



SB 359 Report: 2024-25 Grade Nine Math Course Enrollment

In accordance with Senate Bill 359, annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at District high schools to ensure that ninth-grade students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.

The table below provides 2024-25 grade nine math course enrollment as of September 23, 2024. To protect student privacy, counts are displayed if the count is greater than 10. An asterisk indicates the data have been suppressed. A blank cell indicates zero students.

Race Ethnicity	Course Title							Grand Total
	Alg 1	Geom	Geom H	Alg2/TrigH	Alg2/Trg A	Analysis H	IntrAnl/Calc	
Asian	13	61	129	134	16	*	*	362
Black or African American	*	*	*					17
Hispanic or Latino	69	55	18	*				147
Native Hawaiian or Pacific Islander	*	*	*					*
Two or more races	*	46	50	*	*	*		110
White	29	97	61	13	*			207
Grand Total	126	268	261	160	24	*	*	849

Gender	Course Title							Grand Total
	Alg 1	Geom	Geom H	Alg2/TrigH	Alg2/Trg A	Analysis H	IntrAnl/Calc	
F	58	130	140	66	*	*		403
M	68	138	121	94	18	*	*	446
Grand Total	126	268	261	160	24	*	*	849

	Course Title				Grand Total
	Alg 1	Geom	Geom H	Alg2/TrigH	
Socio-economically disadvantaged	48	35	*	*	90

	Course Title					Grand Total
	Alg 1	Geom	Geom H	Alg2/TrigH	Alg2/Trg A	
Students with Disabilities	46	21	*	*	*	71