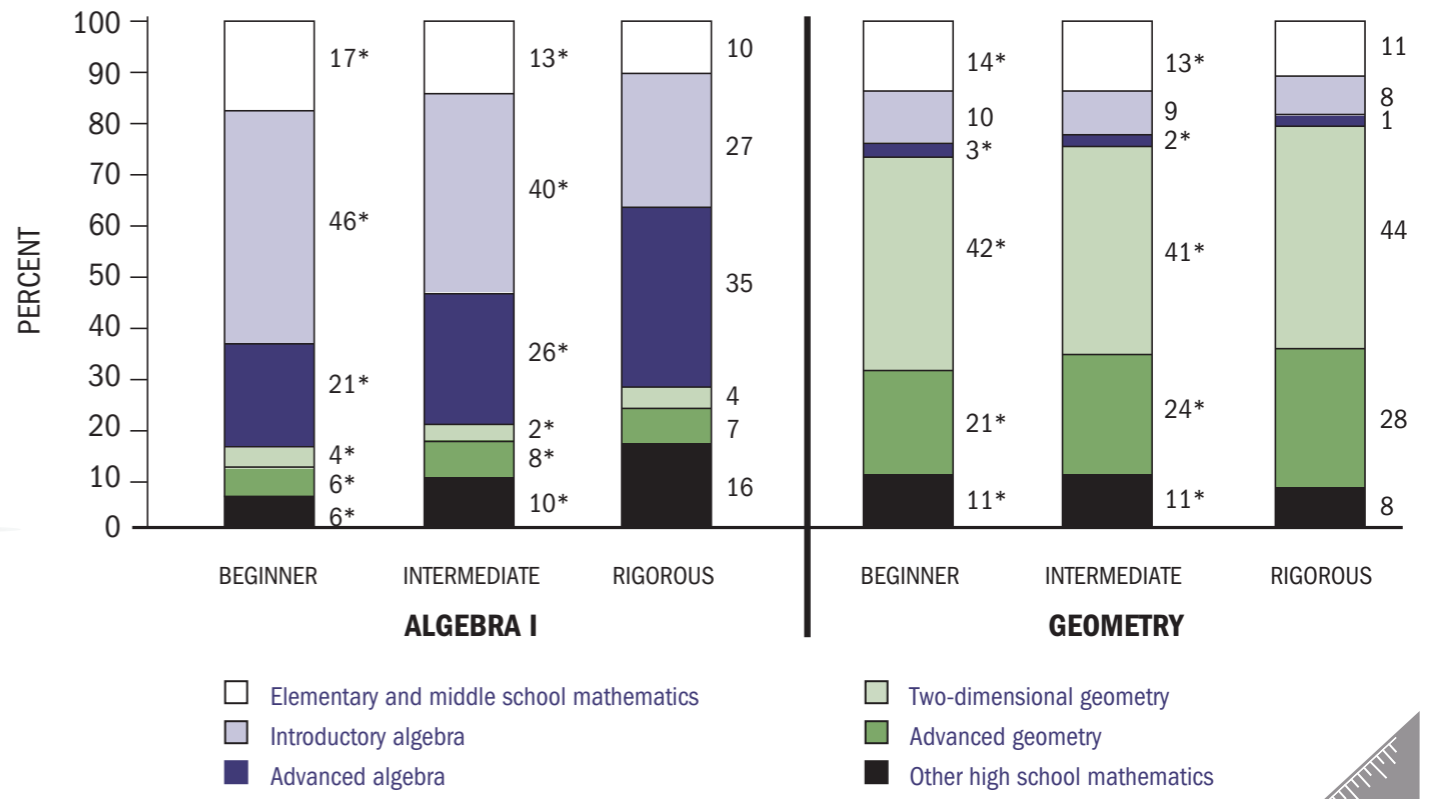


The *Algebra I and Geometry Curricula: Results from the 2005 High School Transcript Mathematics Curriculum Study* analyzed high school algebra I and geometry textbooks and what is actually covered in classes around the country. This study explored the relationship between coursetaking and student achievement to answer several critical questions for today's teachers, parents, and students.



WHAT TOPICS ARE TAUGHT IN ALGEBRA I AND GEOMETRY?

AT LEAST **10%** OF HIGH SCHOOL ALGEBRA I AND GEOMETRY CLASS CONTENT FOCUSED ON ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS TOPICS, REGARDLESS OF RIGOR.



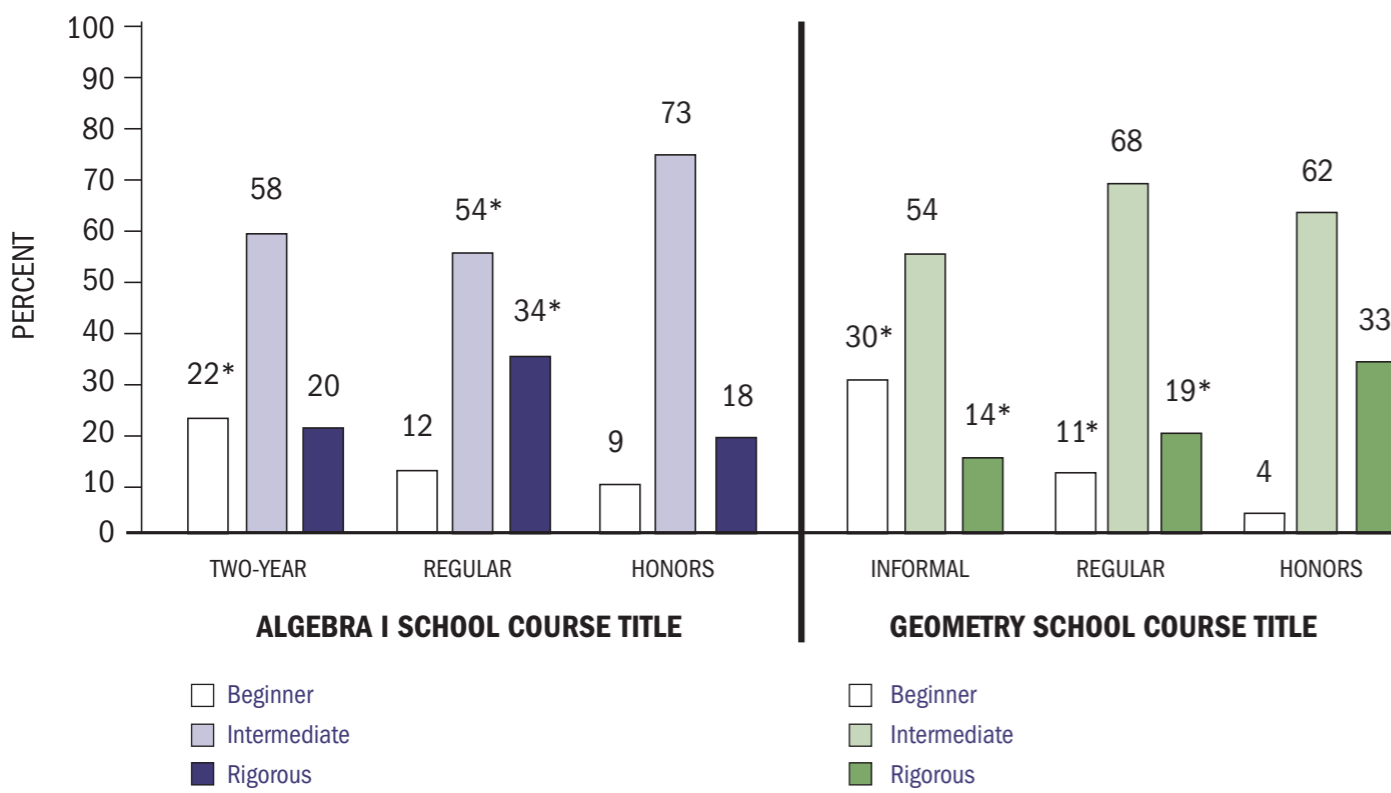
- Rigorous algebra I classes dedicated a higher percentage of the course content to advanced algebra topics.

* Significantly different ($p < .05$) from rigorous.
NOTE: Details may not sum to total because of rounding.



DO MATH COURSE TITLES REFLECT WHAT'S BEING TAUGHT?

73% OF GRADUATES WHO TOOK AN "HONORS" ALGEBRA I COURSE RECEIVED AN INTERMEDIATE LEVEL CURRICULUM

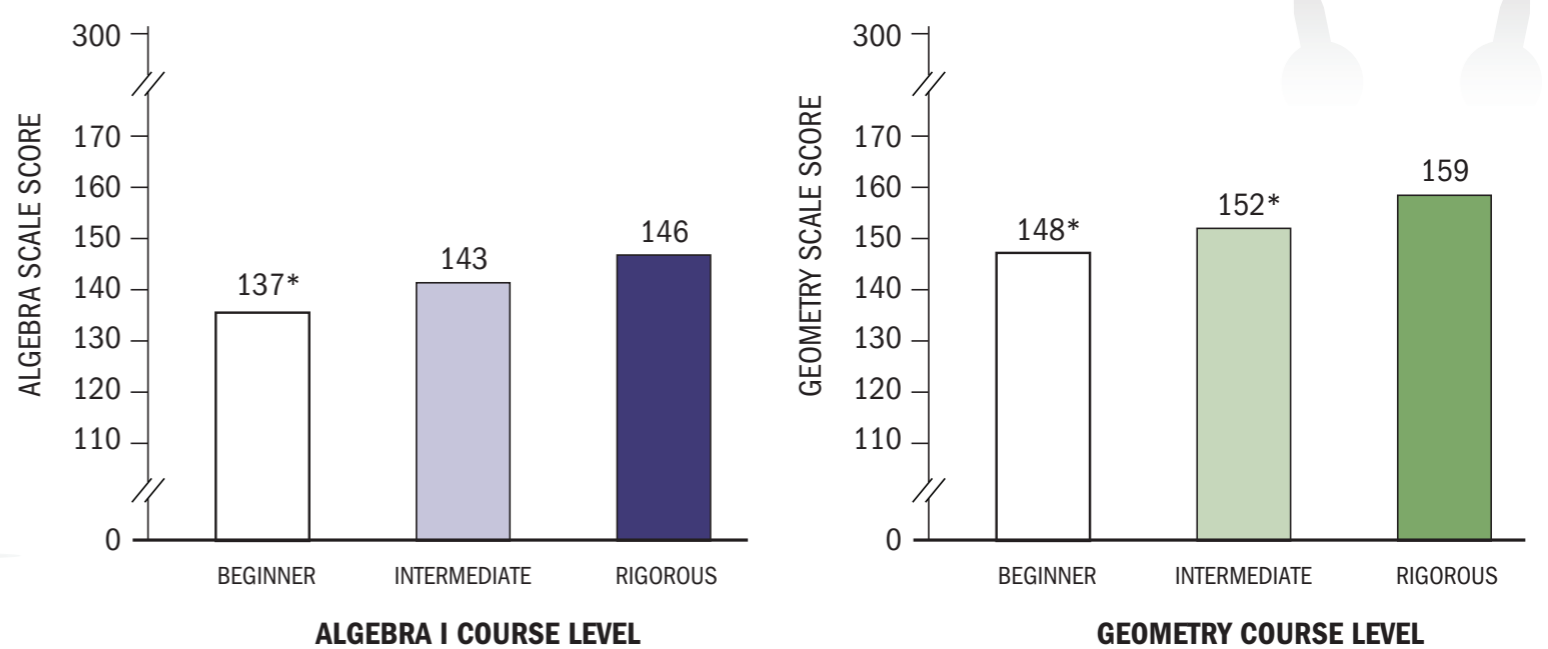
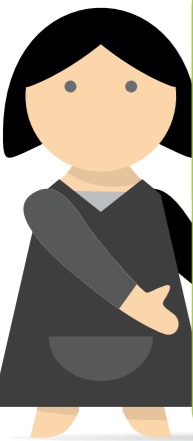


- School course titles often overstated course content and challenge.

* Significantly different ($p < .05$) from honors.
NOTE: Details may not sum to total because of rounding and the use of integrated mathematics textbooks in nonintegrated mathematics courses.
*Two-year algebra I is a course that is completed in two years. *Informal geometry is a course that does not emphasize proofs.

DO STUDENTS' COURSETAKING PATTERNS AFFECT THEIR MATH SCORES?

GRADUATES WHO TOOK RIGOROUS ALGEBRA I OR GEOMETRY COURSES SCORED HIGHER ON NAEP.



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

