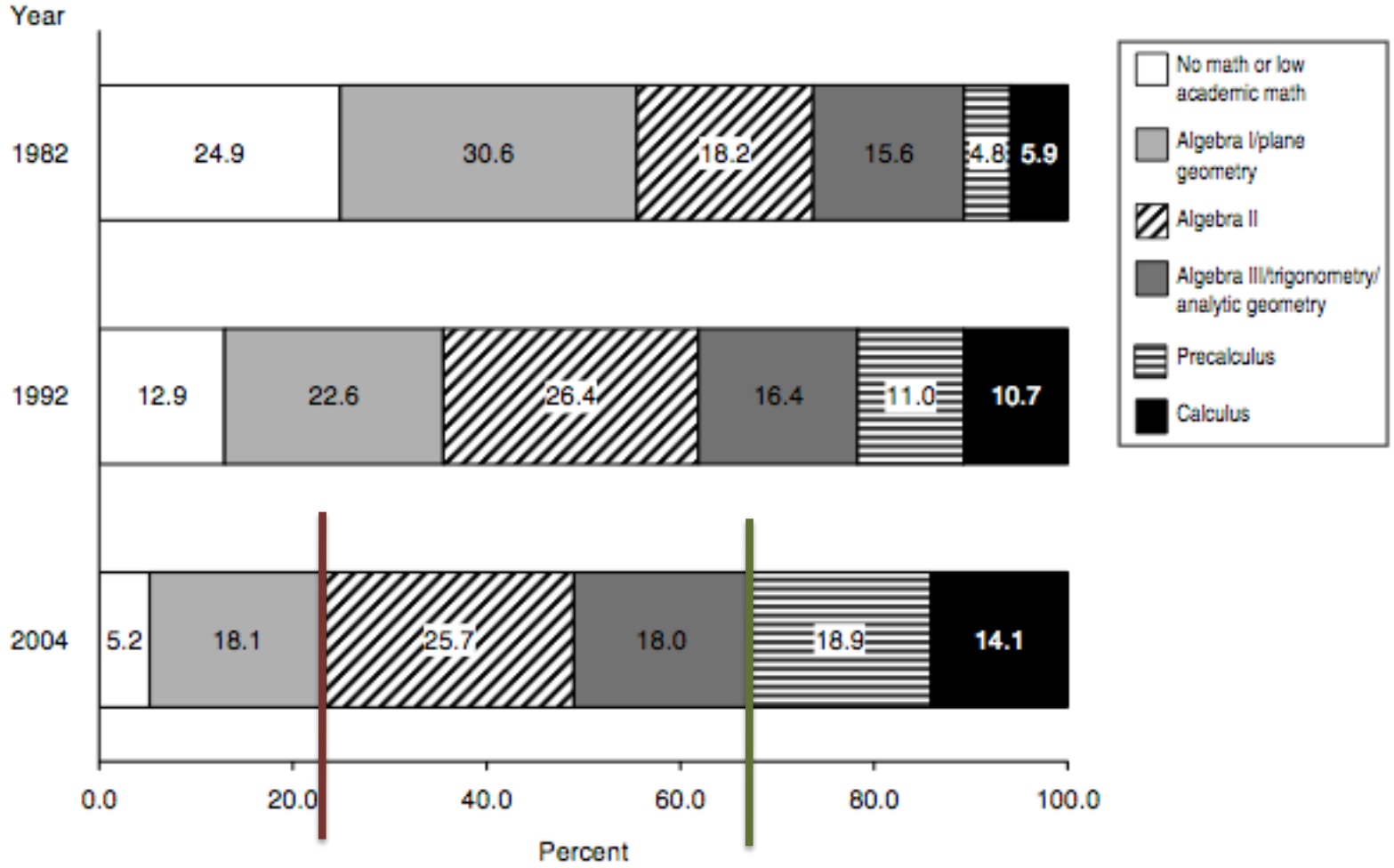
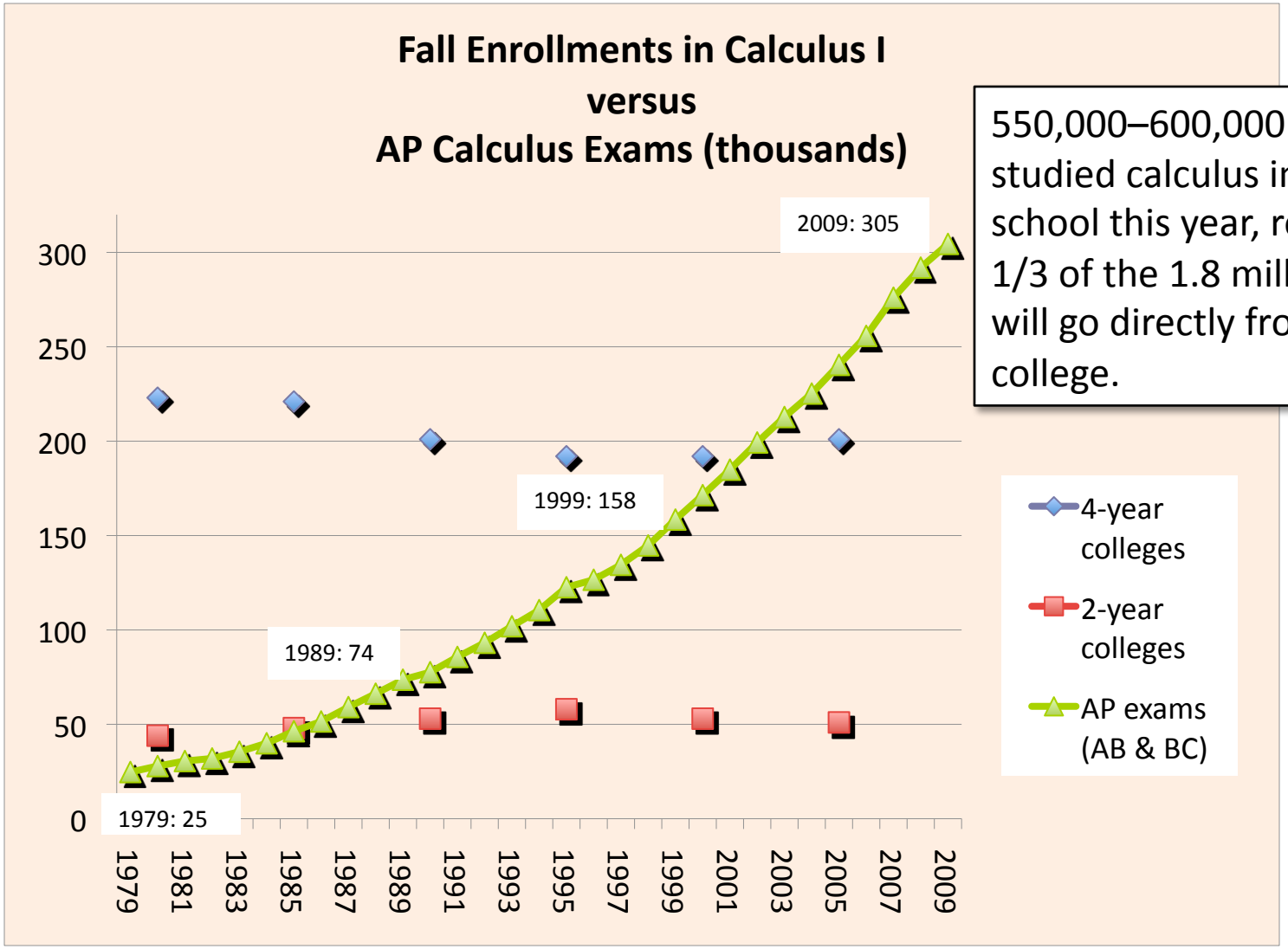
Issues of common concern:

1. calculus in high school
2. what it means to be ready for college mathematics (includes the Common Core State Standards Initiative as it relates to college readiness)
3. mathematical preparation of teachers and their continuing support by college mathematics faculty
4. mathematical enrichment opportunities for middle and high school students

Figure 1. Percentage of high school graduates who completed different levels of mathematics courses: 1982, 1992, and 2004



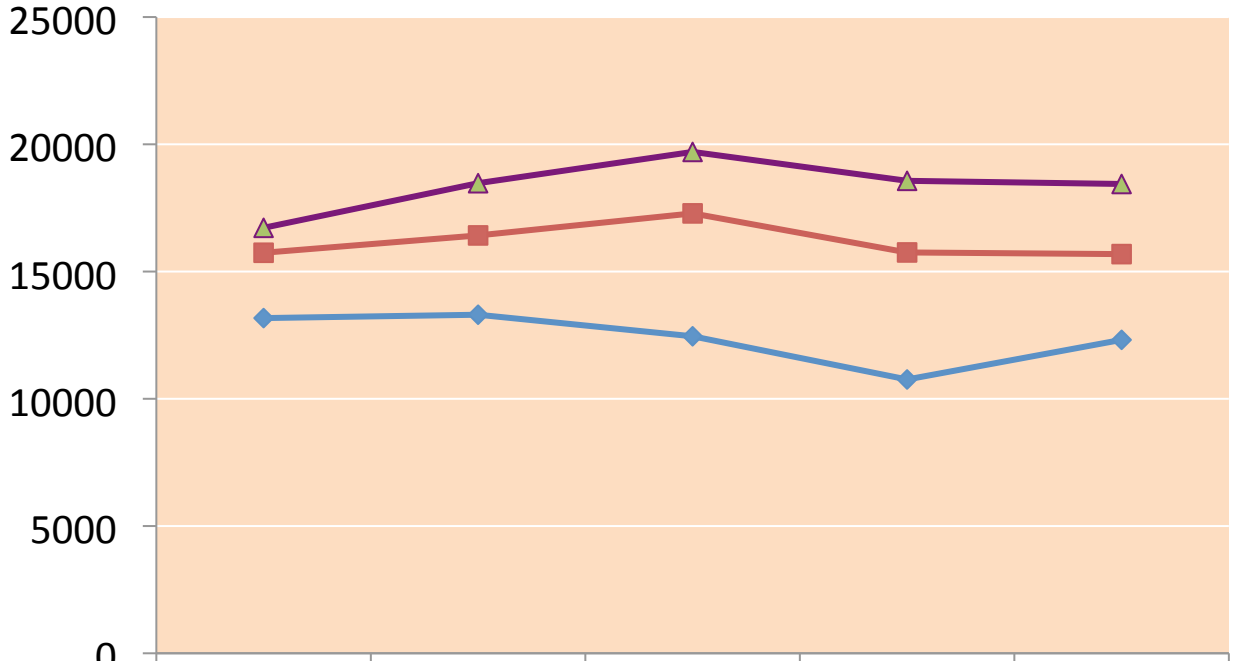
Advanced Mathematics and Science Coursetaking in the Spring High School Senior Classes of 1982, 1992, and 2004. NCES 2007-312



550,000–600,000 students studied calculus in high school this year, roughly 1/3 of the 1.8 million who will go directly from HS to college.

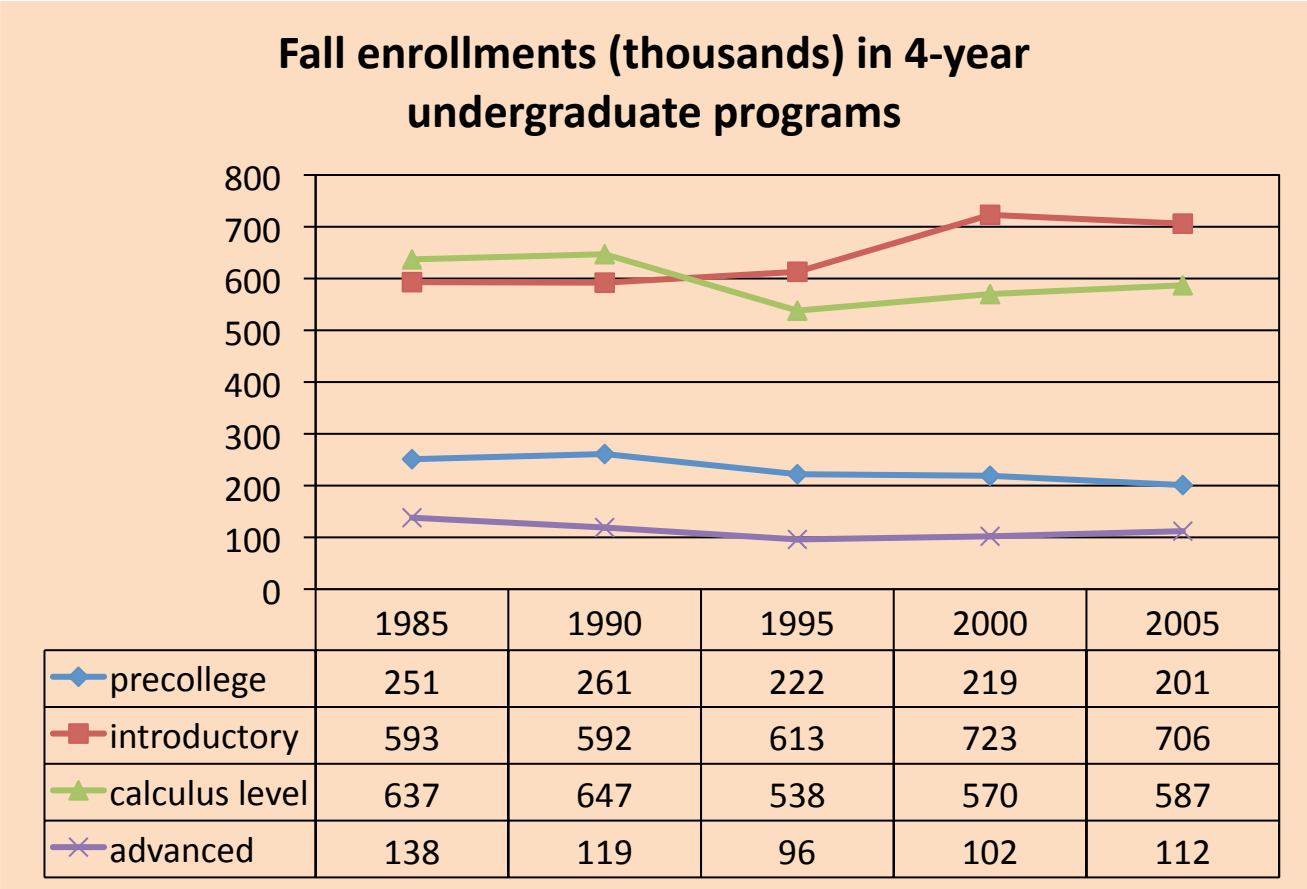
CBMS and College Board data

Bachelor's Degrees in Mathematical Sciences



	1985	1990	1995	2000	2005
Math	13171	13303	12456	10759	12316
Math + Math Ed	15738	16419	17285	15750	15685
Math Sciences total	16718	18472	19701	18565	18441

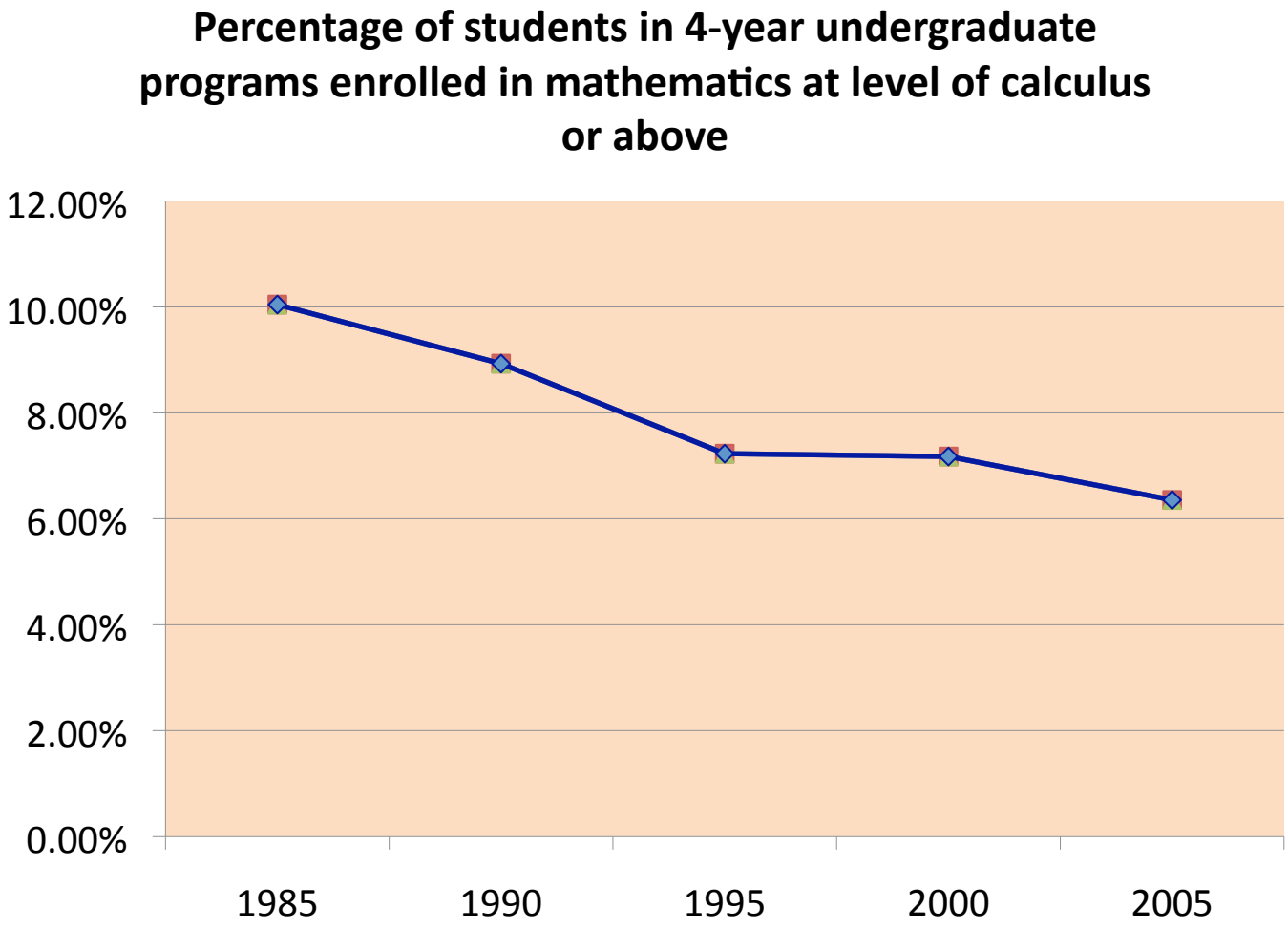
CBMS data



	1985	1990	1995	2000	2005
precollege	251	261	222	219	201
introductory	593	592	613	723	706
calculus level	637	647	538	570	587
advanced	138	119	96	102	112

43% increase in 4-year college enrollments during this time

CBMS data


Percentage of students in 4-year undergraduate programs enrolled in mathematics at level of calculus or above
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
1985
1990
1995
2000
2005

Issues of common concern:

1. calculus in high school
2. what it means to be ready for college mathematics
3. mathematical preparation of teachers and their continuing support by college mathematics faculty
4. mathematical enrichment opportunities for middle and high school students
5. what happens to high school students in their first year of college