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## **The School Context and its Relation to Mathematics Achievement and English Language Heterogeneity among Latino Youth**

Author

**Eduardo Mosqueda**

*(University of California, Santa Cruz)*

This article examines the mathematics achievement of Latino students in U.S. high schools. Specifically, I explore the interplay between selected features of the school context (e.g., academic tracking, teacher preparation, and poverty and English Learner concentration within the school) and the level of English dominance among native and non-native English speakers. The findings show that on average native English speakers outperformed non-native English speakers with some important exceptions. More specifically, the predicted scores for individual non-native English speakers in the general academic track were lower than those of their native English-speaking peers. However, the scores for non-native English speakers with *low* levels of English proficiency in the college preparatory track were lower than the scores of students in the general track with similar levels of English proficiency. Interestingly, the scores for non-native English speakers in the college preparatory track with *high* levels of English proficiency were not only *higher* than the scores of their peers in the general track, but they were as high as the scores for native English speakers. These findings suggest that the placement of Latino ELs in low-tracks disadvantages their performance on standardized tests. Future research is needed to investigate whether native language support may help mitigate the negative relationship between English proficiency and mathematics achievement, particularly in high-level mathematics courses.