

# High School Coursetaking

**Table SA-8. Percentage distribution of high school graduates, by highest level of mathematics course completed and selected characteristics: 2004**

Characteristic	No mathematics <sup>1</sup>	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry/	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
<b>Total</b>	<b>0.6</b>	<b>1.8</b>	<b>3.0</b>	<b>44.6</b>	<b>18.7</b>	<b>25.9</b>	<b>50.0</b>	<b>17.6</b>	<b>18.5</b>	<b>13.9</b>
Sex										
Male	0.7	2.2	3.7	45.2	20.0	25.2	48.2	16.3	17.4	14.5
Female	0.4	1.4	2.4	44.0	17.5	26.6	51.7	18.8	19.7	13.2
Race/ethnicity										
White	0.5	1.6	2.6	41.0	16.9	24.0	54.3	18.2	20.1	16.0
Black	1.3	1.8	3.8	51.3	19.8	31.5	41.7	22.9	14.0	4.7
Hispanic	0.3	2.5	4.2	58.6	27.0	31.6	34.3	13.0	14.5	6.8
Asian/Pacific Islander	0.4	0.3	1.5	28.7	11.3	17.5	69.1	12.5	23.1	33.4
American Indian	2.4!	8.5	4.5	62.9	22.8	40.1	21.8	8.9	7.2	5.6
Control of school										
Public	0.6	1.9	3.3	46.4	19.9	26.5	47.7	17.2	17.7	12.8
Private	0.2	#	0.2	24.6	5.7	18.9	75.0	21.9	27.6	25.5

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."