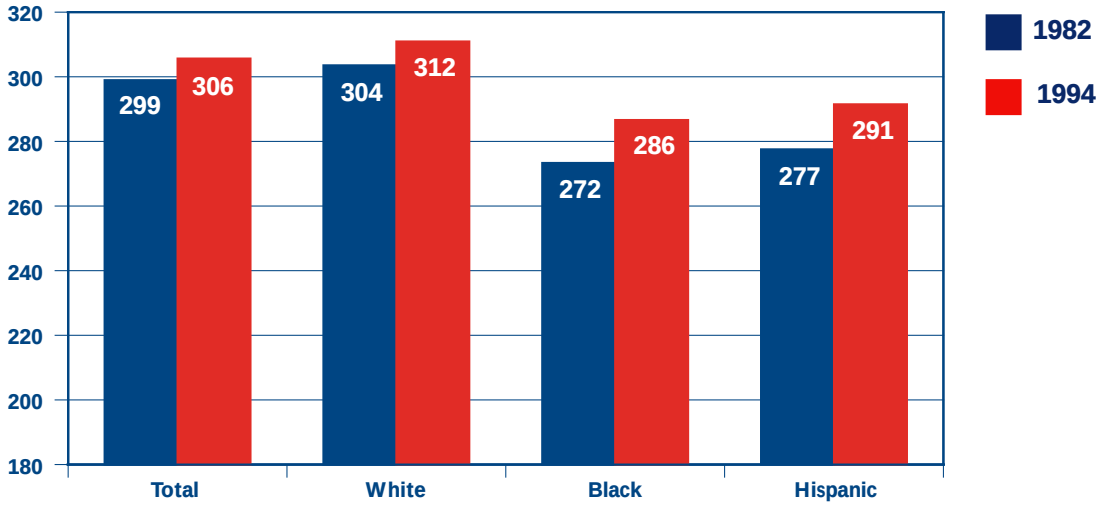
Did you know?

STUDENT MATH ACHIEVEMENT IS RISING.

THE FACTS

Between 1982 and 1994, mathematics achievement among all 17-year-old students increased, with the most dramatic progress occurring among Black and Hispanic students, as measured by the National Assessment of Educational Progress (NAEP). Similar gains were made by the other groups tested on the NAEP assessment, 9- and 13-year-old students.

Trends in Average Math Scale Scores
By Race/Ethnicity, 1982 and 1994



Source: National Center for Education Statistics, U.S. Department of Education, *NAEP 1994 Trends in Academic Progress*

NEXT STEPS

A substantial achievement gap persists between white students and minority students. Most of this achievement difference can be attributed to the disproportionate representation of minority youth among those who are from low-income families. In high poverty schools, 40% of mathematics teachers do not have a major or minor in math compared to 28% of mathematics teachers in low-poverty schools (National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, p.16). States and school districts need to focus on hiring qualified, credentialed math teachers for all students and on recruiting individuals into the teaching profession who have or will have mathematics credentials.

THE CENTER ON EDUCATION POLICY is the independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we try to help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools. The Center receives its funding from charitable foundations such as The Pew Charitable Trusts, The George Gund Foundation, The Joyce Foundation, and Phi Delta Kappa International.

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