

<b>Table A1: Summary Statistics</b>								
	N	%		N	%		N	%
All	344,852	100.0%	<b>Average 8th Grade SBAC Scale Score</b>			Enrolled in Alg. 2 by 11th Grade	234,344	68.0%
<b>Gender</b>			ELA		2,570			
Female	171,844	49.8%	Math		2,555	<b>Math Taken After Reaching Alg. 2 in 11th Grade:</b>		
Male	173,008	50.2%				None	47,086	13.7%
			<b>SBAC 8th Grade Proficiency Level, Math</b>			Algebra 2 or Less	26,599	7.7%
<b>Race/Ethnicity</b>			Not Met	121,738	35.3%	Other	18,008	5.2%
American Indian	1,444	0.4%	Nearly Met	82,339	23.9%	Non-AP Statistics	27,553	8.0%
Asian	37,855	11.0%	Met	60,379	17.5%	Precalculus	53,439	15.5%
Black	16,076	4.7%	Exceeded	80,396	23.3%	Non-AP Statistics & Precalculus	7,090	2.1%
Filipino	10,470	3.0%				AP Statistics	8,740	2.5%
Hispanic	190,289	55.2%	<b>Years of Math Taken</b>			AP Statistics & Precalculus	7,442	2.2%
Pacific Islander	1,558	0.5%	Two	7,353	2.1%	Calculus	28,825	8.4%
White	75,692	21.9%	Three	90,878	26.4%	Non-AP Statistics & Precalculus	1,257	0.4%
Two+ Races/Ethnicities	11,468	3.3%	Four	246,026	71.3%	AP-Statistics & Precalculus	8,305	2.4%
<b>SED</b>			<b>Took Specific Math Class in High School</b>			<b>College Enrollment</b>		
No	143,792	41.7%	Non-AP Statistics	43,414	12.6%	Any	235,020	68.2%
Yes	201,060	58.3%	AP Statistics	33,616	9.7%	2-Year	119,990	34.8%
			Precalculus	139,349	40.4%	4-Year	115,030	33.4%
<b>English Learner</b>			Calculus	54,121	15.7%			
No	321,616	93.3%	Non-AP Statistics & Precalculus	12,464	3.6%			
Yes	23,236	6.7%	AP Statistics & Precalculus	24,731	7.2%			
			AP Statistics & Calculus	14,115	4.1%			

In this appendix we show three outcomes: The probability of enrolling in any college (2- or 4-year college), the probability of enrolling in a 2-year college, and the probability of enrolling in a 4-year college. One can interpret the probability of enrolling in any college compared to not enrolling in college at all. One can interpret the probability of enrolling in a 4-year college compared to not enrolling in a 4-year college, by either not enrolling in college at all or by enrolling in a 2-year college. Lastly, one can interpret the probability of enrolling in a 2-year college compared to not enrolling in a 2-year college, by either not enrolling in or by enrolling in a 4-year college. While showing the probability of enrolling in a 2-year college compared to any other outcome can be useful, the results should be interpreted with caution. For example, in Table A2, those that scored the highest (exceeded the state standards) on the 8th Grade math SBAC were 6.8 percentage points more likely to enroll in college and 14.0 percentage points more likely to enroll in a 4-year college. However, those who exceeded the state standards are 7.2 percentage points *less likely* to enroll in a 2-year college. Nothing about exceeding state standards keeps students from being able to access a 2-year college (as they are open enrollment institutions in California), rather students who score the highest on the 8th grade math exam are more likely to be able to access a 4-year institution.

Tables A2 through A14 report the probability of enrolling in any college, 2-year college, and 4-year college for a given subgroup of students. For example, in Table A2, the top number in column “Any”, 63.4, indicates that after adjusting for 8th grade SBAC scores, SED, race/ethnicity, gender, and school of attendance, students who take three years of math have a 63.4% likelihood of enrolling in college. The next row down reports the probability that otherwise similar students will go to college given they take four years of math, here 70.0%. Recorded under that is the difference between the probability that students with four years of math and students with three years of math will go to college. Here students with four years of math are 6.6% more likely to go to any college (2- or 4-year college) than students with three years of math. The middle panel of these tables reports the likelihood that students will attend 2-year college (compared to attending no college or a 4-year college) and the bottom panel reports the likelihood that students will attend 4-year college (compared to attending no college or a 2-year college).

**Table A2: Probability of Enrolling in College Conditional on Years of Math Taken. (All Students)**

	8th Grade SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	63.4	47.1	62.3	72.0	82.3
P(4)	70.0	51.3	70.8	81.1	89.1
P(4) - P(3)	6.6**	4.3**	8.5**	9.1**	6.8**
se	(0.2)	(0.3)	(0.4)	(0.4)	(0.3)
N	344,852	121,738	82,339	60,379	80,396
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	37.4	37.6	42.8	42.1	29.6
P(4)	33.7	36.9	39.7	35.0	22.4
P(4) - P(3)	-3.7**	-0.7*	-3.1**	-7.1**	-7.2**
se	(0.2)	(0.3)	(0.4)	(0.5)	(0.4)
N	344,852	121,738	82,339	60,379	80,396
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	26.0	9.5	19.5	30.0	52.8
P(4)	36.3	14.5	31.1	46.1	66.8
P(4) - P(3)	10.3**	5.0**	11.6**	16.1**	14.0**
se	(0.2)	(0.2)	(0.4)	(0.5)	(0.4)
N	344,852	121,738	82,339	60,379	80,396

Note. The predicted probabilities P(4) - (P3) is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects. P(3) is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means. P(4) has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A3: Probability of non-SED Students Enrolling in College  
Conditional on Years of Math Taken.**

8th Grade SBAC Performance Level, Math:					
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	73.5	54.8	68.9	76.8	85.3
P(4)	80.7	59.9	77.9	85.7	90.8
P(4) - P(3)	7.2**	5.1**	9.0**	8.9**	5.6**
se	(0.2)	(0.6)	(0.6)	(0.5)	(0.4)
N	143,792	29,873	30,526	29,747	53,646
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	38.0	44.3	46.5	44.4	27.8
P(4)	32.0	41.8	41.6	34.3	19.9
P(4) - P(3)	-6.0**	-2.5**	-4.9**	-10.1**	-7.9**
se	(0.3)	(0.6)	(0.7)	(0.7)	(0.5)
N	143,792	29,873	30,526	29,747	53,646
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	35.4	10.5	22.4	32.4	57.5
P(4)	48.7	18.1	36.2	51.4	71.0
P(4) - P(3)	13.2**	7.6**	13.9**	19.0**	13.5**
se	(0.3)	(0.5)	(0.6)	(0.7)	(0.5)
N	143,792	29,873	30,526	29,747	53,646

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

<b>Table A4: Probability of SED Students Enrolling in College Conditional on Years of Math Taken.</b>					
	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	56.2	44.6	58.5	67.3	76.6
P(4)	62.5	48.6	66.7	76.6	85.7
P(4) - P(3)	6.3**	4.0**	8.2**	9.3**	9.1**
se	(0.2)	(0.4)	(0.5)	(0.6)	(0.6)
N	201,060	91,865	51,813	30,632	26,750
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	36.7	35.3	40.4	39.5	32.8
P(4)	35.1	35.2	38.7	35.6	27.4
P(4) - P(3)	-1.6**	-0.1	-1.7**	-3.9**	-5.4**
se	(0.3)	(0.4)	(0.5)	(0.7)	(0.8)
N	201,060	91,865	51,813	30,632	26,750
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	19.5	9.3	18.1	27.8	43.8
P(4)	27.4	13.4	28.0	41.0	58.3
P(4) - P(3)	7.9**	4.1**	9.9**	13.2**	14.4**
se	(0.2)	(0.2)	(0.5)	(0.7)	(0.8)
N	201,060	91,865	51,813	30,632	26,750
<p>Note. The predicted probabilities P(4) - (P3) is derived from the model: <math>y_i = \alpha d_i + x_i' b + \varepsilon_i</math>, where <math>d_i = 1</math> if student <math>i</math> took 4-years of math and zero otherwise and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects. P(3) is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating <math>d_i</math> at zero and the rest of the covariates at their means. P(4) has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.</p> <p>* Significant at 5%. ** Significant at 1%.</p>					

**Table A5: Probability of American Indian Students Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	49.8	36.7	49.9	58.8	73.7
P(4)	57.6	39.2	68.9	75.7	85.4
P(4) - P(3)	7.8*	2.5	19.1*	16.9	11.7
se	(3.8)	(6.7)	(9.5)	(14.5)	(19.9)
N	1,444	670	379	214	181
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	34.1	32.6	36.1	23.6	-1.8
P(4)	32.9	28.6	40.3	44.1	36.4
P(4) - P(3)	-1.2	-3.9	4.2	20.5	38.3
se	(3.9)	(6.6)	(10.0)	(18.0)	(28.7)
N	1,444	670	379	214	181
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	15.7	4.1	13.8	35.2	75.5
P(4)	24.7	10.6	28.7	31.6	49.0
P(4) - P(3)	9.0**	6.5	14.9	-3.6	-26.5
se	(2.9)	(3.4)	(7.7)	(15.6)	(30.9)
N	1,444	670	379	214	181

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A6: Probability of Asian Students Enrolling in College  
Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	84.2	65.5	74.2	85.0	90.4
P(4)	89.1	70.4	84.5	90.5	92.9
P(4) - P(3)	4.8**	4.9**	10.3**	5.5**	2.5**
se	(0.4)	(1.8)	(1.4)	(1.1)	(0.5)
N	37,855	3,984	4,903	6,602	22,366
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	29.8	51.2	44.8	43.2	19.6
P(4)	25.1	46.7	41.7	32.7	15.1
P(4) - P(3)	-4.7**	-4.6*	-3.1	-10.5**	-4.4**
se	(0.6)	(2.0)	(1.9)	(1.7)	(0.7)
N	37,855	3,984	4,903	6,602	22,366
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	54.5	14.3	29.4	41.9	70.8
P(4)	64.0	23.7	42.8	57.8	77.8
P(4) - P(3)	9.5**	9.5**	13.4**	16.0**	7.0**
se	(0.6)	(1.6)	(1.9)	(1.8)	(0.8)
N	37,855	3,984	4,903	6,602	22,366

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A7: Probability of Black Students Enrolling in College  
Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	59.4	48.8	67.9	75.6	81.6
P(4)	63.6	52.2	72.1	82.6	87.4
P(4) - P(3)	4.2**	3.4**	4.2*	7.0*	5.8
se	(0.9)	(1.2)	(2.0)	(2.8)	(3.1)
N	16,076	9,035	3,697	1,986	1,358
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	33.7	34.1	36.8	30.9	23.8
P(4)	30.7	33.0	31.2	29.9	17.3
P(4) - P(3)	-3.0**	-1.1	-5.7**	-1.0	-6.5
se	(0.9)	(1.2)	(2.1)	(3.2)	(3.5)
N	16,076	9,035	3,697	1,986	1,358
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	25.7	14.7	31.0	44.7	57.8
P(4)	32.9	19.2	40.9	52.8	70.2
P(4) - P(3)	7.2**	4.5**	9.8**	8.1*	12.4**
se	(0.8)	(0.9)	(2.1)	(3.4)	(4.2)
N	16,076	9,035	3,697	1,986	1,358

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A8: Probability of Filipino Students Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	73.5	56.4	66.4	78.8	82.7
P(4)	76.7	56.9	74.3	79.4	85.4
P(4) - P(3)	3.2**	0.6	7.8**	0.6	2.7
se	(1.1)	(3.2)	(2.6)	(2.4)	(1.8)
N	10,470	1,796	2,288	2,505	3,881
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	41.6	46.6	47.0	47.8	34.8
P(4)	36.1	42.9	43.9	37.2	27.2
P(4) - P(3)	-5.5**	-3.6	-3.1	-10.6**	-7.6**
se	(1.3)	(3.3)	(3.0)	(3.0)	(2.2)
N	10,470	1,796	2,288	2,505	3,881
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	31.9	9.8	19.5	31.0	47.8
P(4)	40.6	14.0	30.4	42.2	58.2
P(4) - P(3)	8.7**	4.2	10.9**	11.2**	10.3**
se	(1.2)	(2.2)	(2.6)	(2.9)	(2.5)
N	10,470	1,796	2,288	2,505	3,881

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A9: Probability of Hispanic Students Enrolling in College  
Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	57.1	45.8	60.2	68.2	76.3
P(4)	63.2	49.8	68.3	77.4	85.4
P(4) - P(3)	6.1**	4.0**	8.0**	9.2**	9.1**
se	(0.2)	(0.4)	(0.5)	(0.6)	(0.7)
N	190,289	87,706	50,763	29,347	22,473
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	38.5	36.8	42.1	41.2	36.1
P(4)	36.5	36.5	40.1	35.9	29.4
P(4) - P(3)	-2.0**	-0.3	-2.0**	-5.3**	-6.7**
se	(0.3)	(0.4)	(0.5)	(0.7)	(0.8)
N	190,289	87,706	50,763	29,347	22,473
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	18.5	9.1	18.2	27.0	40.3
P(4)	26.7	13.3	28.2	41.5	56.1
P(4) - P(3)	8.2**	4.2**	10.0**	14.4**	15.8**
se	(0.2)	(0.2)	(0.5)	(0.7)	(0.9)
N	190,289	87,706	50,763	29,347	22,473

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A10: Probability of Pacific Islander Students Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	56.1	40.5	56.8	52.8	69.9
P(4)	62.3	47.7	64.7	78.8	89.2
P(4) - P(3)	6.1	7.2	7.9	26.0*	19.3
se	(3.7)	(6.7)	(10.2)	(11.9)	(12.5)
N	1,558	655	400	256	247
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	37.1	32.2	33.6	37.0	9.8
P(4)	36.0	36.2	43.6	37.7	36.5
P(4) - P(3)	-1.1	4.1	10.0	0.7	26.6
se	(3.9)	(6.3)	(10.4)	(15.5)	(16.6)
N	1,558	655	400	256	247
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	19.0	8.3	23.2	15.7	60.0
P(4)	26.2	11.5	21.1	41.1	52.7
P(4) - P(3)	7.2*	3.2	-2.1	25.4	-7.3
se	(3.2)	(4.2)	(8.6)	(15.9)	(17.0)
N	1,558	655	400	256	247

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A11: Probability of White Students Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	68.5	47.4	63.3	73.3	81.5
P(4)	77.3	54.8	73.5	83.4	89.4
P(4) - P(3)	8.8**	7.4**	10.2**	10.1**	7.9**
se	(0.3)	(0.9)	(0.7)	(0.7)	(0.5)
N	75,692	15,381	17,461	17,129	25,721
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	38.2	39.3	43.8	43.1	31.7
P(4)	32.0	38.5	39.6	34.6	22.2
P(4) - P(3)	-6.2**	-0.8	-4.2**	-8.6**	-9.5**
se	(0.4)	(0.9)	(0.8)	(0.9)	(0.7)
N	75,692	15,381	17,461	17,129	25,721
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	30.3	8.1	19.5	30.1	49.8
P(4)	45.3	16.3	33.9	48.8	67.2
P(4) - P(3)	15.1**	8.2**	14.5**	18.7**	17.4**
se	(0.4)	(0.6)	(0.7)	(0.8)	(0.8)
N	75,692	15,381	17,461	17,129	25,721

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A12: Probability of Students who Identify with 2+ Race/  
Ethnicities Enrolling in College Conditional on Years of Math  
Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	70.6	50.7	65.2	70.5	84.3
P(4)	78.4	53.9	75.2	85.7	91.3
P(4) - P(3)	7.8**	3.1	10.0**	15.2**	7.0**
se	(0.9)	(2.6)	(2.5)	(2.2)	(1.4)
N	11,468	2,511	2,448	2,340	4,169
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	37.6	40.5	47.2	42.7	29.3
P(4)	31.2	36.9	40.3	34.7	20.3
P(4) - P(3)	-6.5**	-3.5	-7.0*	-8.0**	-9.0**
se	(1.1)	(2.7)	(2.9)	(2.9)	(1.8)
N	11,468	2,511	2,448	2,340	4,169
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	33.0	10.3	18.0	27.8	54.9
P(4)	47.3	17.0	35.0	51.0	71.0
P(4) - P(3)	14.3**	6.7**	17.0**	23.2**	16.0**
se	(1.0)	(1.9)	(2.6)	(2.9)	(2.0)
N	11,468	2,511	2,448	2,340	4,169

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A13: Probability of non-English Learners Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	64.9	48.5	62.7	72.1	82.4
P(4)	71.8	53.1	71.1	81.2	89.1
P(4) - P(3)	6.9**	4.6**	8.5**	9.1**	6.8**
se	(0.2)	(0.3)	(0.4)	(0.4)	(0.3)
N	321,616	101,699	79,956	59,805	80,156
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	37.5	38.1	42.9	42.0	29.6
P(4)	33.6	37.2	39.6	34.9	22.3
P(4) - P(3)	-4.0**	-0.9*	-3.3**	-7.1**	-7.3**
se	(0.2)	(0.3)	(0.4)	(0.5)	(0.4)
N	321,616	101,699	79,956	59,805	80,156
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	27.4	10.4	19.8	30.1	52.8
P(4)	38.2	15.8	31.5	46.3	66.8
P(4) - P(3)	10.8**	5.4**	11.7**	16.2**	14.1**
se	(0.2)	(0.2)	(0.4)	(0.5)	(0.4)
N	321,616	101,699	79,956	59,805	80,156

Note. The predicted probabilities  $P(4) - P(3)$  is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects.  $P(3)$  is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means.  $P(4)$  has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

**Table A14: Probability of English Learners Enrolling in College Conditional on Years of Math Taken.**

	SBAC Performance Level, Math:				
	Any	Not	Nearly	Met	Exceeded
<i>Probability of Enrolling in College</i>					
P(3)	42.4	40.2	51.9	70.5	78.0
P(4)	45.6	42.5	60.2	71.2	85.5
P(4) - P(3)	3.1**	2.3**	8.3**	0.7	7.5
se	(0.7)	(0.8)	(2.8)	(7.1)	(10.1)
N	23,236	20,039	2,383	574	240
<i>Probability of Enrolling in a 2-Year College</i>					
P(3)	36.7	35.6	42.9	56.4	41.4
P(4)	36.0	34.9	42.9	44.3	35.1
P(4) - P(3)	-0.7	-0.7	-0.1	-12.1	-6.3
se	(0.7)	(0.8)	(2.9)	(8.2)	(14.2)
N	23,236	20,039	2,383	574	240
<i>Probability of Enrolling in a 4-Year College</i>					
P(3)	5.7	4.6	9.0	14.1	36.6
P(4)	9.6	7.6	17.4	26.9	50.4
P(4) - P(3)	3.8**	3.0**	8.4**	12.8	13.8
se	(0.4)	(0.4)	(2.1)	(6.8)	(15.8)
N	23,236	20,039	2,383	574	240

Note. The predicted probabilities P(4) - (P3) is derived from the model:  $y_i = \alpha d_i + x_i' b + \varepsilon_i$ , where  $d_i = 1$  if student  $i$  took 4-years of math and zero otherwise and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, math and ELA scale scores on the 8th grade SBAC, and school fixed effects. P(3) is the predicted probability of attending college when a student takes three years of math or less and is derived by evaluating  $d_i$  at zero and the rest of the covariates at their means. P(4) has a similar meaning, but for students who take four years of math. Standard errors are reported in parenthesis.

\* Significant at 5%. \*\* Significant at 1%.

In Tables A15 through A31, the samples are limited to students who took Algebra 2 by 11th grade. These tables report the probability that a given group of students enroll in any college, 2-year college, or 4-year college, given their post Algebra 2 mathematics coursework. In the top half of the table we report these results relative to the probability that a student who took no additional math courses after Algebra 2 would go to college. For example, a student who takes Precalculus and no other courses post Algebra 2 is 14.8 percentage points more likely to attend college than an otherwise similar student who stops taking mathematics courses post Algebra 2. The bottom half of the table includes the total probability a student will go to college given their math coursetaking post Algebra 2. Here the reader can see that a student who takes Precalculus and no additional courses has an 80.0% chance of attending any (either a 2-year or 4-year) college.

<b>Table A15: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	All Students		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.1**	-1.6**	-4.5**
	(0.3)	(0.4)	(0.3)
Other	8.5**	-3.2**	11.7**
	(0.4)	(0.5)	(0.4)
Non-AP Statistics	10.6**	-2.1**	12.7**
	(0.3)	(0.4)	(0.4)
Precalculus	14.8**	-4.5**	19.3**
	(0.3)	(0.3)	(0.3)
Non-AP Statistics & Precalculus	15.6**	-6.7**	22.4**
	(0.6)	(0.6)	(0.6)
AP Statistics	17.3**	-14.1**	31.3**
	(0.5)	(0.6)	(0.5)
AP Statistics & Precalculus	16.4**	-19.2**	35.6**
	(0.5)	(0.6)	(0.6)
Calculus	18.4**	-20.0**	38.3**
	(0.4)	(0.4)	(0.4)
Non-AP Statistics & Calculus	18.1**	-15.3**	33.5**
	(1.2)	(1.4)	(1.3)
AP Statistics & Calculus	14.5**	-28.5**	43.0**
	(0.6)	(0.6)	(0.6)
<i>Probability of Attending College:</i>			
No Additional Courses	65.2	41.9	23.3
Less than Algebra 2 or Algebra 2 retakes	59.1	40.2	18.8
Other	73.7	38.7	35.0
Non-AP Statistics	75.8	39.8	36.0
Precalculus	80.0	37.4	42.6
Non-AP Statistics & Precalculus	80.8	35.1	45.7
AP Statistics	82.5	27.8	54.6
AP Statistics & Precalculus	81.6	22.7	58.9
Calculus	83.5	21.9	61.7
Non-AP Statistics & Calculus	83.3	26.5	56.8
AP Statistics & Calculus	79.7	13.4	66.3
N	234,344	234,344	234,344
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_{j d} d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A16: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	SED: No		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-4.6**	-0.4	-4.2**
	(0.5)	(0.7)	(0.6)
Other	8.2**	-6.0**	14.2**
	(0.6)	(0.7)	(0.7)
Non-AP Statistics	11.1**	-5.5**	16.5**
	(0.5)	(0.6)	(0.6)
Precalculus	13.1**	-7.7**	20.8**
	(0.4)	(0.5)	(0.5)
Non-AP Statistics & Precalculus	13.0**	-11.0**	24.0**
	(0.7)	(0.9)	(0.9)
AP Statistics	14.6**	-17.1**	31.7**
	(0.6)	(0.8)	(0.8)
AP Statistics & Precalculus	14.4**	-21.9**	36.3**
	(0.6)	(0.8)	(0.8)
Calculus	15.3**	-23.3**	38.6**
	(0.5)	(0.6)	(0.6)
Non-AP Statistics & Calculus	14.7**	-17.5**	32.2**
	(1.6)	(2.0)	(1.9)
AP Statistics & Calculus	13.0**	-30.0**	43.0**
	(0.6)	(0.8)	(0.8)
<i>Probability of Attending College:</i>			
No Additional Courses	73.3	44.9	28.5
Less than Algebra 2 or Algebra 2 retakes	68.8	44.5	24.3
Other	81.5	38.9	42.6
Non-AP Statistics	84.4	39.4	45.0
Precalculus	86.4	37.2	49.3
Non-AP Statistics & Precalculus	86.3	33.9	52.4
AP Statistics	88.0	27.8	60.2
AP Statistics & Precalculus	87.7	23.0	64.7
Calculus	88.6	21.6	67.0
Non-AP Statistics & Calculus	88.0	27.3	60.7
AP Statistics & Calculus	86.3	14.9	71.4
N	102,053	102,053	102,053
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A17: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	SED: Yes		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.2**	-1.0*	-5.2**
	(0.4)	(0.5)	(0.4)
Other	8.8**	-1	9.7**
	(0.6)	(0.6)	(0.5)
Non-AP Statistics	10.3**	0.3	10.0**
	(0.5)	(0.5)	(0.5)
Precalculus	15.8**	-2.2**	18.0**
	(0.4)	(0.4)	(0.4)
Non-AP Statistics & Precalculus	17.5**	-3.4**	20.9**
	(0.8)	(0.9)	(0.8)
AP Statistics	19.9**	-11.0**	30.9**
	(0.8)	(0.8)	(0.8)
AP Statistics & Precalculus	19.5**	-15.2**	34.7**
	(1.0)	(1.0)	(0.9)
Calculus	22.0**	-16.4**	38.4**
	(0.5)	(0.6)	(0.5)
Non-AP Statistics & Calculus	20.7**	-13.9**	34.6**
	(1.7)	(1.9)	(1.7)
AP Statistics & Calculus	19.7**	-24.9**	44.7**
	(1.1)	(1.2)	(1.0)
<i>Probability of Attending College:</i>			
No Additional Courses	58.9	39.5	19.5
Less than Algebra 2 or Algebra 2 retakes	52.8	38.5	14.3
Other	67.7	38.5	29.2
Non-AP Statistics	69.3	39.8	29.5
Precalculus	74.7	37.2	37.5
Non-AP Statistics & Precalculus	76.4	36.1	40.4
AP Statistics	78.9	28.5	50.4
AP Statistics & Precalculus	78.4	24.3	54.2
Calculus	80.9	23.1	57.9
Non-AP Statistics & Calculus	79.7	25.6	54.1
AP Statistics & Calculus	78.7	14.6	64.1
N	132,291	132,291	132,291
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \epsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A18: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: American Indian		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	3.0	6.9	-3.9
	(7.9)	(8.5)	(7.3)
Other	-4.9	-9.0	4.2
	(10.2)	(11.0)	(9.5)
Non-AP Statistics	18.2*	11.6	6.6
	(9.2)	(9.9)	(8.5)
Precalculus	13.2	-0.2	13.4
	(7.4)	(7.9)	(6.8)
Non-AP Statistics & Precalculus	-3.8	-9.0	5.2
	(21.7)	(23.4)	(20.1)
AP Statistics	27.7	-18.2	45.9**
	(18.5)	(19.9)	(17.2)
AP Statistics & Precalculus	30.2	18.3	11.9
	(24.2)	(26.1)	(22.5)
Calculus	25.9*	-13.6	39.6**
	(10.1)	(10.9)	(9.4)
Non-AP Statistics & Calculus	4.2	-21.4	25.6
	(28.9)	(31.1)	(26.8)
AP Statistics & Calculus	17.5	-27.6	45.2*
	(22.8)	(24.6)	(21.1)
<i>Probability of Attending College:</i>			
No Additional Courses	60.8	37.6	23.2
Less than Algebra 2 or Algebra 2 retakes	63.9	44.5	19.4
Other	56.0	28.6	27.4
Non-AP Statistics	79.0	49.2	29.8
Precalculus	74.0	37.4	36.6
Non-AP Statistics & Precalculus	57.0	28.6	28.4
AP Statistics	88.5	19.4	69.1
AP Statistics & Precalculus	91.0	55.9	35.2
Calculus	86.8	24.0	62.8
Non-AP Statistics & Calculus	65.0	16.2	48.8
AP Statistics & Calculus	78.4	10.0	68.4
N	812	812	812
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A19: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: Asian		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-3.0*	7.1**	-10.0**
	(1.2)	(1.7)	(1.8)
Other	4.8**	-5.8**	10.5**
	(1.3)	(1.8)	(1.9)
Non-AP Statistics	8.6**	-6.3**	14.9**
	(1.1)	(1.5)	(1.6)
Precalculus	10.5**	-7.0**	17.4**
	(0.8)	(1.2)	(1.2)
Non-AP Statistics & Precalculus	12.3**	-7.4**	19.7**
	(1.3)	(1.7)	(1.8)
AP Statistics	13.9**	-14.1**	28.1**
	(1.2)	(1.7)	(1.7)
AP Statistics & Precalculus	12.7**	-18.4**	31.2**
	(1.1)	(1.5)	(1.5)
Calculus	12.7**	-23.0**	35.6**
	(0.9)	(1.2)	(1.3)
Non-AP Statistics & Calculus	12.8**	-18.9**	31.7**
	(1.9)	(2.7)	(2.8)
AP Statistics & Calculus	10.9**	-27.7**	38.6**
	(1.0)	(1.4)	(1.5)
<i>Probability of Attending College:</i>			
No Additional Courses	79.4	41.9	37.5
Less than Algebra 2 or Algebra 2 retakes	76.4	49.0	27.4
Other	84.2	36.2	48.0
Non-AP Statistics	88.0	35.7	52.3
Precalculus	89.9	35.0	54.9
Non-AP Statistics & Precalculus	91.7	34.5	57.2
AP Statistics	93.3	27.8	65.5
AP Statistics & Precalculus	92.1	23.5	68.6
Calculus	92.1	19.0	73.1
Non-AP Statistics & Calculus	92.2	23.0	69.2
AP Statistics & Calculus	90.3	14.2	76.1
N	26,641	26,641	26,641
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \epsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A20: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: Black		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-9.9**	-0.7	-9.3**
	(1.6)	(1.7)	(1.6)
Other	6.6**	-3.3	9.9**
	(2.1)	(2.2)	(2.2)
Non-AP Statistics	8.2**	-2.8	11.0**
	(1.6)	(1.7)	(1.7)
Precalculus	11.8**	-5.4**	17.2**
	(1.5)	(1.5)	(1.5)
Non-AP Statistics & Precalculus	9.8**	-8.5**	18.3**
	(3.1)	(3.3)	(3.2)
AP Statistics	17.9**	-10.6**	28.6**
	(3.1)	(3.3)	(3.3)
AP Statistics & Precalculus	16.0**	-17.8**	33.8**
	(3.7)	(3.9)	(3.9)
Calculus	13.9**	-20.1**	34.0**
	(2.2)	(2.3)	(2.2)
Non-AP Statistics & Calculus	14.1	-22.6**	36.7**
	(8.0)	(8.4)	(8.3)
AP Statistics & Calculus	11.9*	-23.6**	35.5**
	(5.0)	(5.2)	(5.2)
<i>Probability of Attending College:</i>			
No Additional Courses	64.2	34.6	29.6
Less than Algebra 2 or Algebra 2 retakes	54.3	33.9	20.4
Other	70.8	31.3	39.5
Non-AP Statistics	72.4	31.8	40.6
Precalculus	76.1	29.2	46.9
Non-AP Statistics & Precalculus	74.0	26.1	47.9
AP Statistics	82.2	24.0	58.2
AP Statistics & Precalculus	80.3	16.8	63.4
Calculus	78.2	14.5	63.6
Non-AP Statistics & Calculus	78.4	12.1	66.3
AP Statistics & Calculus	76.1	11.0	65.1
N	10,214	10,214	10,214
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A21: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: Filipino		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-7.5**	-5.5*	-1.9
	(2.4)	(2.8)	(2.7)
Other	2.0	-10.3**	12.2**
	(2.5)	(2.9)	(2.8)
Non-AP Statistics	2.6	-5.2*	7.7**
	(2.1)	(2.5)	(2.4)
Precalculus	9.3**	-4.3*	13.6**
	(1.6)	(1.9)	(1.9)
Non-AP Statistics & Precalculus	8.0**	-11.5**	19.5**
	(2.9)	(3.4)	(3.3)
AP Statistics	12.4**	-18.2**	30.6**
	(2.6)	(3.1)	(3.0)
AP Statistics & Precalculus	11.2**	-20.3**	31.5**
	(2.6)	(3.1)	(3.0)
Calculus	10.4**	-22.1**	32.5**
	(2.0)	(2.4)	(2.3)
Non-AP Statistics & Calculus	10.2	-21.9**	32.1**
	(5.5)	(6.5)	(6.3)
AP Statistics & Calculus	14.1**	-26.7**	40.8**
	(2.8)	(3.4)	(3.2)
<i>Probability of Attending College:</i>			
No Additional Courses	71.1	47.4	23.7
Less than Algebra 2 or Algebra 2 retakes	63.6	41.9	21.8
Other	73.0	37.1	35.9
Non-AP Statistics	73.6	42.2	31.4
Precalculus	80.4	43.1	37.3
Non-AP Statistics & Precalculus	79.1	35.9	43.2
AP Statistics	83.5	29.2	54.3
AP Statistics & Precalculus	82.2	27.1	55.2
Calculus	81.5	25.3	56.2
Non-AP Statistics & Calculus	81.3	25.5	55.8
AP Statistics & Calculus	85.2	20.7	64.5
N	8,181	8,181	8,181
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A22: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: Hispanic		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.0**	-1.1*	-4.9**
	(0.4)	(0.5)	(0.4)
Other	9.0**	-1.3*	10.3**
	(0.6)	(0.6)	(0.5)
Non-AP Statistics	10.5**	0.1	10.4**
	(0.5)	(0.5)	(0.5)
Precalculus	15.4**	-3.1**	18.4**
	(0.4)	(0.4)	(0.4)
Non-AP Statistics & Precalculus	16.2**	-4.6**	20.8**
	(0.8)	(0.9)	(0.8)
AP Statistics	18.5**	-12.6**	31.1**
	(0.8)	(0.9)	(0.8)
AP Statistics & Precalculus	18.6**	-17.1**	35.7**
	(1.0)	(1.1)	(1.0)
Calculus	21.7**	-16.3**	38.0**
	(0.6)	(0.6)	(0.5)
Non-AP Statistics & Calculus	20.1**	-13.5**	33.6**
	(2.0)	(2.1)	(1.9)
AP Statistics & Calculus	20.7**	-26.4**	47.2**
	(1.3)	(1.4)	(1.2)
<i>Probability of Attending College:</i>			
No Additional Courses	59.8	41.0	18.8
Less than Algebra 2 or Algebra 2 retakes	53.8	39.9	14.0
Other	68.9	39.7	29.1
Non-AP Statistics	70.3	41.1	29.2
Precalculus	75.2	37.9	37.3
Non-AP Statistics & Precalculus	76.0	36.4	39.6
AP Statistics	78.3	28.4	49.9
AP Statistics & Precalculus	78.5	23.9	54.5
Calculus	81.5	24.7	56.8
Non-AP Statistics & Calculus	80.0	27.5	52.4
AP Statistics & Calculus	80.6	14.6	66.0
N	127,129	127,129	127,129
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A23: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: Pacific Islander		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-3.4	5.0	-8.4
	(7.1)	(7.9)	(6.9)
Other	9.7	1.6	8.2
	(8.9)	(9.9)	(8.7)
Non-AP Statistics	8.3	1.8	6.4
	(7.3)	(8.1)	(7.1)
Precalculus	20.5**	6.5	14.0*
	(6.3)	(7.0)	(6.1)
Non-AP Statistics & Precalculus	5.4	-10.4	15.7
	(14.8)	(16.4)	(14.4)
AP Statistics	30.6*	10.0	20.5
	(12.5)	(13.9)	(12.2)
AP Statistics & Precalculus	30.1*	-8.5	38.6**
	(12.1)	(13.5)	(11.8)
Calculus	26.5**	-14.1	40.5**
	(10.0)	(11.1)	(9.7)
Non-AP Statistics & Calculus	-5.5	-2.1	-3.4
	(28.5)	(31.6)	(27.7)
AP Statistics & Calculus	34.1*	-23.1	57.1**
	(14.1)	(15.7)	(13.7)
<i>Probability of Attending College:</i>			
No Additional Courses	56.7	36.7	20.0
Less than Algebra 2 or Algebra 2 retakes	53.3	41.7	11.6
Other	66.5	38.3	28.2
Non-AP Statistics	65.0	38.5	26.5
Precalculus	77.2	43.2	34.0
Non-AP Statistics & Precalculus	62.1	26.4	35.7
AP Statistics	87.3	46.8	40.5
AP Statistics & Precalculus	86.9	28.2	58.6
Calculus	83.2	22.7	60.5
Non-AP Statistics & Calculus	51.2	34.6	16.7
AP Statistics & Calculus	90.8	13.6	77.1
N	1,008	1,008	1,008
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A24: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: White		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-3.1**	-0.9	-2.2**
	(0.7)	(0.9)	(0.8)
Other	8.6**	-5.9**	14.5**
	(0.8)	(1.0)	(0.9)
Non-AP Statistics	12.3**	-5.6**	17.8**
	(0.7)	(0.8)	(0.8)
Precalculus	14.4**	-7.7**	22.0**
	(0.5)	(0.7)	(0.6)
Non-AP Statistics & Precalculus	14.9**	-10.6**	25.5**
	(1.0)	(1.3)	(1.2)
AP Statistics	15.8**	-17.4**	33.2**
	(0.8)	(1.1)	(1.0)
AP Statistics & Precalculus	16.2**	-22.3**	38.6**
	(0.9)	(1.1)	(1.1)
Calculus	17.8**	-21.8**	39.6**
	(0.7)	(0.8)	(0.8)
Non-AP Statistics & Calculus	16.1**	-16.1**	32.2**
	(2.4)	(3.0)	(2.8)
AP Statistics & Calculus	15.8**	-28.1**	44.0**
	(1.0)	(1.3)	(1.2)
<i>Probability of Attending College:</i>			
No Additional Courses	70.8	44.0	26.8
Less than Algebra 2 or Algebra 2 retakes	67.7	43.1	24.6
Other	79.4	38.1	41.3
Non-AP Statistics	83.1	38.4	44.7
Precalculus	85.2	36.3	48.9
Non-AP Statistics & Precalculus	85.7	33.4	52.3
AP Statistics	86.6	26.6	60.1
AP Statistics & Precalculus	87.0	21.7	65.4
Calculus	88.6	22.2	66.4
Non-AP Statistics & Calculus	86.9	27.9	59.0
AP Statistics & Calculus	86.7	15.9	70.8
N	52,398	52,398	52,398
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A25: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	Race/Ethnicity: 2 or More Races		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.4**	-2.7	-3.7
	(2.0)	(2.6)	(2.5)
Other	13.3**	-1.9	15.3**
	(2.1)	(2.6)	(2.6)
Non-AP Statistics	12.8**	-5.6*	18.4**
	(1.9)	(2.4)	(2.3)
Precalculus	14.2**	-7.8**	22.0**
	(1.5)	(1.9)	(1.8)
Non-AP Statistics & Precalculus	17.5**	-12.5**	30.0**
	(2.7)	(3.4)	(3.3)
AP Statistics	18.5**	-10.7**	29.2**
	(2.3)	(3.0)	(2.9)
AP Statistics & Precalculus	15.5**	-21.4**	36.9**
	(2.4)	(3.0)	(3.0)
Calculus	15.0**	-24.4**	39.4**
	(1.8)	(2.3)	(2.2)
Non-AP Statistics & Calculus	18.5**	-10.5	29.0**
	(5.7)	(7.2)	(7.1)
AP Statistics & Calculus	16.2**	-29.0**	45.2**
	(2.4)	(3.0)	(3.0)
<i>Probability of Attending College:</i>			
No Additional Courses	71.1	43.5	27.6
Less than Algebra 2 or Algebra 2 retakes	64.6	40.8	23.9
Other	84.4	41.5	42.8
Non-AP Statistics	83.9	37.9	46.0
Precalculus	85.3	35.7	49.6
Non-AP Statistics & Precalculus	88.5	31.0	57.6
AP Statistics	89.6	32.7	56.8
AP Statistics & Precalculus	86.6	22.1	64.5
Calculus	86.0	19.1	67.0
Non-AP Statistics & Calculus	89.6	33.0	56.6
AP Statistics & Calculus	87.3	14.5	72.8
N	7,961	7,961	7,961
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A26: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	English Learner: No		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.2**	-1.5**	-4.7**
	(0.3)	(0.4)	(0.4)
Other	8.4**	-3.5**	11.9**
	(0.4)	(0.5)	(0.4)
Non-AP Statistics	10.6**	-2.4**	13.0**
	(0.3)	(0.4)	(0.4)
Precalculus	14.6**	-4.9**	19.5**
	(0.3)	(0.3)	(0.3)
Non-AP Statistics & Precalculus	15.4**	-7.1**	22.5**
	(0.6)	(0.6)	(0.6)
AP Statistics	17.2**	-14.2**	31.5**
	(0.5)	(0.6)	(0.5)
AP Statistics & Precalculus	16.6**	-19.1**	35.6**
	(0.5)	(0.6)	(0.6)
Calculus	18.5**	-20.0**	38.5**
	(0.4)	(0.4)	(0.4)
Non-AP Statistics & Calculus	18.1**	-15.6**	33.8**
	(1.2)	(1.4)	(1.3)
AP Statistics & Calculus	14.9**	-28.2**	43.1**
	(0.6)	(0.6)	(0.6)
<i>Probability of Attending College:</i>			
No Additional Courses	66.0	42.0	24.0
Less than Algebra 2 or Algebra 2 retakes	59.8	40.6	19.2
Other	74.4	38.5	35.9
Non-AP Statistics	76.6	39.7	36.9
Precalculus	80.6	37.2	43.4
Non-AP Statistics & Precalculus	81.4	35.0	46.4
AP Statistics	83.3	27.8	55.4
AP Statistics & Precalculus	82.6	23.0	59.6
Calculus	84.5	22.0	62.5
Non-AP Statistics & Calculus	84.2	26.4	57.7
AP Statistics & Calculus	80.9	13.8	67.1
N	224,191	224,191	224,191
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A27: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	English Learner: Yes		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-3.6*	-1.5	-2.2*
	(1.5)	(1.5)	(1.0)
Other	9.3**	2.8	6.5**
	(2.3)	(2.3)	(1.6)
Non-AP Statistics	10.1**	2.2	7.9**
	(1.9)	(1.9)	(1.3)
Precalculus	18.0**	1.6	16.4**
	(1.6)	(1.6)	(1.1)
Non-AP Statistics & Precalculus	25.4**	7.2	18.1**
	(4.9)	(4.9)	(3.5)
AP Statistics	19.8**	-7.4	27.2**
	(4.7)	(4.7)	(3.3)
AP Statistics & Precalculus	21.1**	-29.5**	50.6**
	(8.2)	(8.2)	(5.8)
Calculus	24.7**	-5	29.6**
	(3.5)	(3.5)	(2.4)
Non-AP Statistics & Calculus	22.9	16.6	6.4
	(16.3)	(16.3)	(11.4)
AP Statistics & Calculus	24.0**	-23.7**	47.7**
	(9.0)	(9.0)	(6.4)
<i>Probability of Attending College:</i>			
No Additional Courses	45.9	37.8	8.1
Less than Algebra 2 or Algebra 2 retakes	42.2	36.3	5.9
Other	55.2	40.6	14.6
Non-AP Statistics	56.0	40.0	16.0
Precalculus	63.8	39.4	24.5
Non-AP Statistics & Precalculus	71.2	45.0	26.3
AP Statistics	65.7	30.4	35.3
AP Statistics & Precalculus	67.0	8.3	58.7
Calculus	70.5	32.8	37.7
Non-AP Statistics & Calculus	68.8	54.3	14.5
AP Statistics & Calculus	69.9	14.1	55.8
N	10,153	10,153	10,153
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A28: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	8th Grade SBAC Performance Level, Math: Not Met		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.2**	-2.3**	-3.9**
	(0.6)	(0.6)	(0.5)
Other	8.7**	-0.8	9.5**
	(0.9)	(0.9)	(0.7)
Non-AP Statistics	10.7**	-0.4	11.1**
	(0.7)	(0.7)	(0.5)
Precalculus	16.6**	-1.7**	18.3**
	(0.6)	(0.6)	(0.5)
Non-AP Statistics & Precalculus	18.1**	-3.1	21.2**
	(2.0)	(2.0)	(1.6)
AP Statistics	20.3**	-9.4**	29.7**
	(1.6)	(1.6)	(1.3)
AP Statistics & Precalculus	21.9**	-10.3*	32.2**
	(4.4)	(4.5)	(3.6)
Calculus	24.5**	-10.0**	34.5**
	(1.6)	(1.6)	(1.3)
Non-AP Statistics & Calculus	22.0**	3.3	18.7**
	(6.5)	(6.6)	(5.3)
AP Statistics & Calculus	27.6**	-32.8**	60.4**
	(8.5)	(8.6)	(6.9)
<i>Probability of Attending College:</i>			
No Additional Courses	52.9	39.5	13.4
Less than Algebra 2 or Algebra 2 retakes	46.7	37.2	9.5
Other	61.6	38.8	22.9
Non-AP Statistics	63.6	39.1	24.5
Precalculus	69.5	37.9	31.7
Non-AP Statistics & Precalculus	71.1	36.5	34.6
AP Statistics	73.3	30.2	43.1
AP Statistics & Precalculus	74.9	29.3	45.6
Calculus	77.4	29.5	47.9
Non-AP Statistics & Calculus	74.9	42.8	32.1
AP Statistics & Calculus	80.5	6.7	73.8
N	61,433	61,433	61,433
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A29: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	8th Grade SBAC Performance Level, Math: Nearly Met		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-5.2**	0.1	-5.3**
	(0.6)	(0.7)	(0.6)
Other	7.7**	-3.7**	11.4**
	(0.8)	(0.9)	(0.8)
Non-AP Statistics	10.9**	-3.0**	13.8**
	(0.6)	(0.7)	(0.7)
Precalculus	15.2**	-5.1**	20.3**
	(0.5)	(0.6)	(0.5)
Non-AP Statistics & Precalculus	18.4**	-6.5**	24.8**
	(1.2)	(1.4)	(1.3)
AP Statistics	18.2**	-12.9**	31.1**
	(1.0)	(1.2)	(1.1)
AP Statistics & Precalculus	19.5**	-19.6**	39.1**
	(1.6)	(1.8)	(1.7)
Calculus	22.5**	-14.4**	36.9**
	(1.0)	(1.1)	(1.0)
Non-AP Statistics & Calculus	25.2**	-18.7**	43.9**
	(4.0)	(4.5)	(4.1)
AP Statistics & Calculus	24.1**	-27.5**	51.6**
	(3.6)	(4.1)	(3.7)
<i>Probability of Attending College:</i>			
No Additional Courses	64.4	44.3	20.1
Less than Algebra 2 or Algebra 2 retakes	59.3	44.4	14.9
Other	72.2	40.7	31.5
Non-AP Statistics	75.3	41.4	33.9
Precalculus	79.6	39.2	40.4
Non-AP Statistics & Precalculus	82.8	37.9	44.9
AP Statistics	82.6	31.4	51.2
AP Statistics & Precalculus	84.0	24.8	59.2
Calculus	86.9	29.9	57.0
Non-AP Statistics & Calculus	89.7	25.6	64.0
AP Statistics & Calculus	88.5	16.8	71.7
N	61,617	61,617	61,617
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A30: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	8th Grade SBAC Performance Level, Math: Met		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-6.1**	-1.7	-4.4**
	(0.8)	(1.0)	(0.9)
Other	8.0**	-6.1**	14.1**
	(0.8)	(1.0)	(1.0)
Non-AP Statistics	10.3**	-5.6**	15.9**
	(0.7)	(0.9)	(0.9)
Precalculus	13.0**	-8.0**	21.0**
	(0.6)	(0.7)	(0.7)
Non-AP Statistics & Precalculus	14.8**	-11.1**	25.9**
	(1.0)	(1.3)	(1.2)
AP Statistics	16.6**	-18.6**	35.2**
	(0.9)	(1.1)	(1.1)
AP Statistics & Precalculus	17.7**	-21.0**	38.7**
	(1.0)	(1.3)	(1.3)
Calculus	20.0**	-19.5**	39.5**
	(0.7)	(0.9)	(0.9)
Non-AP Statistics & Calculus	16.5**	-18.5**	35.0**
	(2.5)	(3.0)	(3.0)
AP Statistics & Calculus	20.0**	-25.7**	45.7**
	(1.5)	(1.9)	(1.9)
<i>Probability of Attending College:</i>			
No Additional Courses	70.1	45.5	24.6
Less than Algebra 2 or Algebra 2 retakes	64.0	43.8	20.2
Other	78.1	39.4	38.7
Non-AP Statistics	80.4	39.9	40.5
Precalculus	83.1	37.5	45.6
Non-AP Statistics & Precalculus	84.9	34.4	50.5
AP Statistics	86.7	26.9	59.8
AP Statistics & Precalculus	87.8	24.5	63.3
Calculus	90.1	26.0	64.1
Non-AP Statistics & Calculus	86.6	27.0	59.6
AP Statistics & Calculus	90.1	19.8	70.3
N	50,199	50,199	50,199
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

<b>Table A31: College Going for Students Who Take Algebra 2 by 11th Grade</b>			
Subgroup:	8th Grade SBAC Performance Level, Math: Exceeded		
College Enrolled:	Any	2-Year	4-Year
<i>Coefficient Estimates (reference group, no more coursework after Algebra 2):</i>			
Less than Algebra 2 or Algebra 2 retakes	-4.0**	4.7**	-8.7**
	(1.0)	(1.2)	(1.3)
Other	7.8**	-5.5**	13.4**
	(0.9)	(1.2)	(1.2)
Non-AP Statistics	10.5**	-2.5*	13.0**
	(0.8)	(1.1)	(1.2)
Precalculus	12.6**	-5.9**	18.5**
	(0.6)	(0.8)	(0.9)
Non-AP Statistics & Precalculus	12.2**	-7.0**	19.2**
	(0.9)	(1.1)	(1.2)
AP Statistics	15.2**	-14.3**	29.4**
	(0.8)	(1.1)	(1.1)
AP Statistics & Precalculus	16.5**	-17.4**	33.9**
	(0.7)	(1.0)	(1.0)
Calculus	17.7**	-20.7**	38.3**
	(0.6)	(0.8)	(0.9)
Non-AP Statistics & Calculus	15.6**	-15.8**	31.4**
	(1.3)	(1.7)	(1.8)
AP Statistics & Calculus	16.8**	-25.4**	42.2**
	(0.7)	(0.9)	(1.0)
<i>Probability of Attending College:</i>			
No Additional Courses	74.0	39.0	35.0
Less than Algebra 2 or Algebra 2 retakes	70.0	43.7	26.3
Other	81.8	33.4	48.4
Non-AP Statistics	84.5	36.5	48.0
Precalculus	86.6	33.1	53.5
Non-AP Statistics & Precalculus	86.2	31.9	54.2
AP Statistics	89.2	24.7	64.5
AP Statistics & Precalculus	90.5	21.6	69.0
Calculus	91.7	18.3	73.3
Non-AP Statistics & Calculus	89.6	23.2	66.4
AP Statistics & Calculus	90.8	13.6	77.2
N	61,095	61,095	61,095
<p>Note: * Sig. at 5%. ** Sig. at 1%. Standard errors in parentheses. Coefficient estimates are derived from the model: <math>y_i = \sum \alpha_j d_{ji} + x_i' b + \varepsilon_i</math>, where <math>d_{ji} = 1</math> if student <math>i</math>'s highest math course post Algebra 2 was course <math>j</math> and zero otherwise, and <math>x_i'</math> is a vector of student characteristics including gender, race/ethnicity, SED, math &amp; ELA scale scores, and school fixed effects for each respective outcome and subgroup. Predicted Probabilities of attending college are calculated for each group <math>j</math>, with <math>d_j = 1</math>, <math>d_k = 0</math> where <math>j \neq k</math>, and all other coefficients are estimated at the means. To be included in the sample a student had to have enrolled in Algebra 2 by the 11th grade.</p>			

In Tables A32 - A48, We show estimates from interaction models for common college-going math pathways that show us the difference in probability of enrolling in college when two otherwise similar students take one course, another course, both courses, or neither. For example, in the first panel of A32, Precalculus represents the coefficient estimate for  $\alpha_1$ , Non-AP Statistics represents the coefficient estimate for  $\alpha_2$ , and (Non-AP Statistics)\*(Precalculus) represents the coefficient estimate for  $\alpha_3$ , in the model  $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \varepsilon_i$ , where  $d_{1i} = 1$  if student  $i$  took Precalculus and zero otherwise,  $d_{2i} = 1$  if student  $i$  took Non-AP Statistics and zero otherwise, and  $x_i'$  is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Non-AP Statistics - Precalculus compares the relative size of  $\alpha_2$  and  $\alpha_1$ . We also provide predicted probabilities from the models in each panel.

**Table A32: College going for common math pathways, all students (N = 344,852)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-11.2**	2.9**	-14.1**	(AP Statistics)*(Calculus)	-15.2**	5.4**	-20.6**
	(0.5)	(0.5)	(0.5)		(0.5)	(0.6)	(0.5)
Non-AP Statistics	11.9**	2.1**	9.8**	AP Statistics	9.5**	-14.7**	24.2**
	(0.3)	(0.3)	(0.3)		(0.3)	(0.4)	(0.3)
Precalculus	15.9**	-7.6**	23.6**	Calculus	7.9**	-18.4**	26.2**
	(0.2)	(0.2)	(0.2)		(0.3)	(0.3)	(0.3)
Non-AP Statistics - Precalculus	-4.0**	9.7**	-13.8**	AP Statistics - Calculus	1.6**	3.7**	-2.1**
	(0.3)	(0.3)	(0.3)		(0.4)	(0.4)	(0.4)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	60.6	37.5	23.1	Neither AP Statistics Nor Calculus	66.6	38.9	27.7
Precalculus But Not Non-AP Statistics	76.5	29.9	46.7	Calculus But Not AP Statistics	74.5	20.5	54.0
Non-AP Statistics But Not Precalculus	72.5	39.6	32.9	AP Statistics But Not Calculus	76.1	24.2	51.9
Both Non-AP Statistics And Precalculus	77.3	34.9	42.4	Both AP Statistics And Calculus	68.8	11.2	57.6
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
(AP Statistics)*(Precalculus)	-19.1**	-3.6**	-15.5**	Neither AP Statistics Nor Precalculus	61.7	39.0	22.8
	(0.6)	(0.6)	(0.5)	Precalculus But Not AP Statistics	76.9	31.8	45.0
AP Statistics	17.1**	-10.5**	27.7**	AP Statistics But Not Precalculus	78.9	28.4	50.4
	(0.5)	(0.5)	(0.5)	Both AP Statistics And Precalculus	75.0	17.7	57.2
Precalculus	15.2**	-7.1**	22.3**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade SBAC math and ELA scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.2)	(0.2)	(0.2)				
AP Statistics - Precalculus	2.0**	-3.4**	5.4**				
	(0.5)	(0.5)	(0.5)				

**Table A33: College going for common math pathways, not SED, (N=143,792)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-11.7**	5.4**	-17.1**	(AP Statistics)*(Precalculus)	-15.6**	0.6	-16.3**
	(0.7)	(0.8)	(0.7)		(0.7)	(0.8)	(0.7)
Non-AP Statistics	12.4**	0.2	12.2**	AP Statistics	14.0**	-12.1**	26.1**
	(0.4)	(0.5)	(0.5)		(0.6)	(0.7)	(0.7)
Precalculus	13.1**	-10.2**	23.4**	Precalculus	12.5**	-9.7**	22.2**
	(0.3)	(0.3)	(0.3)		(0.3)	(0.3)	(0.3)
Non-AP Statistics - Precalculus	-0.7	10.5**	-11.2**	AP Statistics - Precalculus	1.5*	-2.4**	3.9**
	(0.4)	(0.5)	(0.5)		(0.6)	(0.7)	(0.7)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	70.8	38.8	32.1	Neither AP Statistics Nor Precalculus	71.9	40.6	31.3
Precalculus But Not Non-AP Statistics	84.0	28.5	55.4	Precalculus But Not AP Statistics	84.4	30.9	53.5
Non-AP Statistics But Not Precalculus	83.3	39	44.3	AP Statistics But Not Precalculus	85.9	28.5	57.4
Both Non-AP Statistics And Precalculus	84.7	34.2	50.5	Both AP Statistics And Precalculus	82.7	19.4	63.4
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-10.9**	8.4**	-19.3**	Neither AP Statistics Nor Calculus	77.3	40.0	37.3
	(0.6)	(0.7)	(0.7)	Calculus But Not AP Statistics	82.0	21.1	60.9
AP Statistics	6.8**	-15.1**	22.0**	AP Statistics But Not Calculus	84.1	24.8	59.2
	(0.4)	(0.5)	(0.4)	Both AP Statistics And Calculus	77.9	14.3	63.6
Calculus	4.7**	-18.9**	23.7**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.3)	(0.4)	(0.4)				
AP Statistics - Calculus	2.1**	3.8**	-1.7**				
	(0.4)	(0.5)	(0.5)				

**Table A34: College going for common math pathways, SED students (N=201,060)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-11.0**	0.5	-11.6**	(AP Statistics)*(Precalculus)	-18.7**	-4.9**	-13.8**
	(0.7)	(0.7)	(0.6)		(0.9)	(1.0)	(0.8)
Non-AP Statistics	11.4**	3.0**	8.4**	AP Statistics	19.8**	-9.1**	28.9**
	(0.4)	(0.4)	(0.3)		(0.7)	(0.8)	(0.6)
Precalculus	18.2**	-5.1**	23.3**	Precalculus	16.9**	-4.9**	21.9**
	(0.3)	(0.3)	(0.2)		(0.3)	(0.3)	(0.2)
Non-AP Statistics - Precalculus	-6.8**	8.1**	-14.9**	AP Statistics - Precalculus	2.9**	-4.2**	7.1**
	(0.4)	(0.4)	(0.4)		(0.8)	(0.8)	(0.6)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	53.7	36.8	16.8	Neither AP Statistics Nor Precalculus	54.7	37.8	16.9
Precalculus But Not Non-AP Statistics	71.8	31.7	40.1	Precalculus But Not AP Statistics	71.7	32.9	38.8
Non-AP Statistics But Not Precalculus	65.0	39.8	25.2	AP Statistics But Not Precalculus	74.6	28.7	45.9
Both Non-AP Statistics And Precalculus	72.2	35.2	37.0	Both AP Statistics And Precalculus	72.8	18.9	53.9
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-16.7**	2.5*	-19.2**	Neither AP Statistics Nor Calculus	59.0	37.8	21.2
	(1.0)	(1.1)	(0.9)	Calculus But Not AP Statistics	71.1	21.6	49.5
AP Statistics	13.3**	-12.5**	25.8**	AP Statistics But Not Calculus	72.3	25.3	47.0
	(0.6)	(0.6)	(0.5)	Both AP Statistics And Calculus	67.6	11.6	56.1
Calculus	12.1**	-16.2**	28.3**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.4)	(0.4)	(0.3)				
AP Statistics - Calculus	1.2	3.7**	-2.5**				
	(0.6)	(0.7)	(0.5)				

**Table A35: College going for common math pathways, American Indian students (N=1,444)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-27.6	-3.1	-24.4*	(AP Statistics)*(Precalculus)	-36.0	-17.3	-18.7
	(15.5)	(16.0)	(11.8)		(19.6)	(20.3)	(14.8)
Non-AP Statistics	21.9**	11.4	10.6	AP Statistics	37.4*	-3.5	40.9**
	(7.4)	(7.7)	(5.6)		(15.4)	(15.9)	(11.6)
Precalculus	20.6**	-3.8	24.4**	Precalculus	18.5**	-3.4	21.9**
	(4.7)	(4.9)	(3.6)		(4.7)	(4.8)	(3.5)
Non-AP Statistics - Precalculus	1.3	15.2	-13.9*	AP Statistics - Precalculus	18.9	-0.1	19.0
	(7.9)	(8.2)	(6.0)		(15.6)	(16.1)	(11.7)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	48.1	33.3	14.7	Neither AP Statistics Nor Precalculus	49.4	34.8	14.6
Precalculus But Not Non-AP Statistics	68.7	29.5	39.2	Precalculus But Not AP Statistics	67.9	31.4	36.5
Non-AP Statistics But Not Precalculus	70.0	44.7	25.3	AP Statistics But Not Precalculus	86.8	31.3	55.5
Both Non-AP Statistics And Precalculus	63.1	37.7	25.3	Both AP Statistics And Precalculus	69.2	10.5	58.7
Observations	1,444	1,444	1,444	Observations	1,444	1,444	1,444
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-41.1*	2.7	-43.9**	Neither AP Statistics Nor Calculus	52.9	35.9	16.9
	(20.9)	(21.2)	(15.4)	Calculus But Not AP Statistics	65.0	6.3	58.7
AP Statistics	30.5*	-10.1	40.6**	AP Statistics But Not Calculus	83.3	25.8	57.5
	(12.0)	(12.2)	(8.9)	Both AP Statistics And Calculus	54.3	-1.1	55.4
Calculus	12.1	-29.6**	41.7**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(7.6)	(7.8)	(5.6)				
AP Statistics - Calculus	18.4	19.5	-1.2				
	(13.5)	(13.7)	(10.0)				

**Table A36: College going for common math pathways, Asian students, (N=37,855)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-6.5**	12.0**	-18.5**	(AP Statistics)*(Precalculus)	-14.0**	1.0	-15.0**
	(1.1)	(1.5)	(1.6)		(1.1)	(1.5)	(1.5)
Non-AP Statistics	7.5**	-3.4**	11.0**	AP Statistics	13.0**	-9.2**	22.3**
	(0.9)	(1.2)	(1.2)		(1.0)	(1.4)	(1.4)
Precalculus	9.9**	-12.6**	22.5**	Precalculus	10.7**	-11.3**	22.1**
	(0.5)	(0.7)	(0.7)		(0.5)	(0.7)	(0.7)
Non-AP Statistics - Precalculus	-2.4**	9.2**	-11.5**	AP Statistics - Precalculus	2.3*	2.1	0.2
	(0.8)	(1.1)	(1.2)		(1.0)	(1.3)	(1.4)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	80.3	35.2	45.1	Neither AP Statistics Nor Precalculus	80.0	37.0	43.0
Precalculus But Not Non-AP Statistics	90.2	22.6	67.6	Precalculus But Not AP Statistics	90.7	25.7	65.0
Non-AP Statistics But Not Precalculus	87.8	31.7	56.1	AP Statistics But Not Precalculus	93.0	27.8	65.2
Both Non-AP Statistics And Precalculus	91.3	31.2	60.1	Both AP Statistics And Precalculus	89.7	17.4	72.3
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-7.9**	8.3**	-16.1**	Neither AP Statistics Nor Calculus	86.2	36.9	49.4
	(0.8)	(1.0)	(1.0)	Calculus But Not AP Statistics	90.2	18.7	71.5
AP Statistics	5.4**	-13.2**	18.6**	AP Statistics But Not Calculus	91.6	23.6	68.0
	(0.6)	(0.8)	(0.8)	Both AP Statistics And Calculus	87.7	13.8	74.0
Calculus	4.0**	-18.2**	22.2**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.5)	(0.6)	(0.7)				
AP Statistics - Calculus	1.4*	5.0**	-3.6**				
	(0.6)	(0.8)	(0.8)				

**Table A37: College going for common math pathways, Black students (N = 16,076)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-9.5**	4.5	-13.9**	(AP Statistics)*(Precalculus)	-16.5**	-2.6	-14.0**
	(2.6)	(2.7)	(2.3)		(3.9)	(4.0)	(3.5)
Non-AP Statistics	10.3**	-1.7	11.9**	AP Statistics	18.5**	-8.7**	27.2**
	(1.3)	(1.4)	(1.2)		(3.0)	(3.1)	(2.7)
Precalculus	14.7**	-9.3**	24.0**	Precalculus	13.1**	-8.3**	21.4**
	(1.1)	(1.1)	(1.0)		(1.0)	(1.1)	(0.9)
Non-AP Statistics - Precalculus	-4.4**	7.6**	-12.1**	AP Statistics - Precalculus	5.5	-0.4	5.9*
	(1.5)	(1.5)	(1.3)		(3.0)	(3.1)	(2.8)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	56.9	34.4	22.5	Neither AP Statistics Nor Precalculus	58.1	34.4	23.7
Precalculus But Not Non-AP Statistics	71.6	25.1	46.5	Precalculus But Not AP Statistics	71.2	26.1	45.0
Non-AP Statistics But Not Precalculus	67.1	32.7	34.4	AP Statistics But Not Precalculus	76.7	25.7	50.9
Both Non-AP Statistics And Precalculus	72.3	27.9	44.4	Both AP Statistics And Precalculus	73.2	14.9	58.3
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-12.9**	4.3	-17.3**	Neither AP Statistics Nor Calculus	61.3	33.4	27.9
	(4.8)	(5.0)	(4.4)	Calculus But Not AP Statistics	68.8	14.2	54.6
AP Statistics	12.4**	-11.4**	23.8**	AP Statistics But Not Calculus	73.7	22.0	51.7
	(2.2)	(2.3)	(2.0)	Both AP Statistics And Calculus	68.2	7.2	61.1
Calculus	7.5**	-19.2**	26.7**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(1.7)	(1.7)	(1.5)				
AP Statistics - Calculus	4.9	7.8**	-2.9				
	(2.6)	(2.7)	(2.4)				

**Table A38: College going for common math pathways, Filipino students (N = 10,470)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-6.3*	-0.4	-5.9*	(AP Statistics)*(Precalculus)	-12.3**	0.4	-12.6**
	(2.6)	(3.1)	(2.9)		(2.7)	(3.1)	(2.9)
Non-AP Statistics	5.0**	1.9	3.1	AP Statistics	14.4**	-10.5**	24.9**
	(1.8)	(2.1)	(1.9)		(2.4)	(2.8)	(2.6)
Precalculus	10.7**	-4.6**	15.3**	Precalculus	11.1**	-5.1**	16.2**
	(1.1)	(1.3)	(1.2)		(1.1)	(1.3)	(1.2)
Non-AP Statistics - Precalculus	-5.6**	6.5**	-12.2**	AP Statistics - Precalculus	3.3	-5.5*	8.8**
	(1.7)	(2.0)	(1.9)		(2.3)	(2.7)	(2.5)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	69.3	39.9	29.4	Neither AP Statistics Nor Precalculus	68.6	41.9	26.7
Precalculus But Not Non-AP Statistics	80.0	35.3	44.7	Precalculus But Not AP Statistics	79.7	36.8	42.9
Non-AP Statistics But Not Precalculus	74.3	41.8	32.5	AP Statistics But Not Precalculus	83.0	31.4	51.6
Both Non-AP Statistics And Precalculus	78.7	36.8	41.9	Both AP Statistics And Precalculus	81.8	26.7	55.2
Observations	10,470	10,470	10,470	Observations	10,470	10,470	10,470
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-5.3*	9.7**	-15.0**	Neither AP Statistics Nor Calculus	74.1	43.1	31.1
	(2.5)	(2.9)	(2.8)	Calculus But Not AP Statistics	78.4	25.6	52.8
AP Statistics	7.1**	-14.1**	21.2**	AP Statistics But Not Calculus	81.2	29.0	52.2
	(1.6)	(1.8)	(1.7)	Both AP Statistics And Calculus	80.2	21.3	58.9
Calculus	4.3**	-17.4**	21.7**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(1.3)	(1.5)	(1.4)				
AP Statistics - Calculus	2.8	3.4	-0.5				
	(1.7)	(2.0)	(1.9)				

**Table A39: College going for common math pathways, Hispanic students (N = 190,289)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-11.7**	-0.2	-11.4**	(AP Statistics)*(Precalculus)	-16.0**	-3.2**	-12.8**
	(0.7)	(0.8)	(0.6)		(1.0)	(1.0)	(0.8)
Non-AP Statistics	11.6**	2.9**	8.7**	AP Statistics	18.1**	-10.9**	29.0**
	(0.4)	(0.4)	(0.3)		(0.8)	(0.8)	(0.6)
Precalculus	17.7**	-5.4**	23.1**	Precalculus	16.1**	-5.4**	21.6**
	(0.3)	(0.3)	(0.2)		(0.3)	(0.3)	(0.2)
Non-AP Statistics - Precalculus	-6.1**	8.3**	-14.3**	AP Statistics - Precalculus	2.0*	-5.4**	7.4**
	(0.4)	(0.4)	(0.4)		(0.8)	(0.8)	(0.7)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	54.7	38.4	16.4	Neither AP Statistics Nor Precalculus	56.0	39.4	16.6
Precalculus But Not Non-AP Statistics	72.4	33.0	39.4	Precalculus But Not AP Statistics	72.1	33.9	38.2
Non-AP Statistics But Not Precalculus	66.3	41.3	25.1	AP Statistics But Not Precalculus	74.1	28.5	45.6
Both Non-AP Statistics And Precalculus	72.3	35.6	36.7	Both AP Statistics And Precalculus	74.2	19.8	54.4
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-13.7**	3.6**	-17.3**	Neither AP Statistics Nor Calculus	59.9	39.0	21.0
	(1.2)	(1.3)	(1.0)	Calculus But Not AP Statistics	72.3	23.7	48.6
AP Statistics	12.4**	-13.4**	25.9**	AP Statistics But Not Calculus	72.4	25.5	46.8
	(0.6)	(0.6)	(0.5)	Both AP Statistics And Calculus	71.0	13.9	57.1
Calculus	12.3**	-15.2**	27.6**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.4)	(0.5)	(0.4)				
AP Statistics - Calculus	0.1	1.8**	-1.7**				
	(0.7)	(0.7)	(0.6)				

Table A40: College going for common math pathways, Pacific Islander students (N = 1,558)							
	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-10.6	4.9	-15.5	(AP Statistics)*(Precalculus)	-19.0	-5.5	-13.5
	(10.4)	(11.1)	(8.9)		(12.6)	(13.5)	(10.8)
Non-AP Statistics	1.6	-2.7	4.4	AP Statistics	26.3*	-5.9	32.3**
	(5.6)	(6.0)	(4.9)		(10.7)	(11.4)	(9.1)
Precalculus	20.7**	-1.9	22.6**	Precalculus	20.2**	-0.1	20.3**
	(4.2)	(4.5)	(3.6)		(4.0)	(4.3)	(3.4)
<i>Difference between estimates:</i>				<i>Difference between estimates:</i>			
Non-AP Statistics - Precalculus	-19.1**	-0.8	-18.3**	AP Statistics - Precalculus	6.1	-5.8	12.0
	(6.0)	(6.4)	(5.2)		(10.8)	(11.5)	(9.2)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	53.7	37.2	16.6	Neither AP Statistics Nor Precalculus	52.8	37.1	15.8
Precalculus But Not Non-AP Statistics	74.4	35.2	39.2	Precalculus But Not AP Statistics	73.1	37.0	36.1
Non-AP Statistics But Not Precalculus	55.4	34.4	20.9	AP Statistics But Not Precalculus	79.2	31.1	48.0
Both Non-AP Statistics And Precalculus	65.5	37.4	28.1	Both AP Statistics And Precalculus	80.4	25.6	54.9
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-16.1	-8.4	-7.7	Neither AP Statistics Nor Calculus	57.8	38.4	19.4
	(14.1)	(14.8)	(11.9)	Calculus But Not AP Statistics	73.8	25.0	48.7
AP Statistics	19.1**	-6.9	26.0**	AP Statistics But Not Calculus	77.0	31.5	45.5
	(7.0)	(7.4)	(6.0)	Both AP Statistics And Calculus	76.8	9.7	67.1
Calculus	15.9*	-13.3	29.3**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(6.7)	(7.0)	(5.7)				
AP Statistics - Calculus	3.2	6.4	-3.2				
	(8.8)	(9.3)	(7.4)				

**Table A41: College going for common math pathways, White students (N = 75,692)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-13.6**	4.5**	-18.0**	(AP Statistics)*(Precalculus)	-15.8**	1.4	-17.2**
	(1.0)	(1.1)	(1.0)		(1.0)	(1.1)	(1.0)
Non-AP Statistics	13.7**	0.5	13.3**	AP Statistics	14.9**	-13.5**	28.4**
	(0.6)	(0.7)	(0.6)		(0.8)	(1.0)	(0.9)
Precalculus	14.6**	-10.1**	24.7**	Precalculus	13.7**	-9.6**	23.4**
	(0.4)	(0.5)	(0.4)		(0.4)	(0.5)	(0.4)
Non-AP Statistics - Precalculus	-0.8	10.6**	-11.5**	AP Statistics - Precalculus	1.2	-3.9**	5.1**
	(0.6)	(0.7)	(0.6)		(0.8)	(1.0)	(0.9)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	66.7	38.4	28.3	Neither AP Statistics Nor Precalculus	67.8	40.0	27.8
Precalculus But Not Non-AP Statistics	81.3	28.3	53.1	Precalculus But Not AP Statistics	81.5	30.3	51.2
Non-AP Statistics But Not Precalculus	80.5	38.9	41.6	AP Statistics But Not Precalculus	82.7	26.4	56.3
Both Non-AP Statistics And Precalculus	81.5	33.2	48.3	Both AP Statistics And Precalculus	80.6	18.2	62.4
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-11.3**	9.3**	-20.6**	Neither AP Statistics Nor Calculus	72.7	39.0	33.7
	(1.0)	(1.1)	(1.0)	Calculus But Not AP Statistics	79.1	20.2	58.9
AP Statistics	8.1**	-16.0**	24.0**	AP Statistics But Not Calculus	80.8	23.0	57.7
	(0.6)	(0.7)	(0.6)	Both AP Statistics And Calculus	75.9	13.5	62.4
Calculus	6.4**	-18.9**	25.2**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.5)	(0.6)	(0.5)				
AP Statistics - Calculus	1.7**	2.9**	-1.2				
	(0.7)	(0.8)	(0.7)				

**Table A42: College going for common math pathways, students identifying with 2 or more race/ethnicities (N = 11,468)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-8.7**	6.3*	-15.0**	(AP Statistics)*(Precalculus)	-16.1**	-5.4	-10.7**
	(2.5)	(3.0)	(2.8)		(2.5)	(3.0)	(2.8)
Non-AP Statistics	11.6**	-1.4	13.0**	AP Statistics	16.9**	-5.9*	22.8**
	(1.6)	(1.9)	(1.8)		(2.2)	(2.7)	(2.5)
Precalculus	13.2**	-12.3**	25.6**	Precalculus	13.1**	-10.8**	23.8**
	(1.0)	(1.2)	(1.2)		(1.0)	(1.2)	(1.1)
Non-AP Statistics - Precalculus	-1.6	10.9**	-12.5**	AP Statistics - Precalculus	3.8	4.8	-1.0
	(1.6)	(2.0)	(1.8)		(2.2)	(2.6)	(2.4)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	68.6	39.1	29.5	Neither AP Statistics Nor Precalculus	69.0	39.9	29.2
Precalculus But Not Non-AP Statistics	81.8	26.8	55.1	Precalculus But Not AP Statistics	82.1	29.1	53.0
Non-AP Statistics But Not Precalculus	80.2	37.7	42.5	AP Statistics But Not Precalculus	85.9	33.9	52.0
Both Non-AP Statistics And Precalculus	84.7	31.7	53.1	Both AP Statistics And Precalculus	82.9	17.7	65.1
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-8.9**	5.6*	-14.4**	Neither AP Statistics Nor Calculus	74.5	38.5	36.0
	(2.3)	(2.7)	(2.5)	Calculus But Not AP Statistics	79.2	19.7	59.5
AP Statistics	8.6**	-12.0**	20.6**	AP Statistics But Not Calculus	83.1	26.5	56.6
	(1.5)	(1.8)	(1.7)	Both AP Statistics And Calculus	78.9	13.2	65.7
Calculus	4.6**	-18.8**	23.5**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(1.2)	(1.5)	(1.4)				
AP Statistics - Calculus	4.0*	6.8**	-2.9				
	(1.7)	(2.0)	(1.9)				

**Table A43: College going for common math pathways, non English Learners (N = 321,616)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-11.2**	3.2**	-14.4**	(AP Statistics)*(Precalculus)	-18.5**	-2.7**	-15.8**
	(0.5)	(0.5)	(0.5)		(0.6)	(0.6)	(0.5)
Non-AP Statistics	11.8**	1.7**	10.1**	AP Statistics	16.9**	-10.7**	27.6**
	(0.3)	(0.3)	(0.3)		(0.5)	(0.5)	(0.5)
Precalculus	15.8**	-7.9**	23.6**	Precalculus	15.0**	-7.4**	22.4**
	(0.2)	(0.2)	(0.2)		(0.2)	(0.2)	(0.2)
Non-AP Statistics - Precalculus	-4.0**	9.6**	-13.6**	AP Statistics - Precalculus	2.0**	-3.3**	5.3**
	(0.3)	(0.3)	(0.3)		(0.5)	(0.5)	(0.5)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	62.1	37.7	24.4	Neither AP Statistics Nor Precalculus	63.2	39.1	24.1
Precalculus But Not Non-AP Statistics	77.8	29.8	48.0	Precalculus But Not AP Statistics	78.2	31.7	46.4
Non-AP Statistics But Not Precalculus	73.9	39.4	34.5	AP Statistics But Not Precalculus	80.1	28.4	51.7
Both Non-AP Statistics And Precalculus	78.5	34.7	43.7	Both AP Statistics And Precalculus	76.6	18.4	58.2
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-14.9**	5.6**	-20.5**	Neither AP Statistics Nor Calculus	68.2	38.9	29.2
	(0.5)	(0.6)	(0.5)	Calculus But Not AP Statistics	76.2	20.9	55.3
AP Statistics	9.5**	-14.4**	23.9**	AP Statistics But Not Calculus	77.7	24.5	53.2
	(0.3)	(0.4)	(0.3)	Both AP Statistics And Calculus	70.9	12.2	58.7
Calculus	8.0**	-18.0**	26.0**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.3)	(0.3)	(0.3)				
AP Statistics - Calculus	1.5**	3.6**	-2.1**				
	(0.4)	(0.4)	(0.4)				

**Table A44: College going for common math pathways, English learners (N = 23,236)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-5.9	6.8	-12.7**	(AP Statistics)*(Precalculus)	-18.6**	-22.3**	3.6
	(3.9)	(3.9)	(2.1)		(6.2)	(6.2)	(3.4)
Non-AP Statistics	10.7**	3.9**	6.9**	AP Statistics	19.7**	-6.0	25.7**
	(1.5)	(1.5)	(0.8)		(4.2)	(4.1)	(2.3)
Precalculus	20.0**	0.6	19.4**	Precalculus	19.4**	1.4	18.0**
	(1.1)	(1.1)	(0.6)		(1.1)	(1.1)	(0.6)
Non-AP Statistics - Precalculus	-9.3**	3.2	-12.5**	AP Statistics - Precalculus	0.4	-7.4	7.7**
	(1.7)	(1.7)	(0.9)		(4.2)	(4.2)	(2.3)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	41.0	35.8	5.2	Neither AP Statistics Nor Precalculus	41.7	36.2	5.5
Precalculus But Not Non-AP Statistics	61.0	36.4	24.6	Precalculus But Not AP Statistics	61.1	37.6	23.5
Non-AP Statistics But Not Precalculus	51.7	39.6	12.1	AP Statistics But Not Precalculus	61.4	30.2	31.2
Both Non-AP Statistics And Precalculus	65.8	47.1	18.8	Both AP Statistics And Precalculus	62.2	9.3	52.8
Observations	23,236	23,236	23,236	Observations	23,236	23,236	23,236
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-20.3**	-9.7	-10.6*	Neither AP Statistics Nor Calculus	44.0	36.5	7.5
	(7.7)	(7.6)	(4.3)	Calculus But Not AP Statistics	61.4	28.9	32.5
AP Statistics	15.4**	-13.2**	28.5**	AP Statistics But Not Calculus	59.4	23.4	36.0
	(3.5)	(3.5)	(2.0)	Both AP Statistics And Calculus	56.4	6.0	50.4
Calculus	17.3**	-7.6**	25.0**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(2.8)	(2.7)	(1.5)				
AP Statistics - Calculus	-2.0	-5.5	3.5				
	(4.3)	(4.2)	(2.4)				

**Table A45: College going for common math pathways, 8th grade Math SBAC standard not met (N = 121,738)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-10.0**	-1.3	-8.6**	(AP Statistics)*(Precalculus)	-13.5**	-4.1	-9.4**
	(1.5)	(1.5)	(1.0)		(3.3)	(3.3)	(2.2)
Non-AP Statistics	12.8**	1.8**	11.0**	AP Statistics	22.1**	-7.7**	29.8**
	(0.5)	(0.5)	(0.4)		(1.5)	(1.5)	(1.0)
Precalculus	20.2**	-0.6	20.9**	Precalculus	18.5**	-0.8	19.4**
	(0.5)	(0.5)	(0.3)		(0.5)	(0.5)	(0.3)
Non-AP Statistics - Precalculus	-7.4**	2.4**	-9.8**	AP Statistics - Precalculus	3.6*	-6.9**	10.5**
	(0.6)	(0.6)	(0.4)		(1.5)	(1.5)	(1.0)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	45.8	37.0	8.7	Neither AP Statistics Nor Precalculus	47.1	37.3	9.7
Precalculus But Not Non-AP Statistics	66.0	36.4	29.6	Precalculus But Not AP Statistics	65.6	36.5	29.1
Non-AP Statistics But Not Precalculus	58.6	38.8	19.8	AP Statistics But Not Precalculus	69.2	29.6	39.5
Both Non-AP Statistics And Precalculus	68.9	36.9	32.0	Both AP Statistics And Precalculus	74.2	24.7	49.5
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-12.9	-5.2	-7.7	Neither AP Statistics Nor Calculus	49.4	37.3	12.1
	(6.9)	(6.8)	(4.6)	Calculus But Not AP Statistics	70.3	29.2	41.1
AP Statistics	19.7**	-8.4**	28.1**	AP Statistics But Not Calculus	69.1	28.9	40.2
	(1.4)	(1.4)	(0.9)	Both AP Statistics And Calculus	77.2	15.6	61.6
Calculus	20.9**	-8.1**	29.1**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(1.4)	(1.4)	(0.9)				
AP Statistics - Calculus	-1.2	-0.3	-1.0				
	(1.9)	(1.9)	(1.3)				

**Table A46: College going for common math pathways, 8th grade Math SBAC standard nearly met (N = 82,339)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-9.5**	0.8	-10.2**	(AP Statistics)*(Precalculus)	-13.6**	-3.2	-10.4**
	(1.1)	(1.2)	(1.0)		(1.6)	(1.7)	(1.5)
Non-AP Statistics	12.3**	-1.1	13.5**	AP Statistics	18.9**	-10.5**	29.4**
	(0.6)	(0.6)	(0.5)		(1.0)	(1.1)	(0.9)
Precalculus	18.3**	-5.2**	23.5**	Precalculus	16.8**	-4.8**	21.6**
	(0.4)	(0.4)	(0.4)		(0.4)	(0.4)	(0.4)
Non-AP Statistics - Precalculus	-6.0**	4.1**	-10.1**	AP Statistics - Precalculus	2.1*	-5.7**	7.8**
	(0.6)	(0.6)	(0.6)		(1.0)	(1.1)	(1.0)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	60.9	42.5	18.4	Neither AP Statistics Nor Precalculus	62.3	42.7	19.6
Precalculus But Not Non-AP Statistics	79.2	37.3	41.9	Precalculus But Not AP Statistics	79.1	37.9	41.2
Non-AP Statistics But Not Precalculus	73.2	41.4	31.9	AP Statistics But Not Precalculus	81.2	32.2	49.0
Both Non-AP Statistics And Precalculus	82.1	36.9	45.2	Both AP Statistics And Precalculus	84.4	24.2	60.2
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-10.7**	2.6	-13.3**	Neither AP Statistics Nor Calculus	66.9	41.8	25.1
	(3.1)	(3.4)	(3.0)	Calculus But Not AP Statistics	83.4	30.2	53.2
AP Statistics	14.4**	-12.1**	26.5**	AP Statistics But Not Calculus	81.3	29.7	51.6
	(0.8)	(0.9)	(0.8)	Both AP Statistics And Calculus	87.1	20.7	66.4
Calculus	16.5**	-11.6**	28.1**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.8)	(0.9)	(0.8)				
AP Statistics - Calculus	-2.1	-0.5	-1.5				
	(1.1)	(1.2)	(1.1)				

**Table A47: College going for common math pathways, 8th grade Math SBAC standard met (N = 60,379)**

	Any	2-Year	4-Year		Any	2-Year	4-Year
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-10.2**	2.2	-12.4**	(AP Statistics)*(Precalculus)	-11.6**	4.4**	-16.0**
	(1.0)	(1.2)	(1.1)		(1.1)	(1.3)	(1.3)
Non-AP Statistics	9.7**	-1.1	10.9**	AP Statistics	15.0**	-15.7**	30.6**
	(0.6)	(0.8)	(0.7)		(0.8)	(1.0)	(1.0)
Precalculus	14.9**	-8.5**	23.3**	Precalculus	13.8**	-8.5**	22.3**
	(0.4)	(0.5)	(0.5)		(0.4)	(0.5)	(0.4)
Non-AP Statistics - Precalculus	-5.1**	7.3**	-12.5**	AP Statistics - Precalculus	1.2	-7.1**	8.3**
	(0.6)	(0.7)	(0.7)		(0.8)	(1.0)	(1.0)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	70.0	41.3	28.8	Neither AP Statistics Nor Precalculus	70.7	42.6	28.1
Precalculus But Not Non-AP Statistics	84.9	32.8	52.1	Precalculus But Not AP Statistics	84.5	34.1	50.4
Non-AP Statistics But Not Precalculus	79.7	40.1	39.6	AP Statistics But Not Precalculus	85.7	27.0	58.7
Both Non-AP Statistics And Precalculus	84.4	33.8	50.6	Both AP Statistics And Precalculus	87.9	22.9	65.0
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-9.8**	6.8**	-16.6**	Neither AP Statistics Nor Calculus	76.1	40.2	35.8
	(1.4)	(1.7)	(1.7)	Calculus But Not AP Statistics	88.2	26.4	61.9
AP Statistics	10.1**	-14.5**	24.6**	AP Statistics But Not Calculus	86.2	25.7	60.5
	(0.6)	(0.7)	(0.7)	Both AP Statistics And Calculus	88.6	18.6	69.9
Calculus	12.2**	-13.9**	26.0**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.5)	(0.6)	(0.6)				
AP Statistics - Calculus	-2.0**	-0.7	-1.4				
	(0.7)	(0.9)	(0.9)				

**Table A48: College going for common math pathways, 8th grade Math SBAC standard exceeded (N = 80,396)**

	Any	2-Year	4-Year				
<i>Coefficient estimates:</i>				<i>Coefficient estimates:</i>			
(Non-AP Statistics)*(Precalculus)	-8.5**	7.1**	-15.6**	(AP Statistics)*(Precalculus)	-10.6**	5.2**	-15.8**
	(0.8)	(1.0)	(1.1)		(0.7)	(0.9)	(1.0)
Non-AP Statistics	6.2**	0.9	5.3**	AP Statistics	11.7**	-12.0**	23.8**
	(0.7)	(0.9)	(0.9)		(0.7)	(0.9)	(1.0)
Precalculus	11.7**	-11.6**	23.3**	Precalculus	12.3**	-12.2**	24.5**
	(0.4)	(0.5)	(0.5)		(0.4)	(0.5)	(0.5)
Non-AP Statistics - Precalculus	-5.5**	12.5**	-18.0**	AP Statistics - Precalculus	-0.5	0.2	-0.7
	(0.6)	(0.8)	(0.9)		(0.6)	(0.8)	(0.9)
<i>Probability of attending college when a student takes:</i>				<i>Probability of attending college when a student takes:</i>			
Neither Non-AP Statistics Nor Precalculus	78.3	32.6	45.7	Neither AP Statistics Nor Precalculus	77.2	35.7	41.5
Precalculus But Not Non-AP Statistics	90.0	21.0	69.0	Precalculus But Not AP Statistics	89.5	23.5	66.0
Non-AP Statistics But Not Precalculus	84.5	33.4	51.0	AP Statistics But Not Precalculus	88.9	23.7	65.2
Both Non-AP Statistics And Precalculus	87.6	28.9	58.7	Both AP Statistics And Precalculus	90.6	16.7	73.9
<i>Coefficient estimates:</i>				<i>Probability of attending college when a student takes:</i>			
Neither AP Statistics Nor Calculus	-8.5**	7.4**	-15.9**	Neither AP Statistics Nor Calculus	82.7	34.0	48.7
	(0.5)	(0.7)	(0.7)	Calculus But Not AP Statistics	91.5	17.8	73.6
AP Statistics	7.6**	-12.3**	19.9**	AP Statistics But Not Calculus	90.4	21.7	68.6
	(0.4)	(0.5)	(0.5)	Both AP Statistics And Calculus	90.6	12.9	77.6
Calculus	8.7**	-16.2**	24.9**	Note: * Significant at 5%. ** Significant at 1%. Coefficient estimates are derived from the model: $y_i = \alpha_1 d_{1i} + \alpha_2 d_{2i} + \alpha_3 d_{1i} * d_{2i} + x_i' b + \epsilon_i$ , where $d_{1i} = 1$ if student $i$ took Pre/calculus and zero otherwise, $d_{2i} = 1$ if student $i$ took statistics and zero otherwise, and $x_i'$ is a vector of student characteristics including gender, race/ethnicity, SED, 8th grade math and ELA SBAC scale scores, and school fixed effects. Predicted probabilities of attending college are the marginal effects when $d_{1i} = 0$ & $d_{2i} = 0$ , $d_{1i} = 1$ & $d_{2i} = 0$ , $d_{1i} = 0$ & $d_{2i} = 1$ , or $d_{1i} = 1$ & $d_{2i} = 1$ , and all other coefficients are estimated at the means.			
	(0.3)	(0.4)	(0.4)				
AP Statistics - Calculus	-1.1**	3.9**	-5.0**				
	(0.4)	(0.5)	(0.6)				