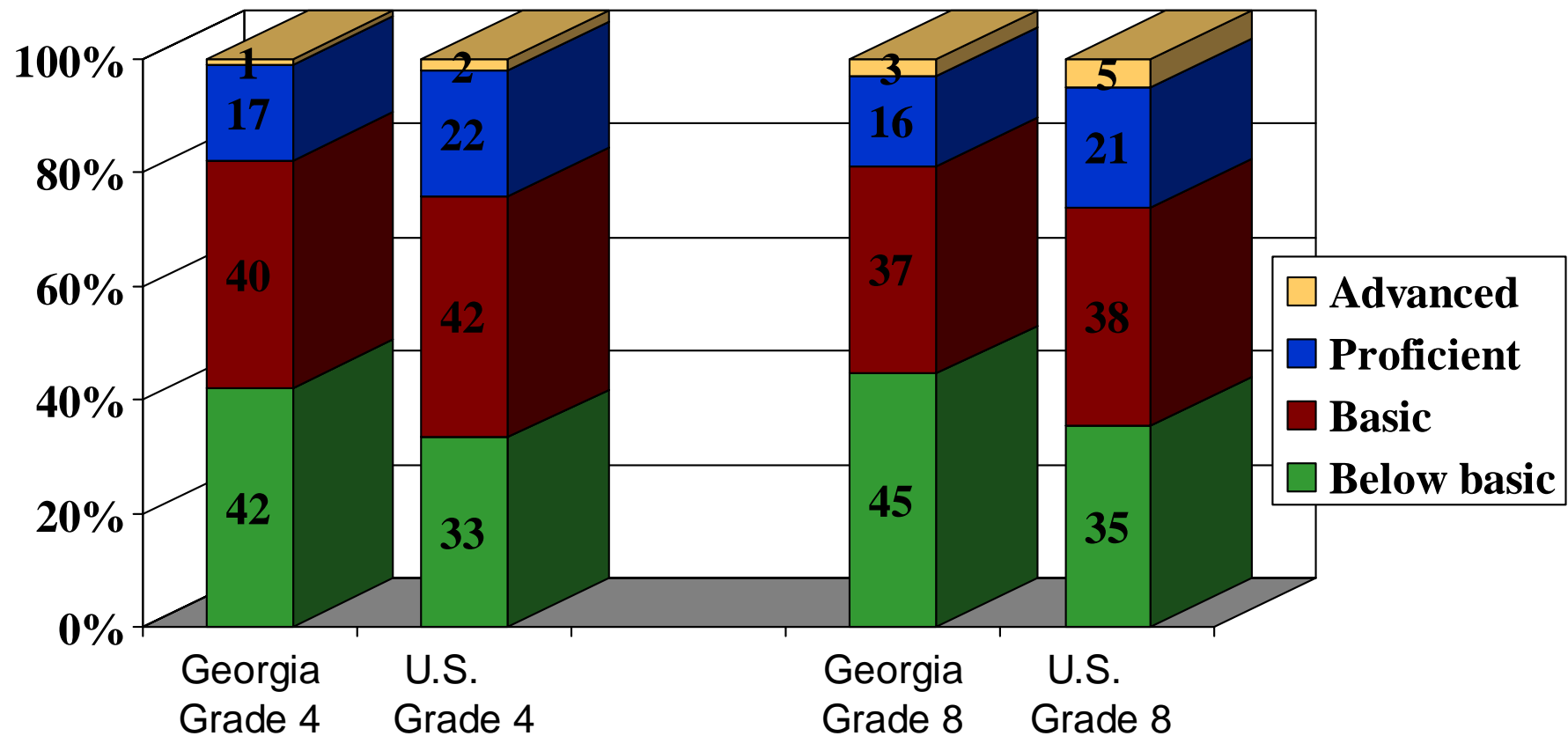


Mathematics Achievement Data

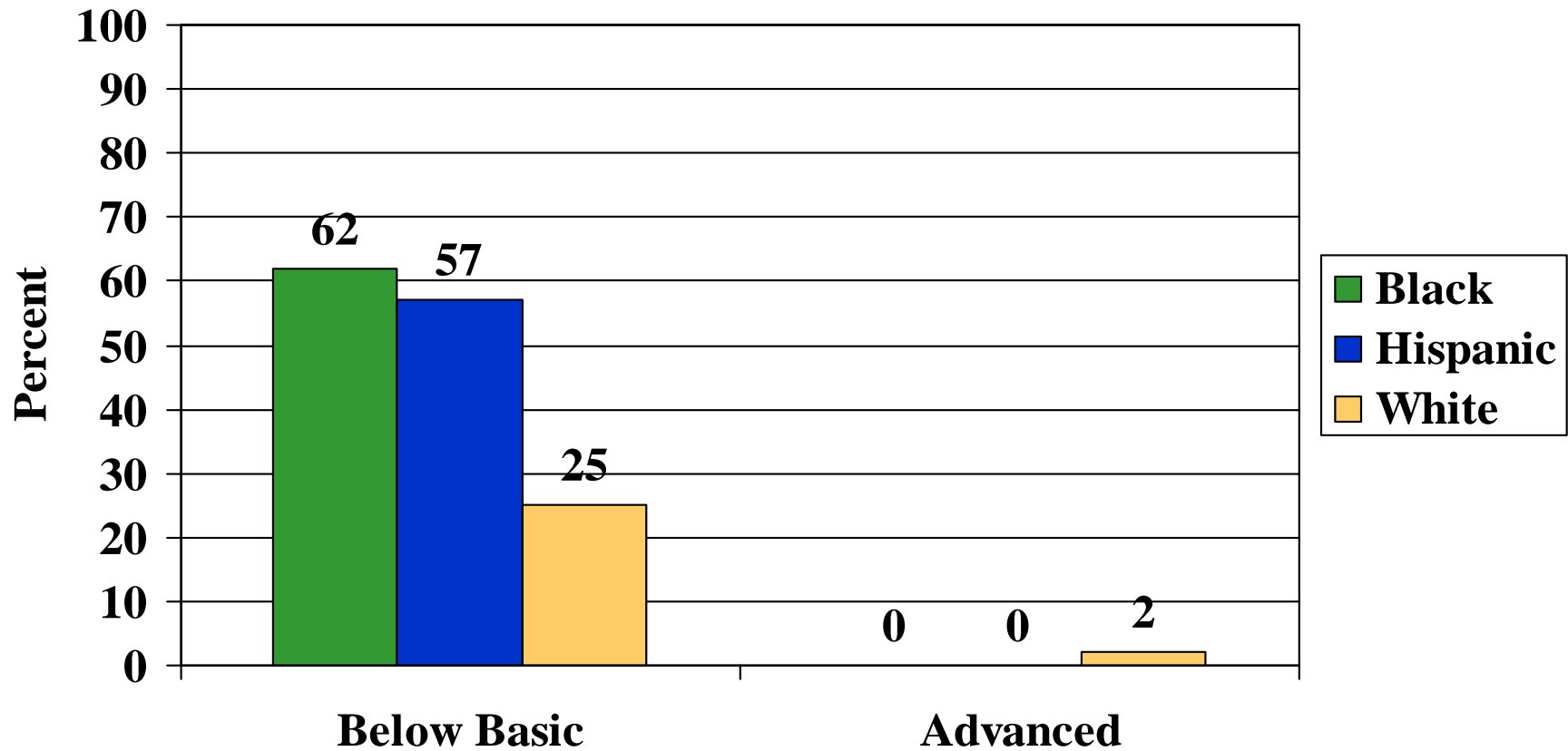
NAEP Performance in Mathematics: Georgia vs. U.S.



Source: NCES, NAEP Summary Data Tables, 2001.

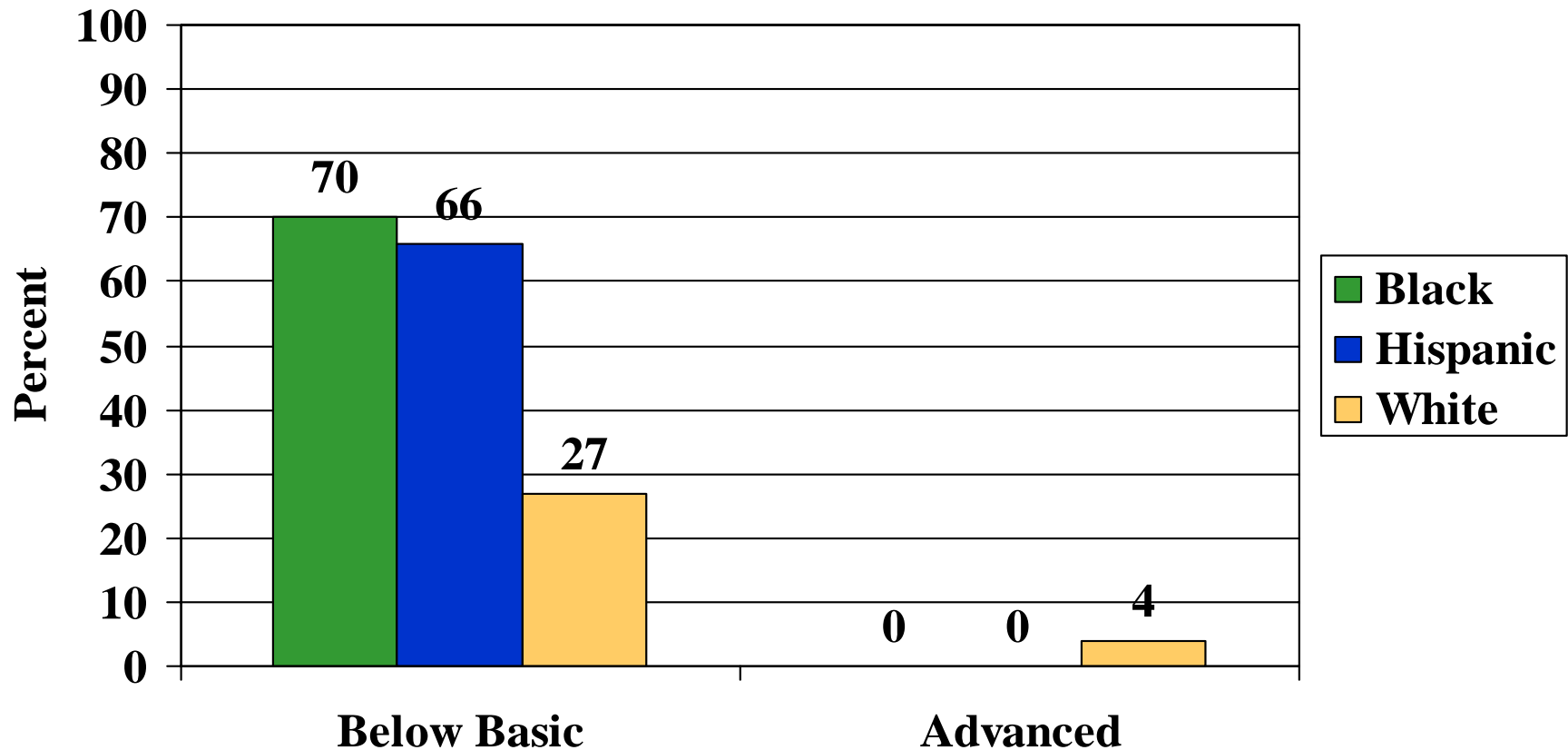
The Mathematics Achievement Gap

Grade 4 : GEORGIA NAEP 2000

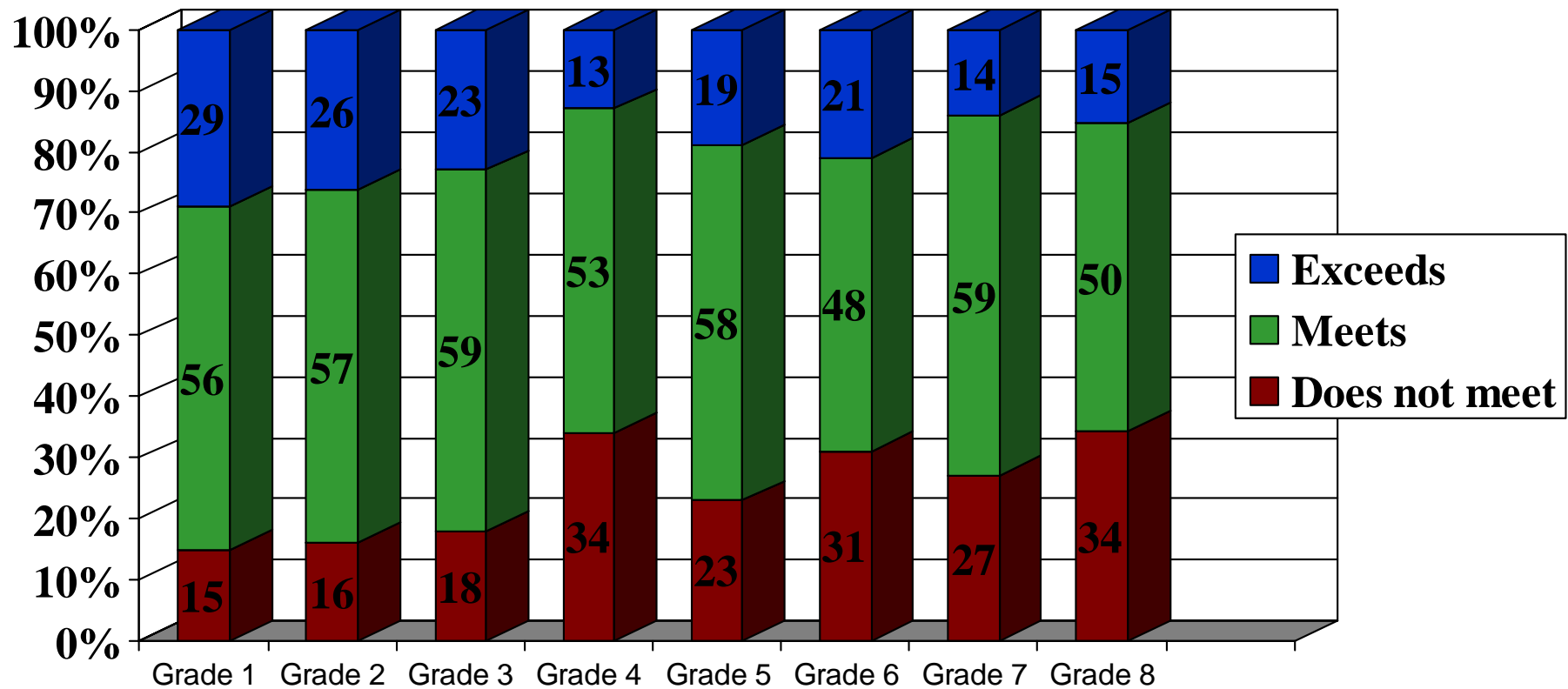


The Mathematics Achievement Gap

Grade 8 : Georgia NAEP 2000

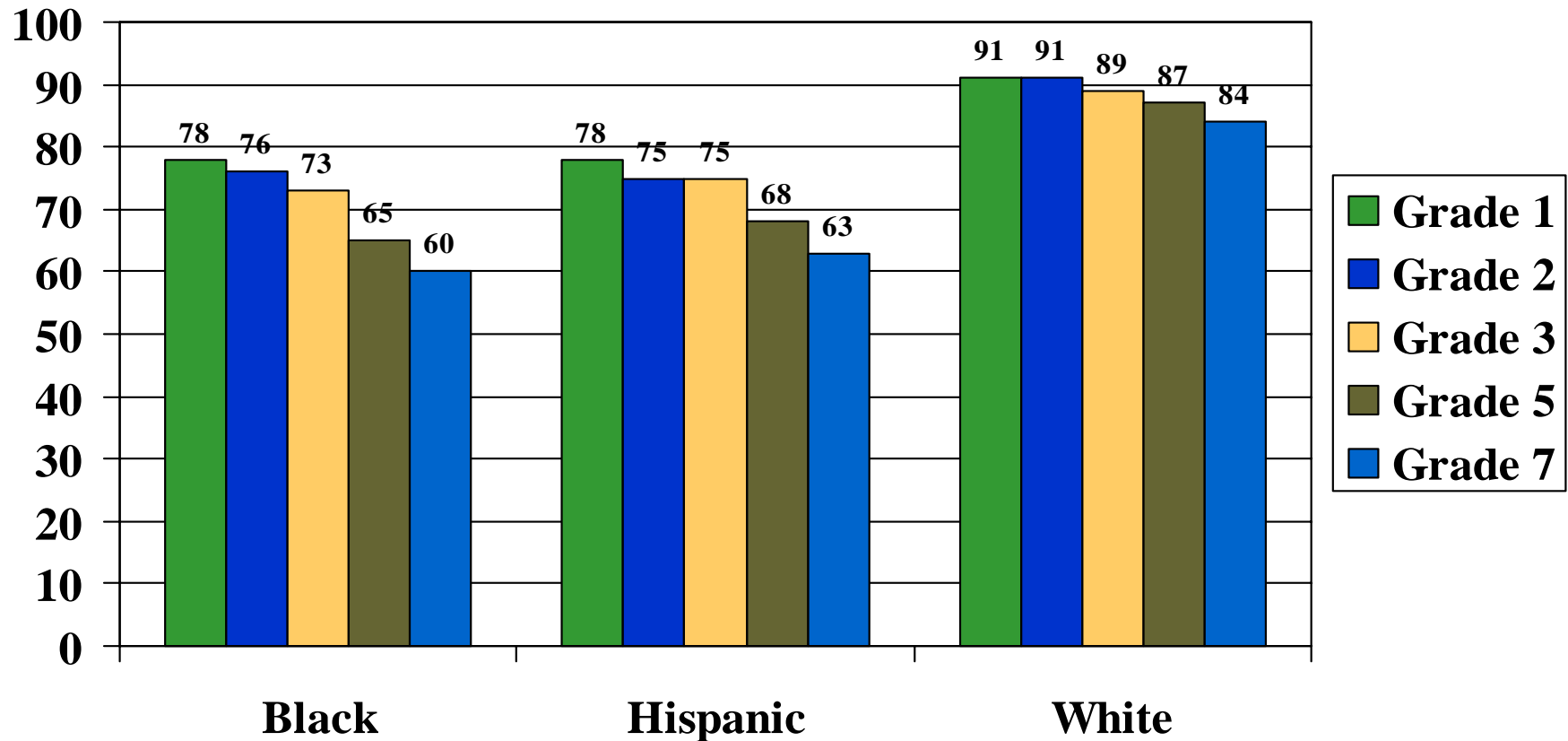


CRCT Performance in Math - 2002



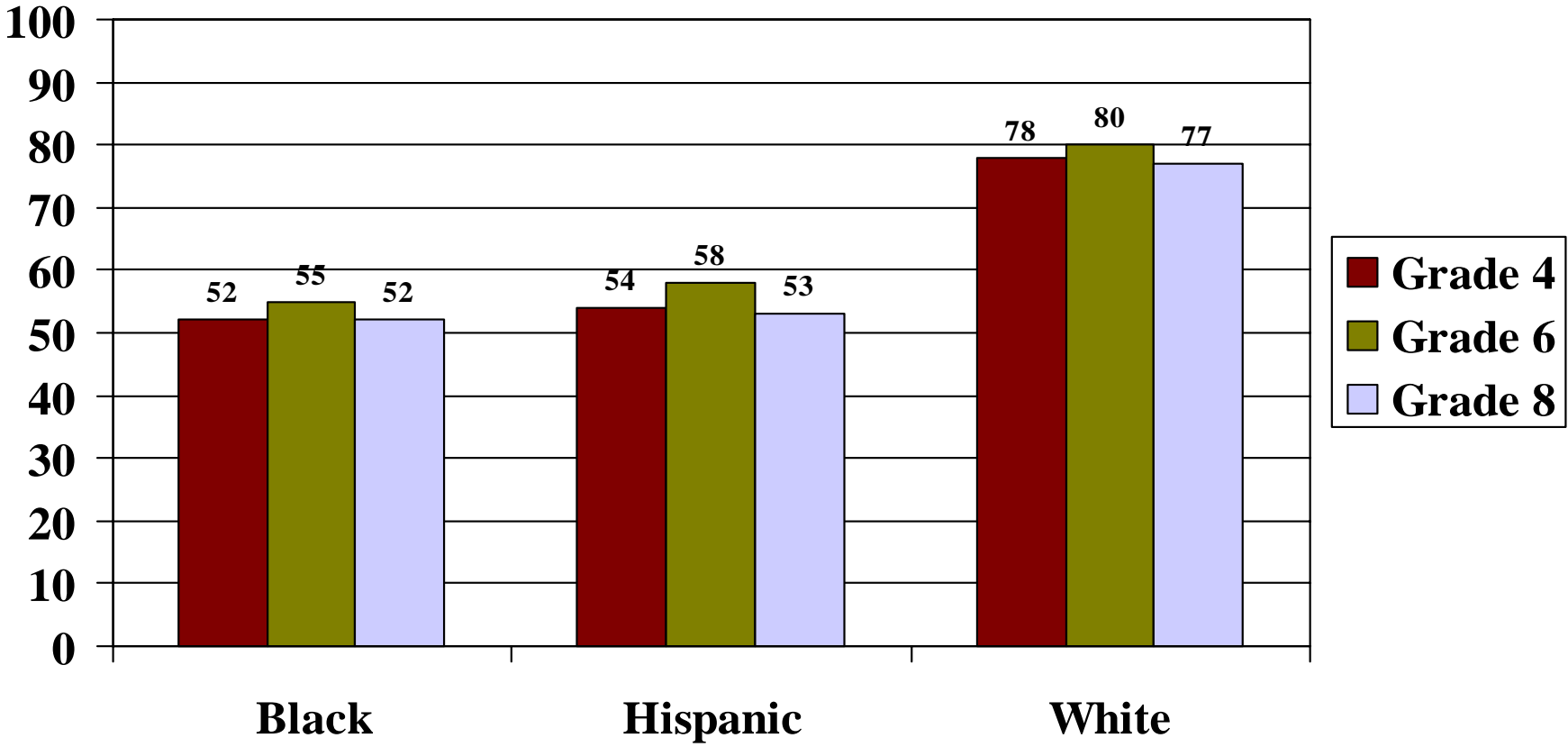
Students Meeting or Exceeding CRCT Standards in Math - 2002

Grades 1, 2, 3, 5, 7

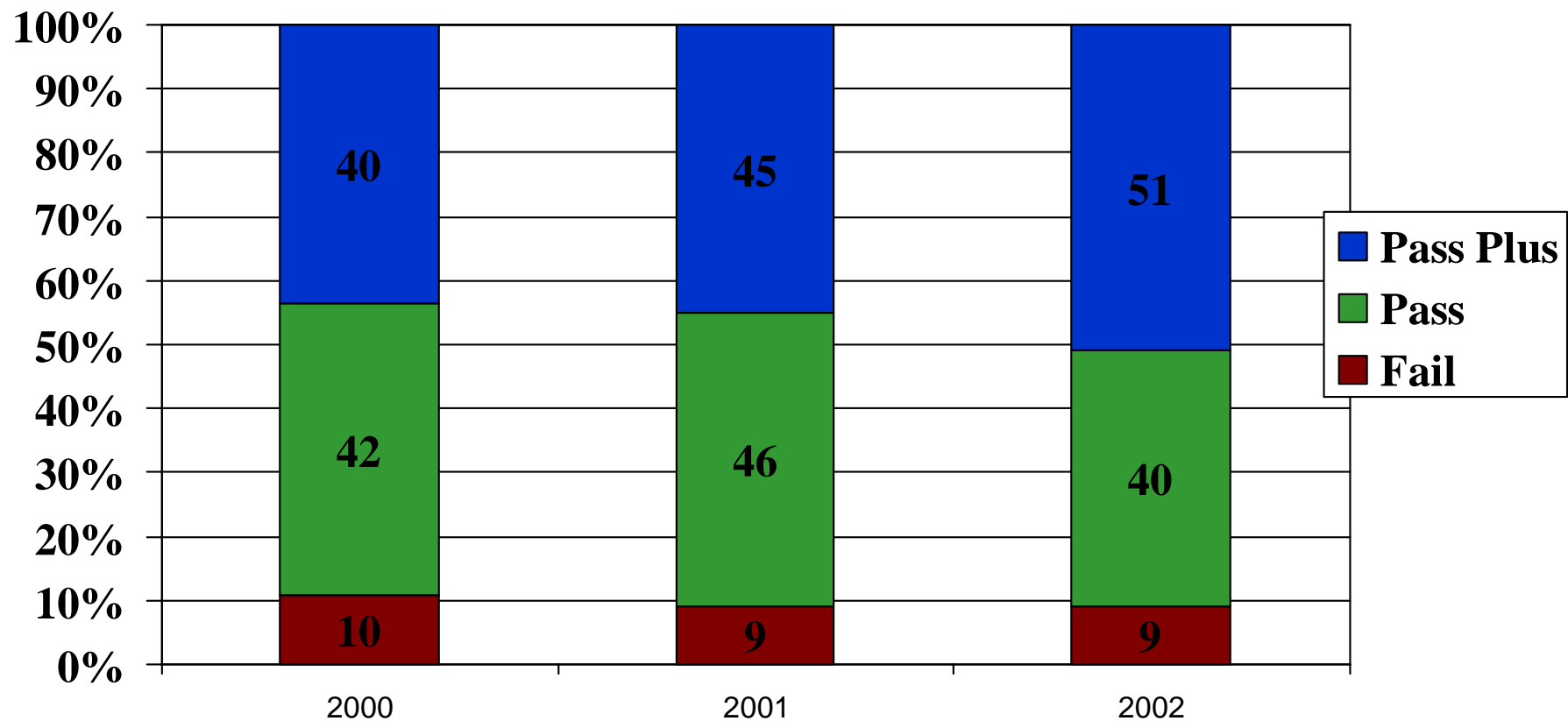


Students Meeting or Exceeding CRCT Standards in Math - 2002

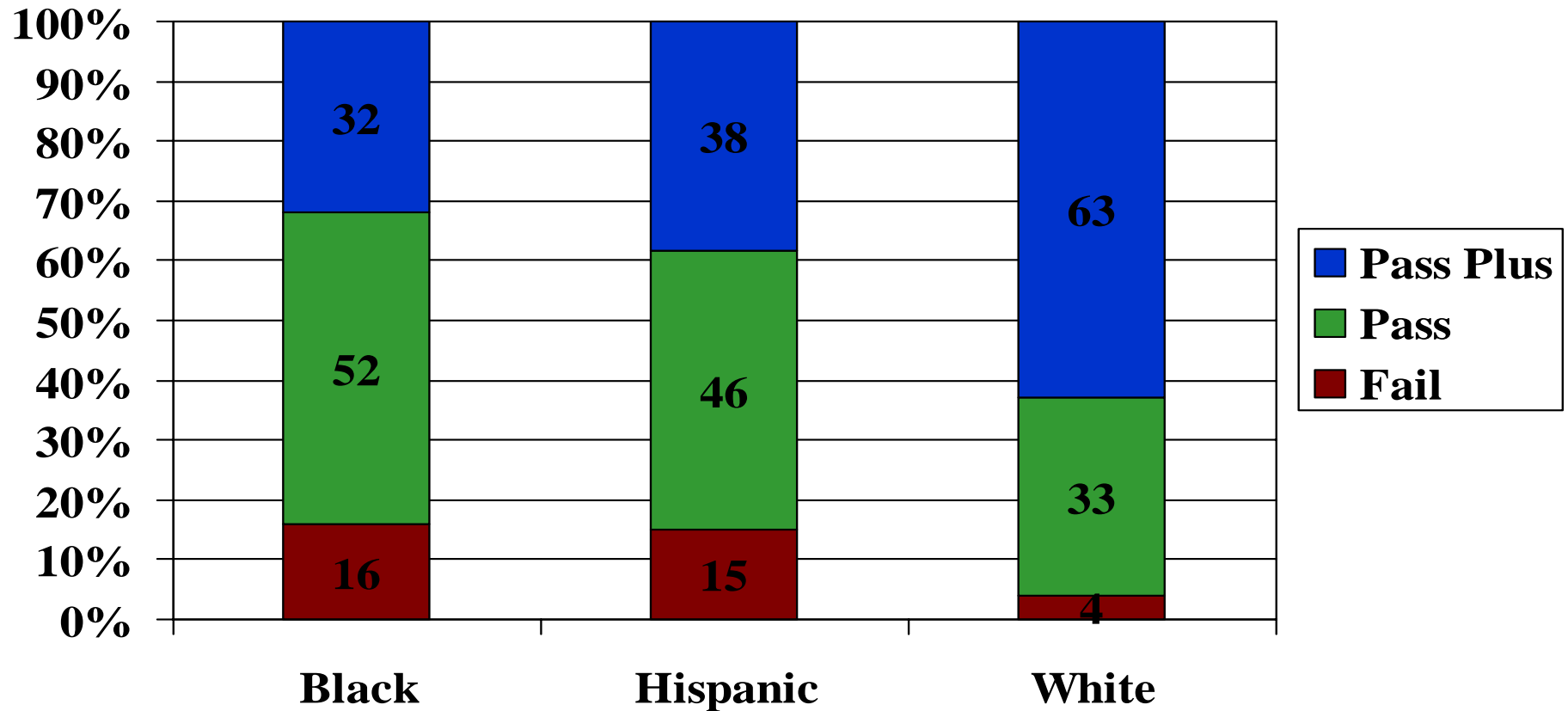
Grades 4, 6, 8



Students Passing the Mathematics Portion of the High School Graduation Test

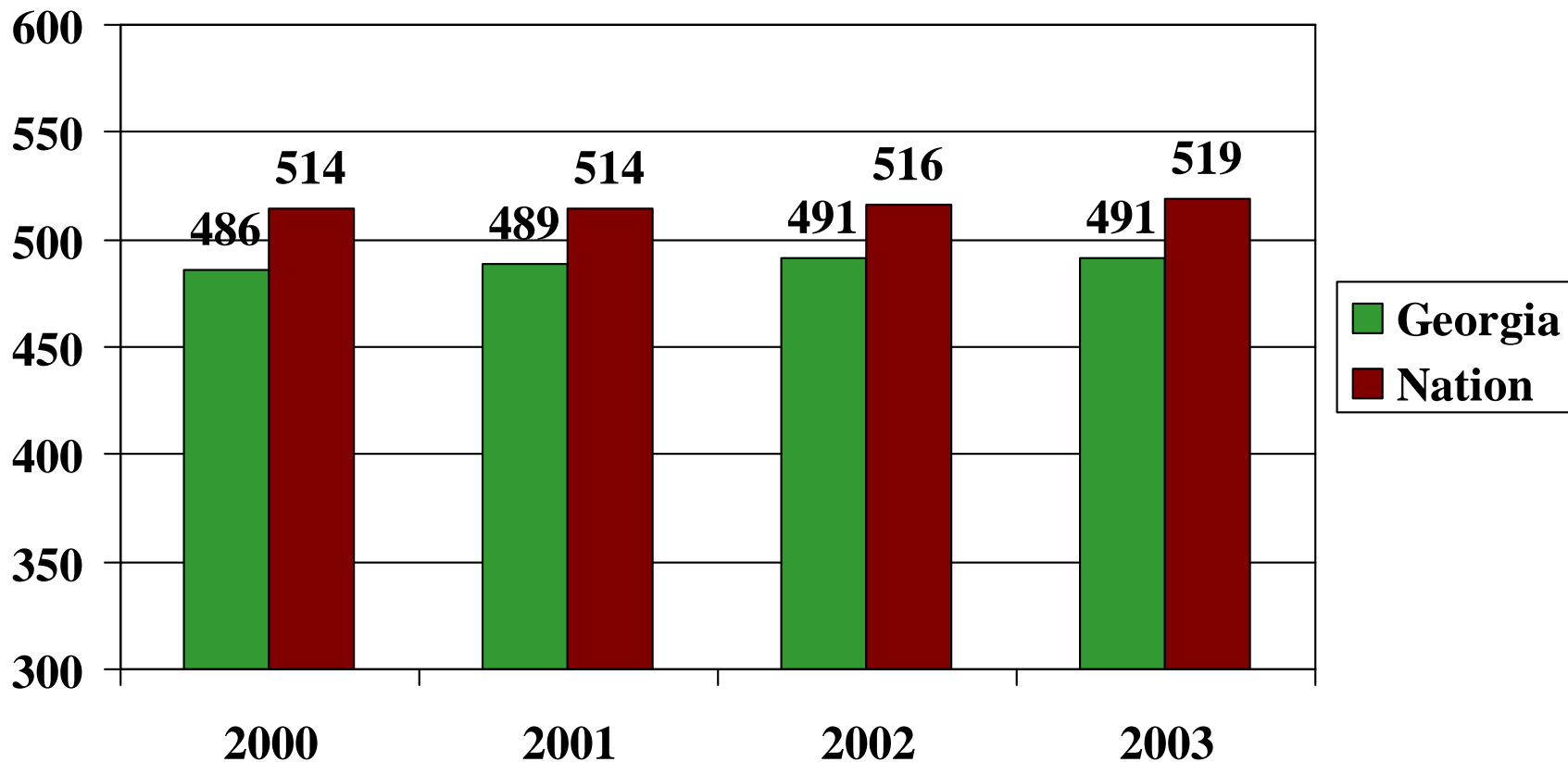


Students Passing the Mathematics Portion of the 2002 High School Graduation Test



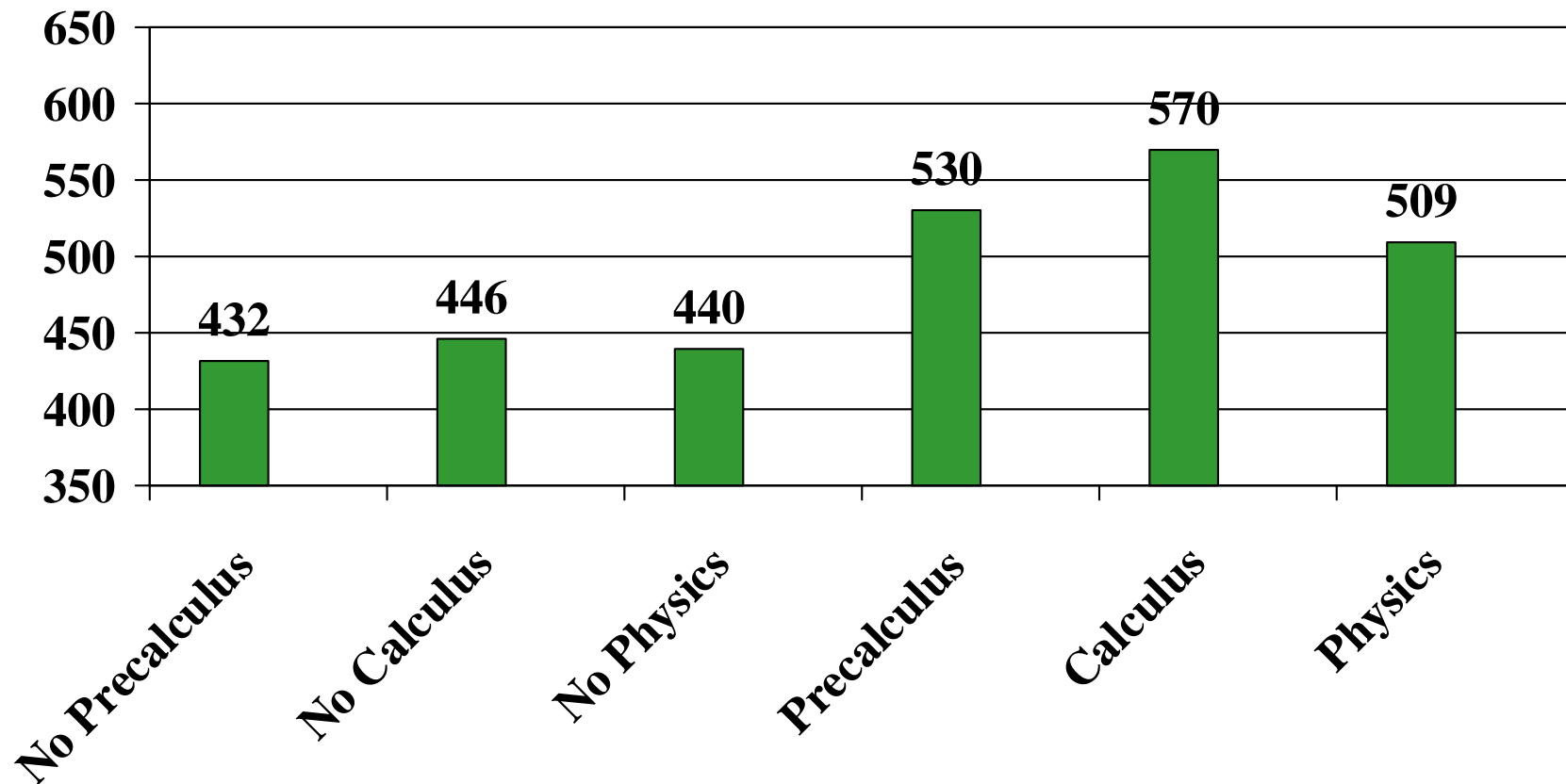
SAT Mathematics Scores

Georgia vs. the Nation



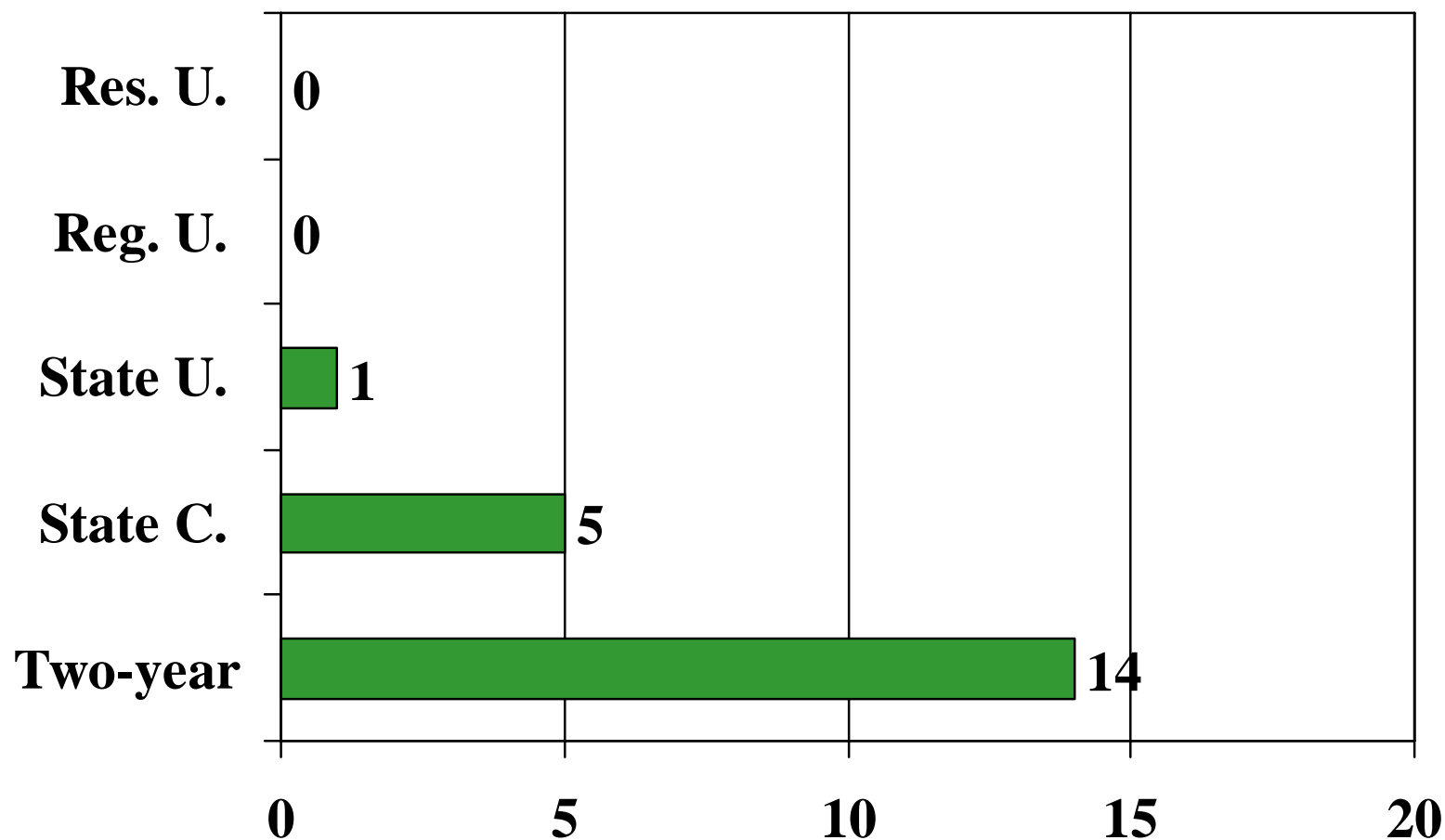
The College Board, State Summary Report, 2002-2003

SAT Math Scores Rise When First-Generation College Students Take Challenging Courses



The College Board, State Summary Report, 2002-2003

Percent of First-time Freshmen Who Have Not Completed the CPC in Mathematics (Fall 2000)



Learning Support in Math

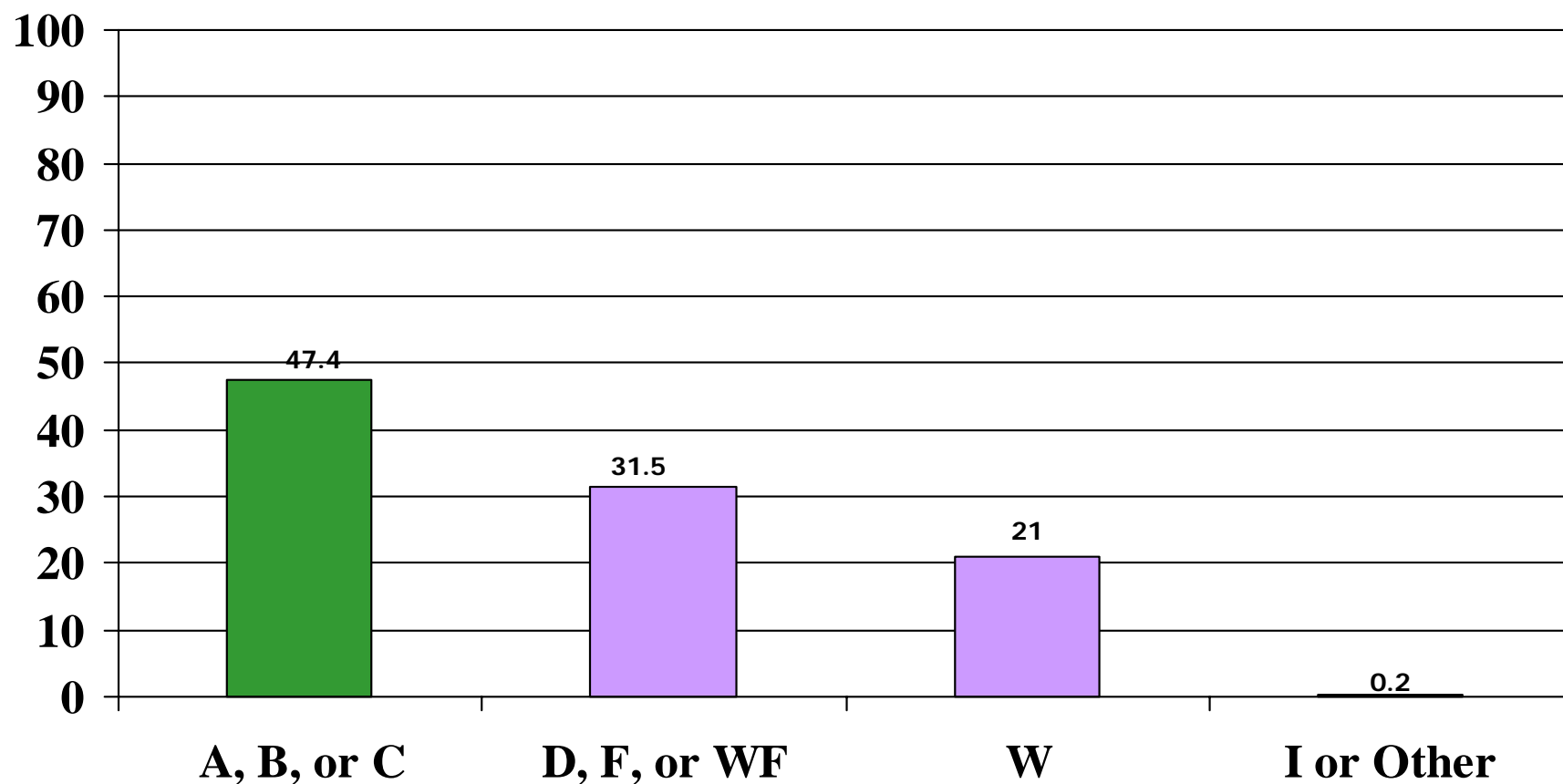
- More USG students require LS in math than in reading or English.
 - True at both level of System requirements and institutional requirements.
- More USG students volunteer to take LS math courses than in other two areas.

Math 1111 and Math 1101

- Almost twice as many students take Math 1111 (College Algebra) as Math 1101 (Mathematical Modeling).
- Few students who have taken learning support courses in math later take Math 1113 (Pre-calculus).
 - LS students are limited from pursuing many majors.

Course Grades for Math 1111 -- College Algebra

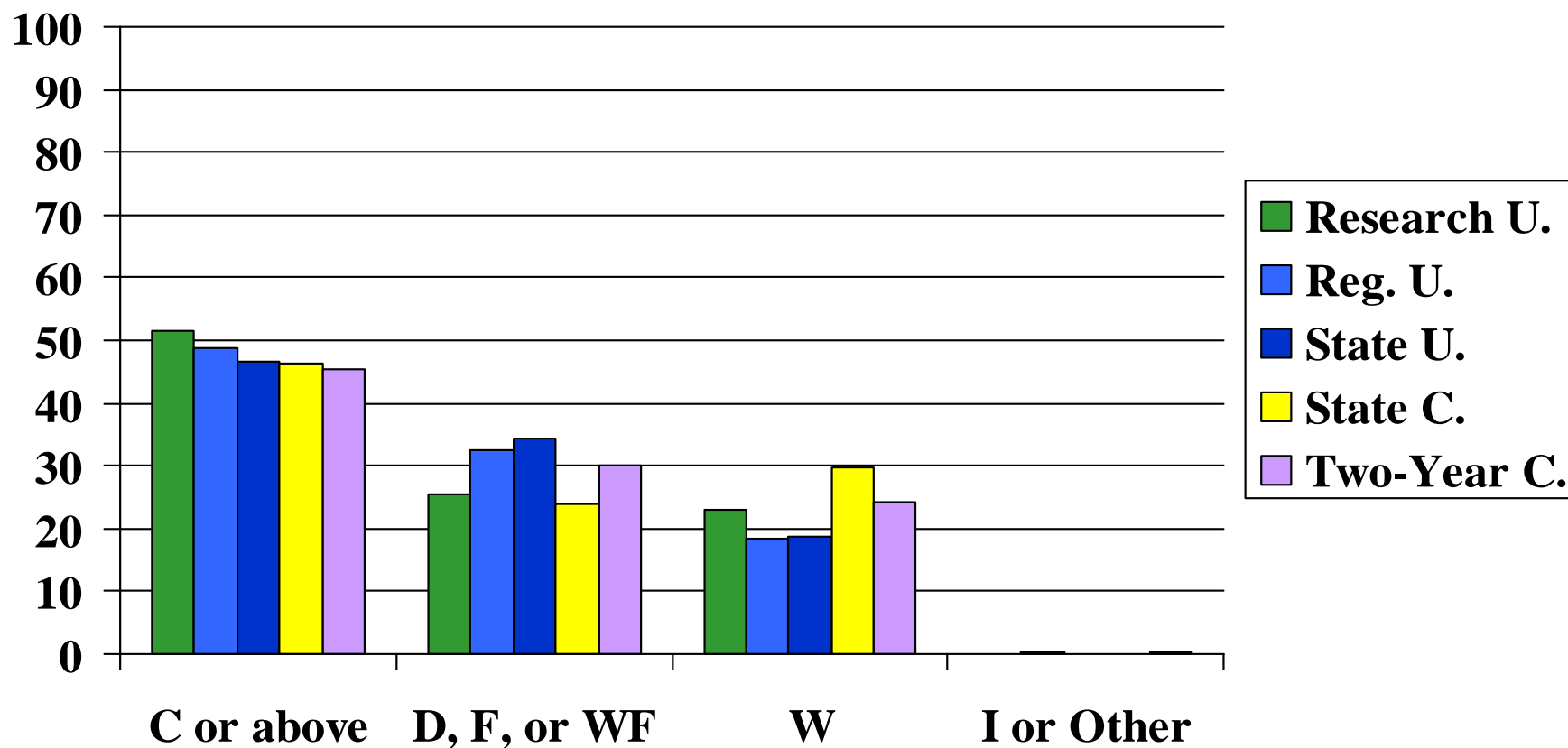
All USG Institutions



Notes: N=20,190 for all students with no transfer history who are took the course. Core/LS SIRS Feedback Data, 1999-2000. USG Office of Strategic Research & Analysis, October 2001.

Course Grades in Math 1111 – College Algebra

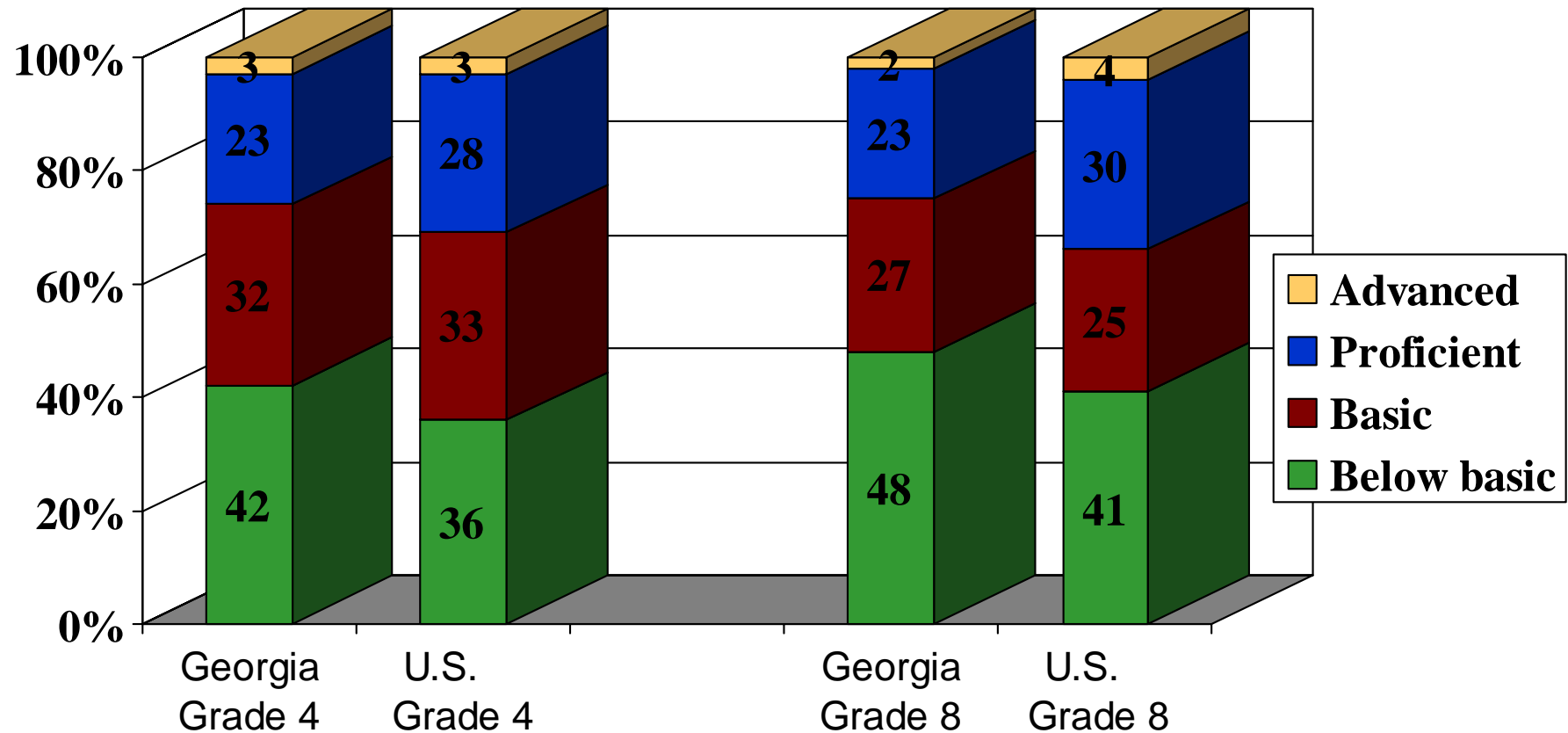
All USG Institutions by Sector



Note: Core/LS SIRS Feedback Data, 1999-2000. USG Office of Strategic Research & Analysis. October 2001

Science Achievement

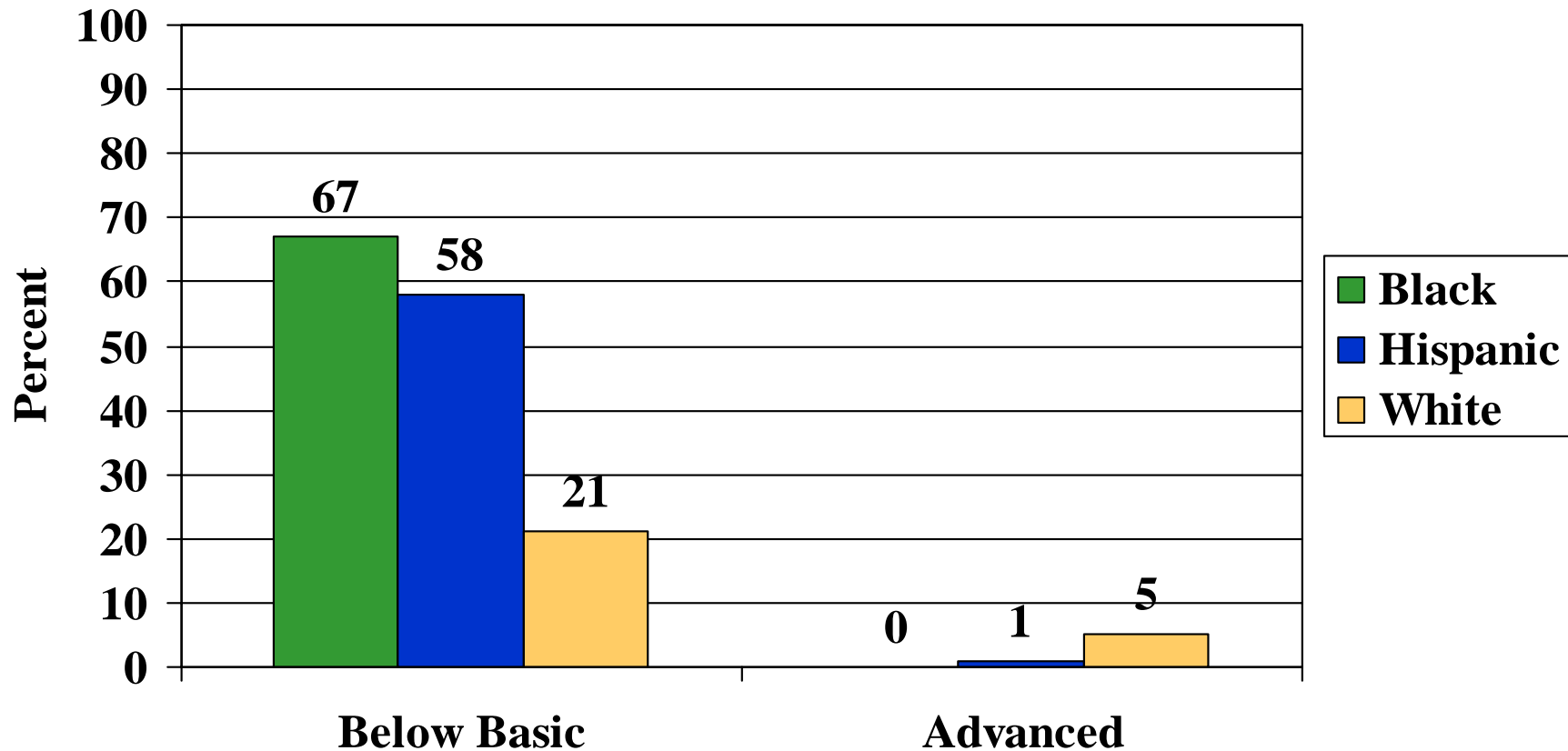
NAEP Performance in Science: Georgia vs. U.S.



Source: NCES, NAEP Summary Data Tables, 2001.

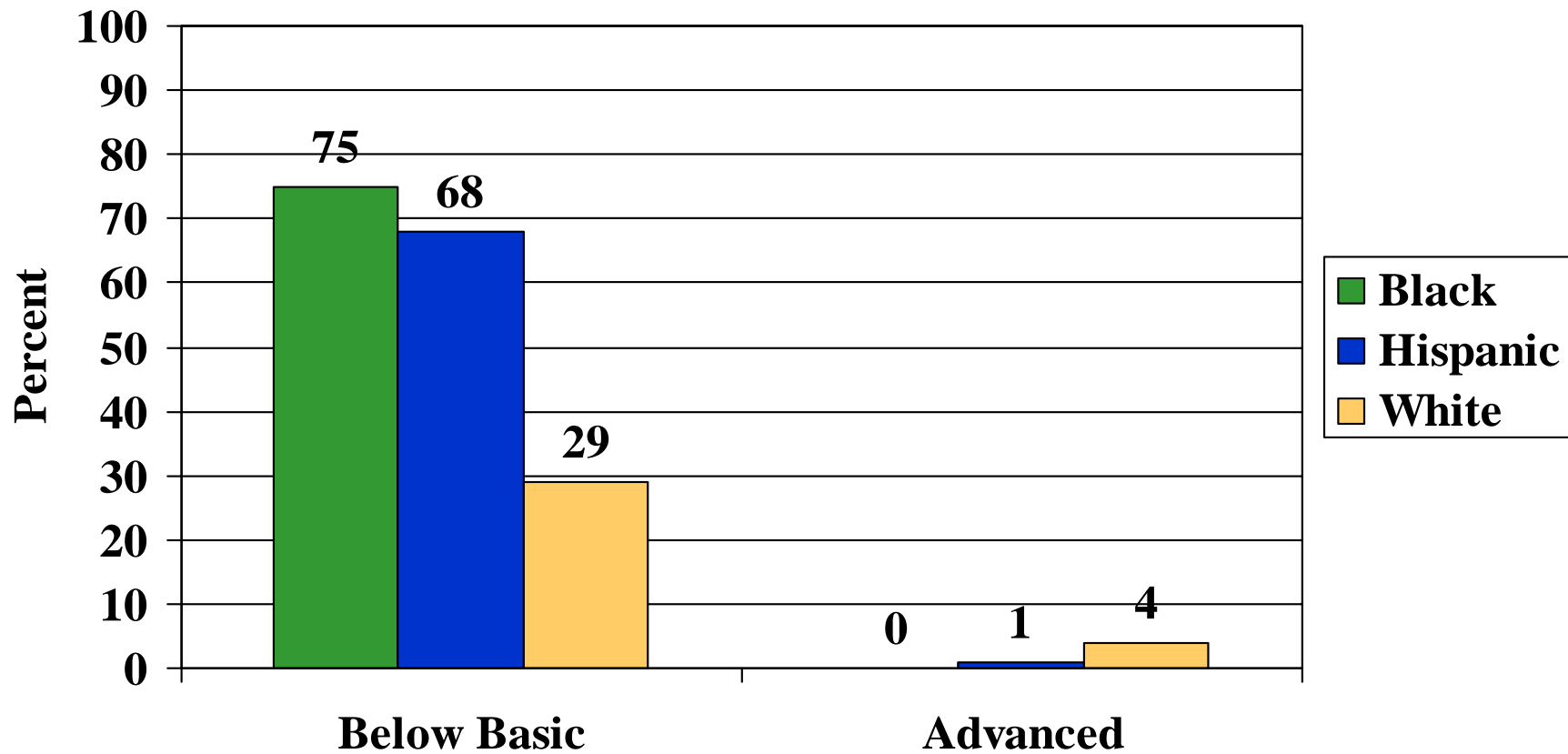
Science Achievement

Grade 4 : GEORGIA NAEP 2000

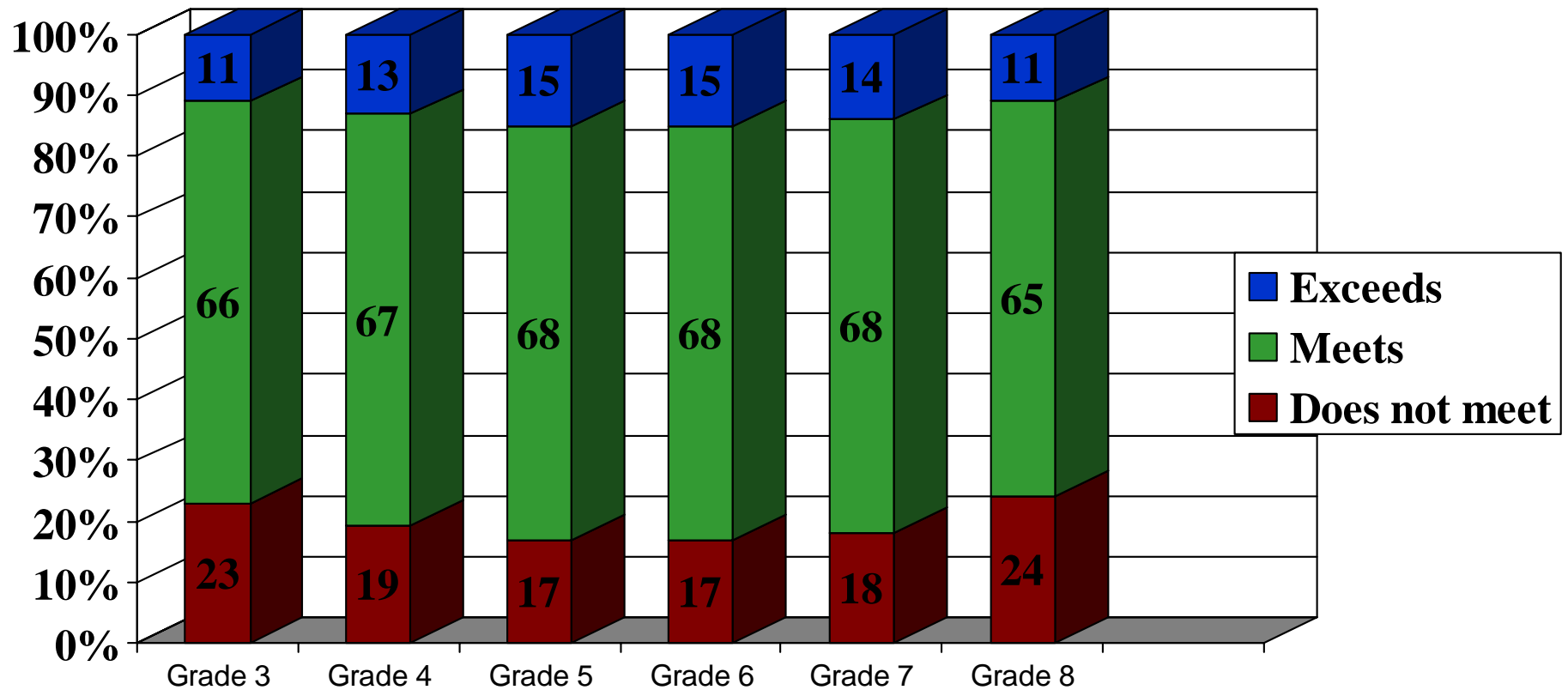


Science Achievement

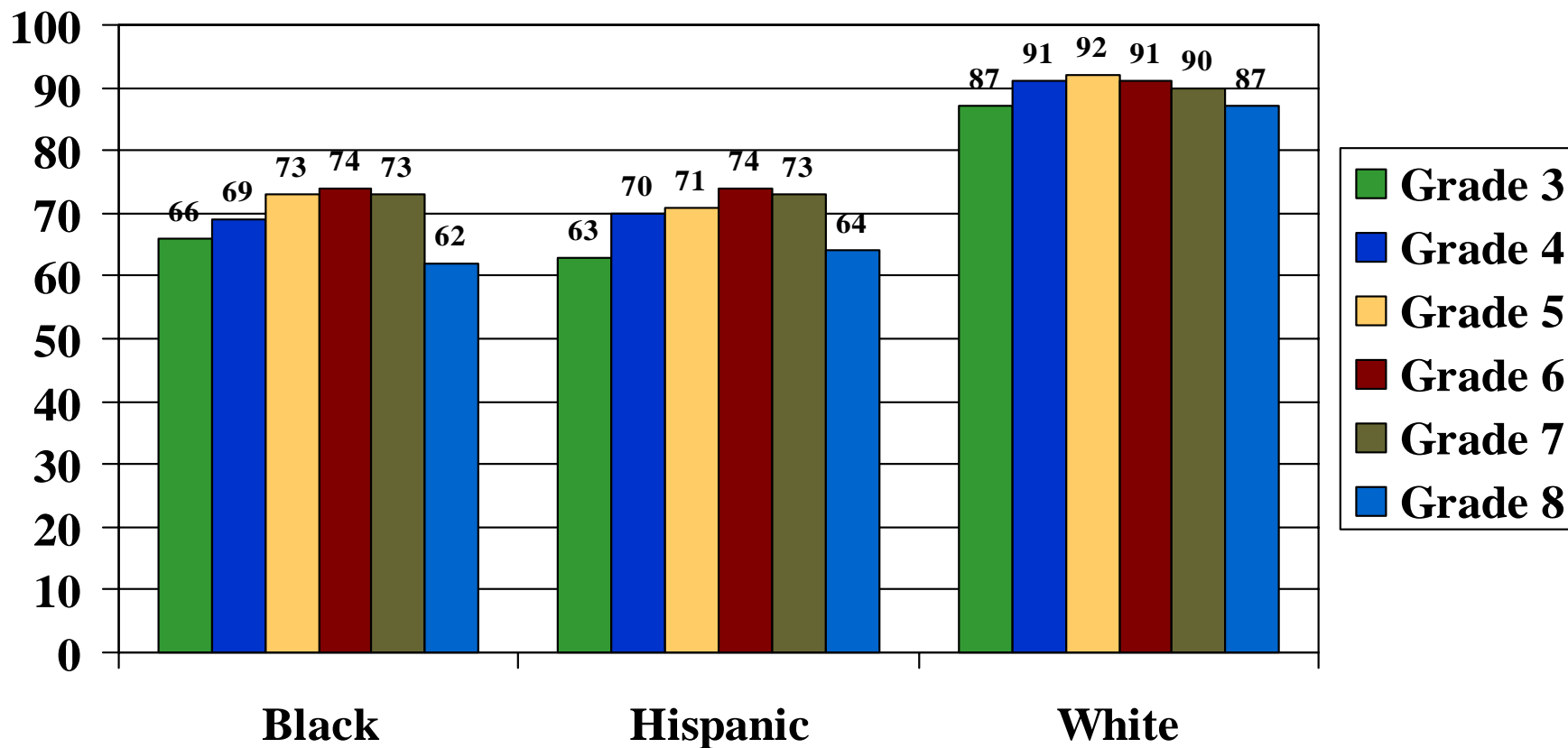
Grade 8: Georgia NAEP 2000



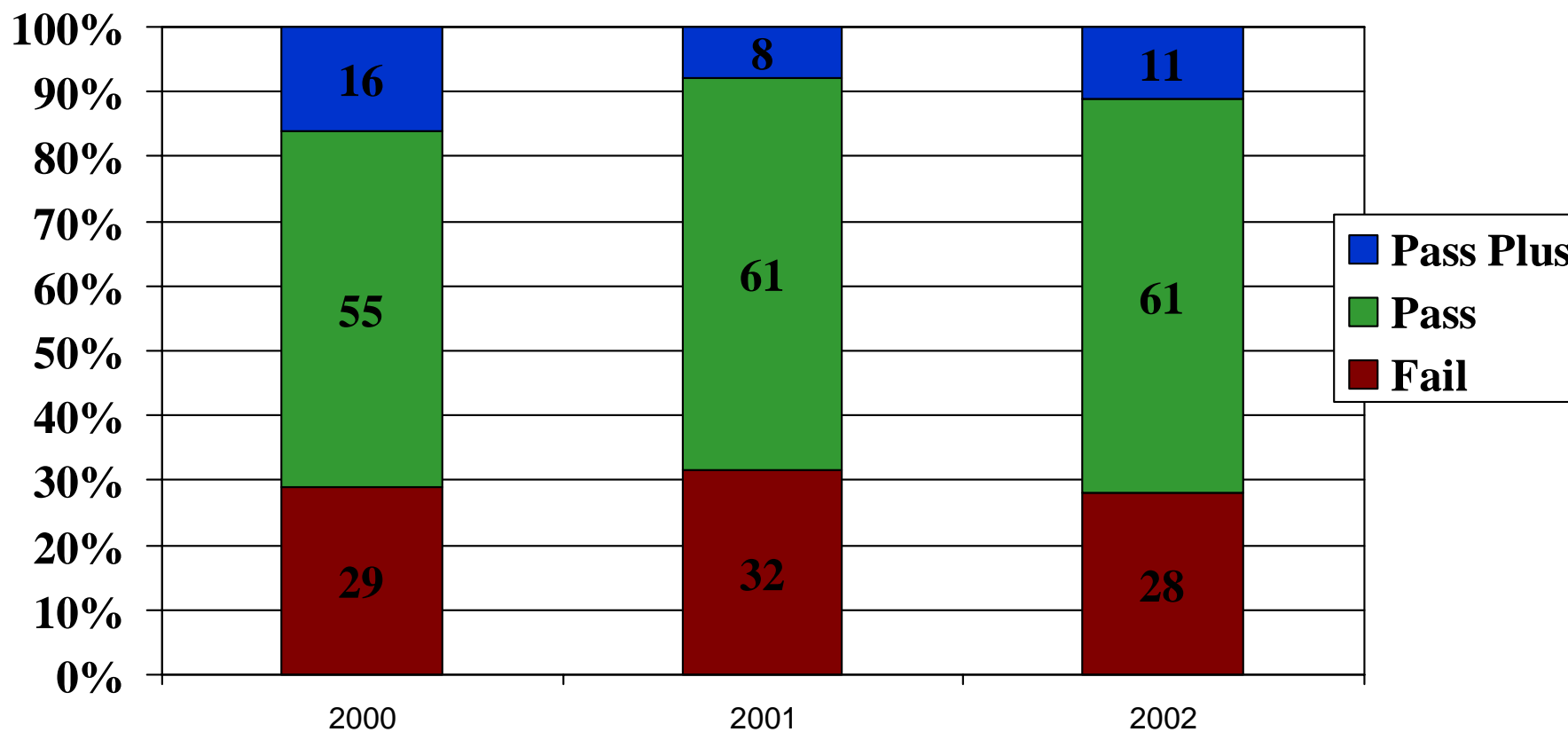
CRCT Performance in Science - 2002



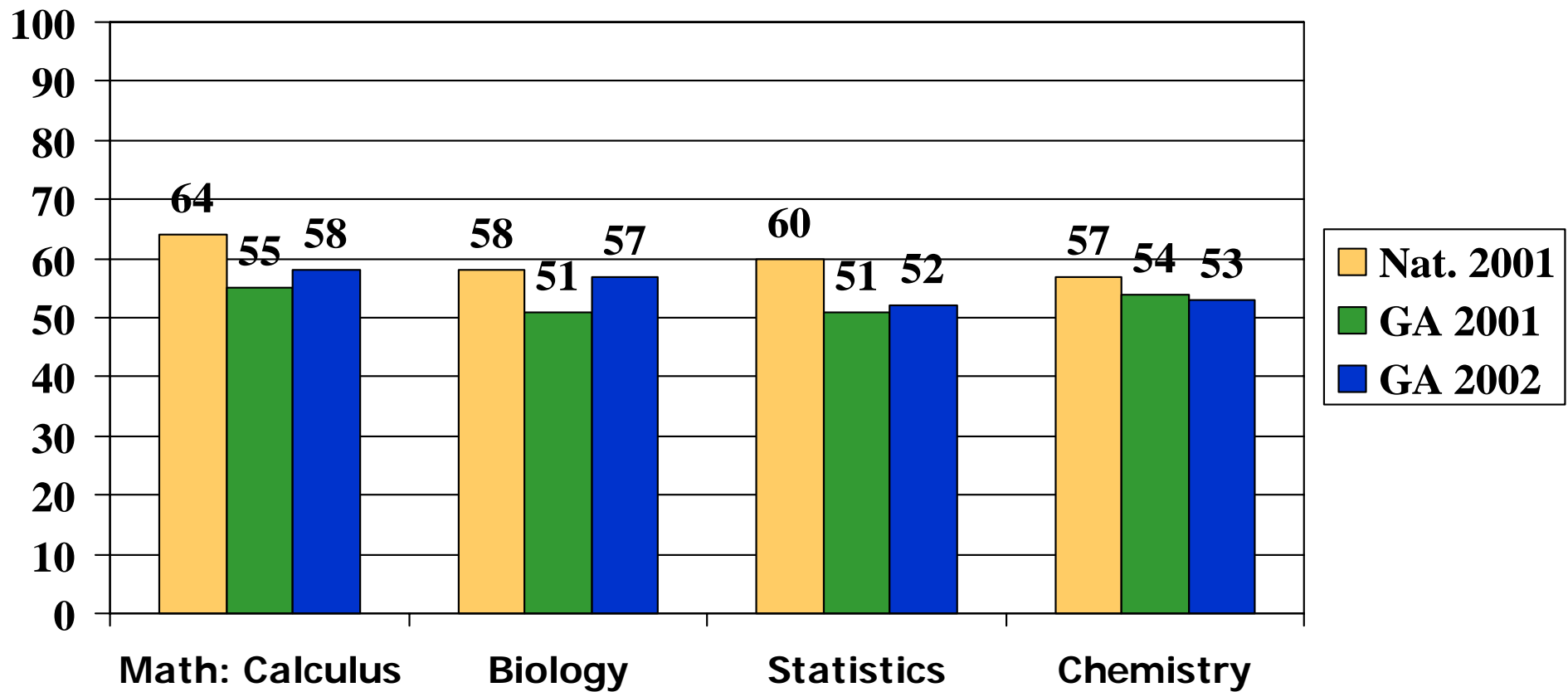
Students Meeting or Exceeding CRCT Standards in Science - 2002



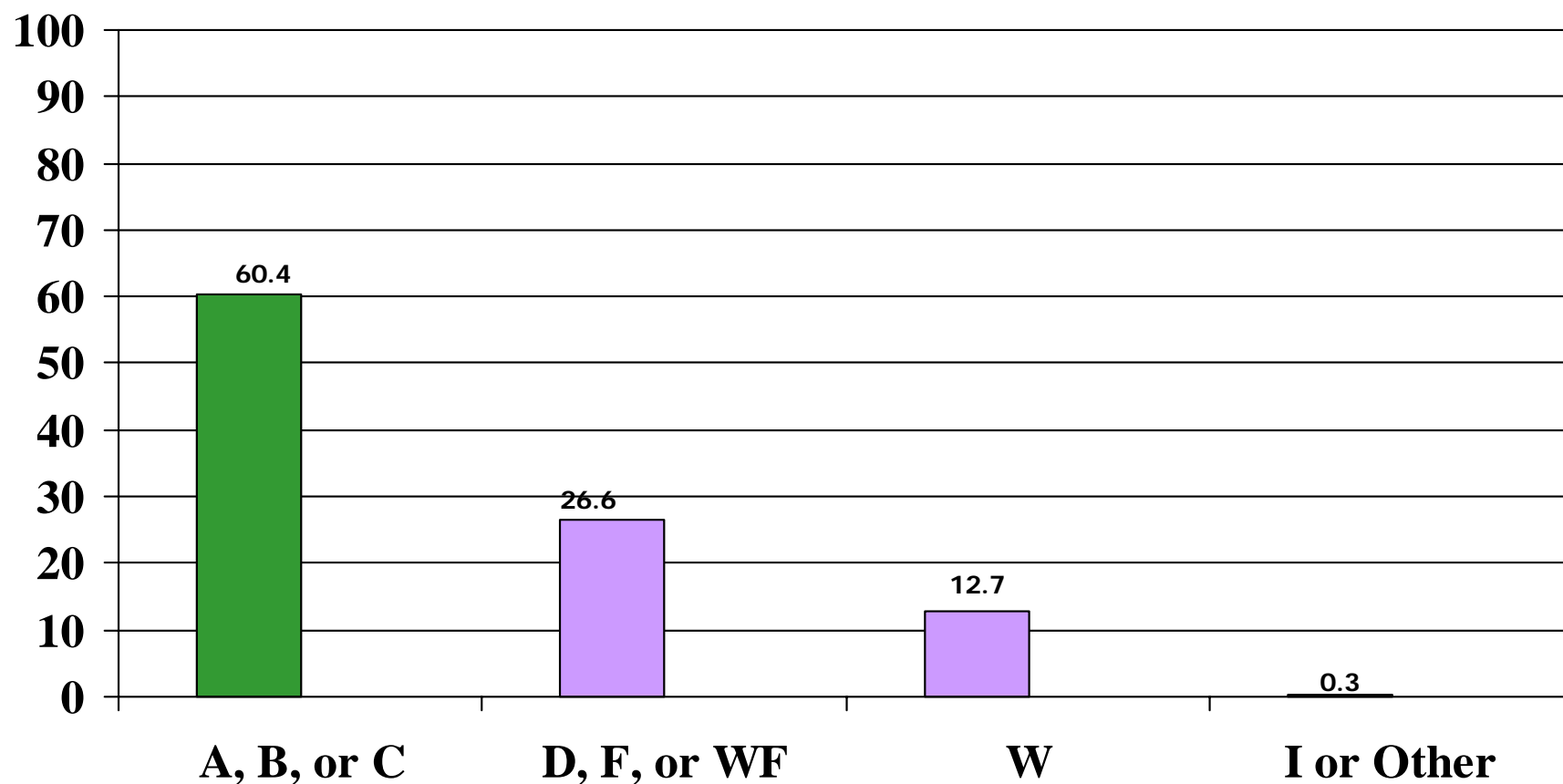
Students Passing the Science Portion of the High School Graduation Test



Percent of Students Scoring 3 or Above on AP Subject Exams



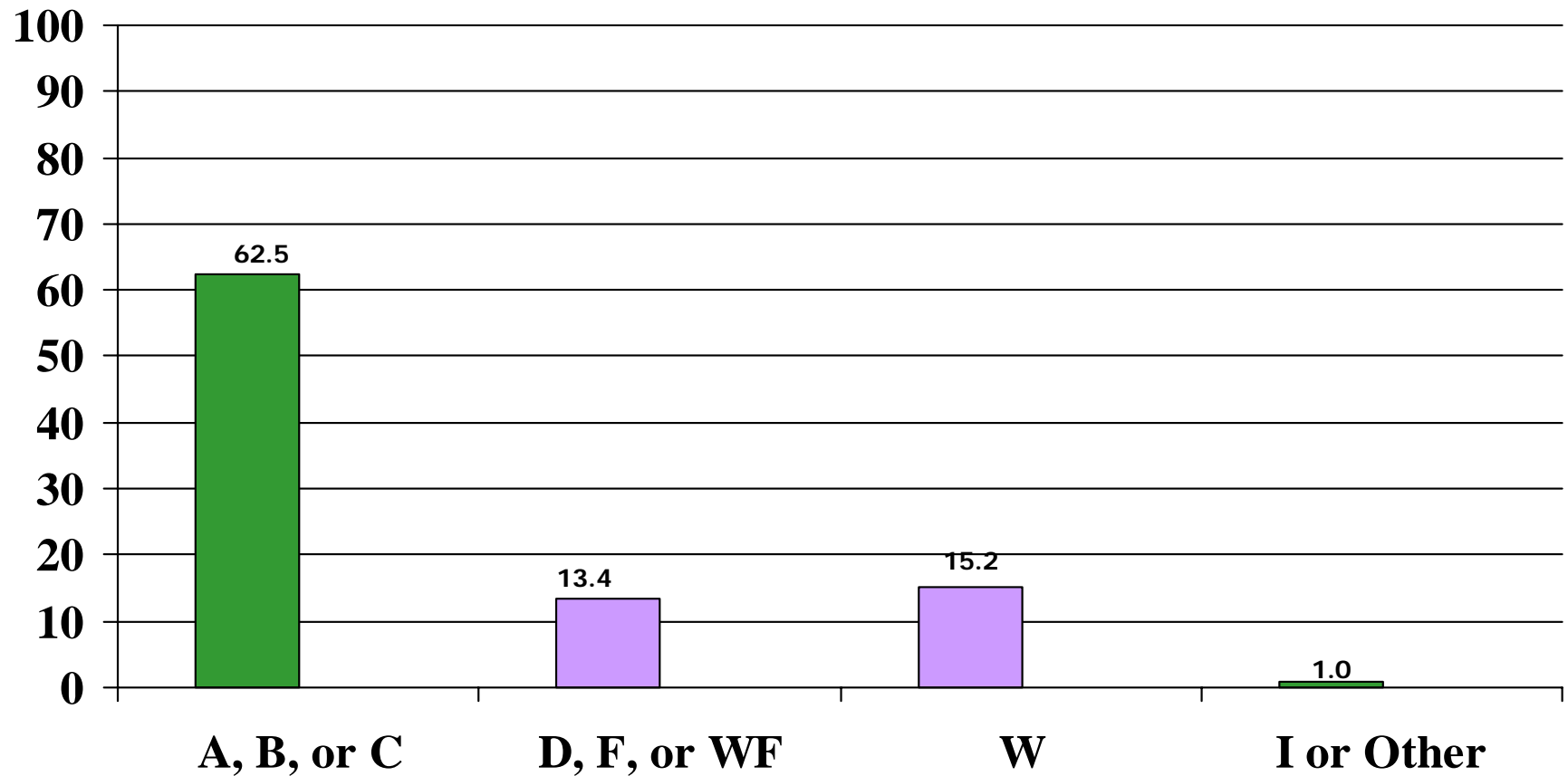
Course Grades for BIOL 1101– Non-majors All USG Institutions



Notes: N=785 for all students with no transfer history who are took the course. Note: Core/LS SIRS Feedback Data, 1999-2000. USG Office of Strategic Research & Analysis, October 2001.

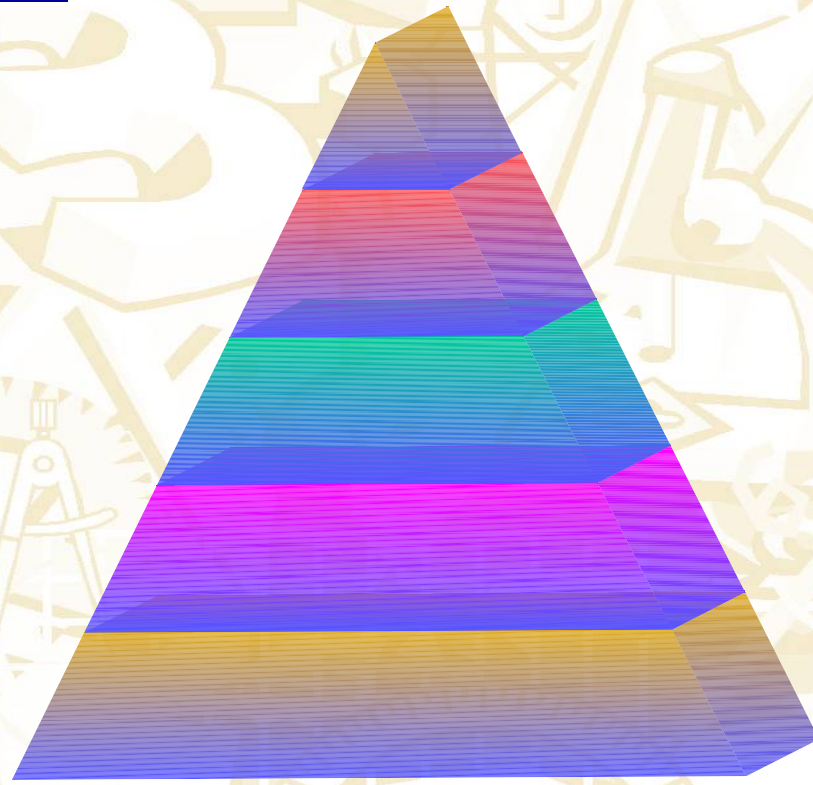
Course Grades for BIOL 1107 – Majors

All USG Institutions



Notes: N=3,314 for all students with no transfer history who are took the course. Note: Core/LS SIRS Feedback Data, 1999-2000. USG Office of Strategic Research & Analysis, October 2001.

**PARTNERSHIP for REFORM
IN SCIENCE AND
MATHEMATICS**



P R I S M

What problems are we trying to solve?

- Underachievement in mathematics and science
- Gaps in achievement in mathematics and science among demographic groups
- College access and retention—mathematics is a key gatekeeper
- Shortage of majors and teachers prepared in mathematics and science

What is the solution?

View problem from a systemic
(P-16) perspective