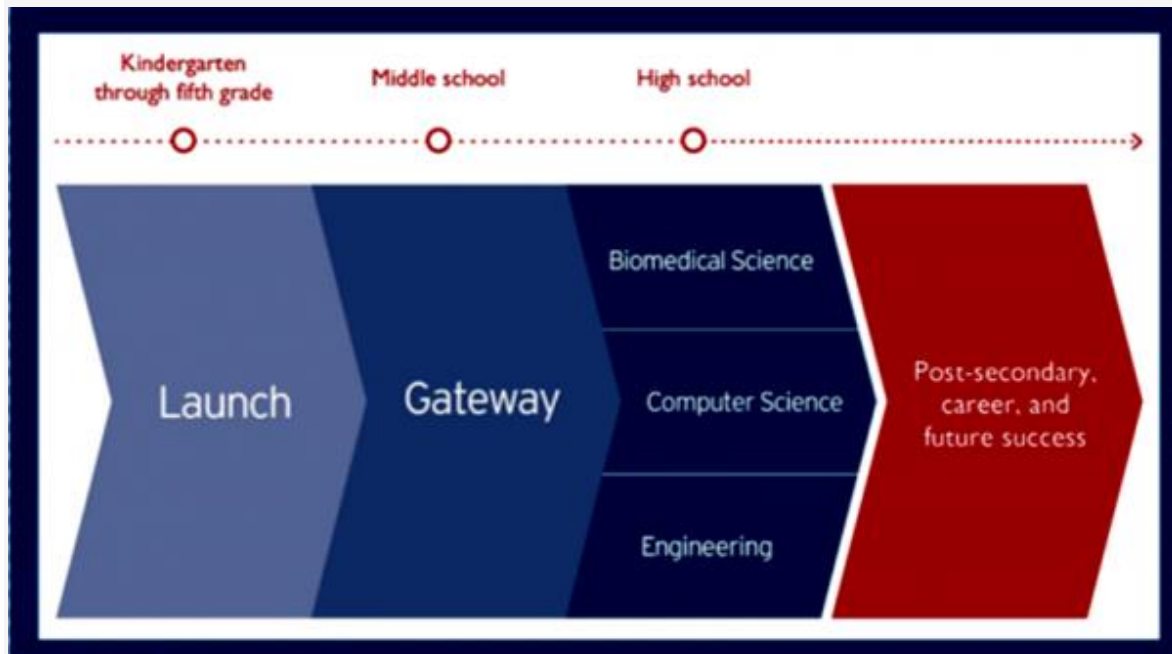


...:Key Findings:...:



Seventy-nine percent of PLTW students completed four years of college-preparatory mathematics, and 63 percent completed four years of college-preparatory science. When PLTW students who completed higher-level mathematics and science courses are compared to students who did not, significant differences in achievement were evident. Those completing the mathematics curriculum had a mean score 23 points higher than other students, and those completing the science curriculum had a mean score 15 points higher.

When PLTW students are compared to similar students from comparable career/technical fields, PLTW students have significantly higher achievement in mathematics on a NAEP-referenced assessment.

When PLTW students are compared to similar students across all career/technical fields, PLTW students have significantly higher achievement in reading, mathematics and science on a NAE-Preferred assessment.

When PLTW students are compared to similar students in comparable fields of study and to similar students drawn from all career/technical fields, PLTW students complete significantly more higher-level mathematics and science courses.

Significantly more PLTW students were enrolled in classes that engage them in reading and writing across the curriculum; and in using real-world problems, technology and group work to advance mathematics and science achievement.

Significantly more PLTW students experience career/technical classes that required students to use academic knowledge and skills to complete project assignments.