

**Table 1. Algebra Project Middle Schools Compared to Others in the Same Districts:
Grade 9 Mathematics Course Enrollment**

	Courses ABOVE		Courses BELOW		
	Algebra I (such as Geometry)		Algebra I (pre-algebra, remedial math)		
	<u>Algebra Project</u>	<u>Non Algebra Project</u>	<u>Algebra Project</u>	<u>Non Algebra Project</u>	
KING OPEN PROGRAM, Cambridge, MA (grades 6-8)					
1991-92	cohort 1* (12/)	83%	17%	0%	na
1995-96	cohort 6 (19/)	92%	47%	0%	na
BRINKLEY MIDDLE SCHOOL, Jackson, MS (grades 6-8)					
1995-96	cohort 1 (184/2145)	38%	19%	na	20%
1997-98	cohort 3 (130/604)	43%	21%	18%	21%
KING MIDDLE SCHOOL, San Francisco (grades 6-8)					
1995-96	cohort 1 (148/4046)	27%	12%	17%	34%
1999-2000	cohort 5** (128/2611)	20%	11%	0%***	0%***

Years indicate students' year in Grade 8 (graduation from middle school).

* This was the first cohort using the fully developed version of the Algebra Project *Transition Curriculum*.

** Some Algebra Project teachers had left the school by N for cohort 5 comparison group is smaller than cohort 1 because a sample was drawn that was proportionally matched to the Algebra Project group on demographic

***During this year, high schools had implemented a policy not to offer Grade 9 courses below Algebra I.

**Table 2. Algebra Project Middle Schools Compared to Others in the Same Districts:
Grade 10 Mathematics Course Enrollment**

	<u>Courses ABOVE</u>		<u>Courses BELOW</u>	
	<u>Geometry such as Algebra II)</u>		<u>Geometry(such as Algebra I)</u>	
	<u>Non</u>	<u>Non</u>	<u>Non</u>	<u>Non</u>
	<u>Algebra Project</u>	<u>Algebra Project</u>	<u>Algebra Project</u>	<u>Algebra Project</u>
KING OPEN PROGRAM, Cambridge, MA (grades 6-8)				
1991-92 cohort 1*			not available	
1995-96 cohort 6				
BRINKLEY MIDDLE SCHOOL, Jackson, MS (grades 6-8)				
1995-96 cohort 1			not available	
1997-98 cohort 3 (130/652)	33%	20%	25%	27%
KING MIDDLE SCHOOL, San Francisco (grades 6-8)				
1995-96 cohort 1 (136/3394)	21%	9%	28%	42%
1999-2000 cohort 5** (166/2228)	20%	14%	5%	12%

Years indicate students' year in Grade 8 (graduation from middle school).

* This was the first cohort using the fully developed version of the Algebra Project *Transition Curriculum*.

** Some Algebra Project teachers had left the school by N for cohort 5 comparison group is smaller than cohort 1 because a sample was drawn that was proportionally matched to the Algebra Project group on demographic

**Table 3. Algebra Project High School Implementation at Lanier High School, Jackson, MS:
Enrollment in College Preparatory Mathematics Courses in Grades 9 and 10**

	<u>1995-96</u> (pre-Algebra Proj.)	<u>1998-99</u> (Year 3 of Algebra Proj.)		<u>2001-02</u> (Year 6 of Algebra Proj.)	
	<u>Lanier HS</u>	<u>Lanier HS</u>	<u>other HS</u>	<u>Lanier HS</u>	<u>other HS</u>
GRADE 9 COURSES					
Above Algebra I	1%	39%	26%	22%	18%
Algebra I or equiv.	12%	38%	41%	67%	45%
Below Algebra I	87%	22%	29%	11%	37%
GRADE 10 COURSES					
Above Geometry	16%	33%	29%	24%	23%
Geometry or equiv.	16%	40%	39%	58%	39%
Below Geometry	68%	27%	32%	18%	38%

**Table 4. Algebra Project High School Implementation at Lanier High School, Ja
Percentage of Students Passing the Mississippi State Algebra Test**

<u>Test Date</u>	<u>Algebra Project Students</u>	<u>NonAlgebra Project Students</u>	<u>School-wide Rate</u>
Spring 2002 (before IMD grant)	33%	0%*	31%
Spring 2003 (Year 1 of IMD grant)	55%**	40%	48%

* This year the nonAlgebra Project students were only those repeating the 9th grade and taking Algebra I again; 7 students left the test blank, and the remaining 7 students scored below the passing score of 3

** One Algebra Project teacher's passing rate was 71%, the highest in the school.

**Table 5. Algebra Project High School Implementation at Lanier High School, Jackson, MS:
Scale Scores on the Mississippi State Algebra Test in Spring 2003**

	<u>Algebra Project</u>	<u>Non Algebra Project</u>
Number of Students	108	85
Minimum Score	243	237
Maximum Score	375	375
Percent Passing	55%	40%
Mean Score	305.49*	291.34*
SD	29.2	25.3

* Difference is significant at $p < .0005$.
