



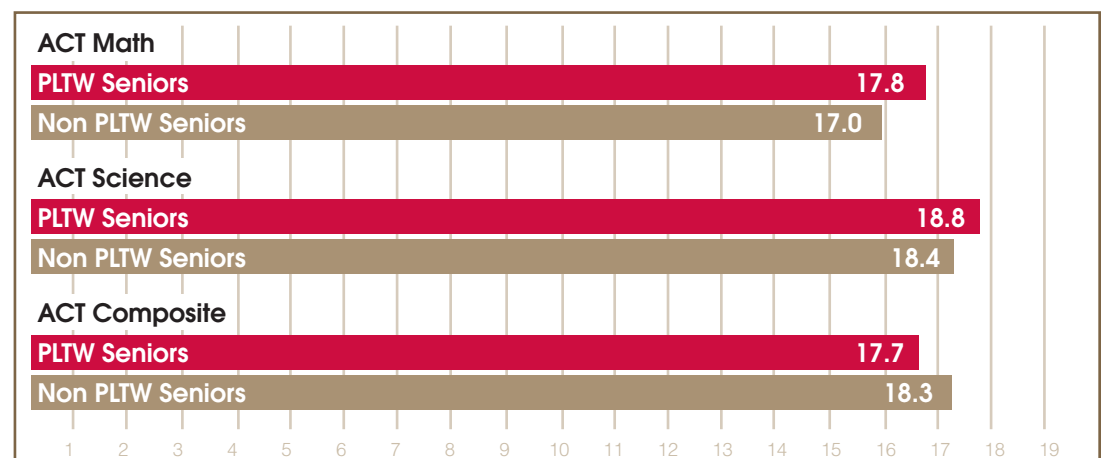
## Urban School Research Snap-Shot

### School: Riverside University High School, Milwaukee

In Spring 2008 Center researchers collaborated with the Project Lead the Way (PLTW) School Leadership Team at Riverside to examine the impact of the engineering curriculum on student engagement and academic success. PLTW is a set of engineering and science courses focused on solving real-world problems. For members of the 2008 Senior Class, the data revealed important differences between seniors completing one or more PLTW courses and seniors not completing PLTW courses.

1. The seniors completing PLTW courses (n=37) had significantly higher attendance rates. On average, the PLTW seniors were attending school eight (8) more days during the school year than their peers who were not enrolled in PLTW. This engagement benefit is especially important in urban high schools where reversing patterns of truancy and drop out rates are major, city-wide priorities.
2. At Riverside, the Class of 2008 was comprised of 13% Latino students. However, 30% of the seniors completing PLTW courses were of Latino or Hispanic decent.
3. Additionally, only 3.4% of the Riverside seniors were identified as English Language Learners, but among the seniors completing Digital Electronics, Bio-technical Engineering, and similar courses, 13.5% were English Language Learners.
4. At Riverside, the PLTW courses are enrolling students who have significant language and cultural challenges. Yet the 2008 PLTW seniors scored similarly to non-PLTW seniors on three components of the ACT College Admission Test:

*Learners from Hispanic and limited English proficient backgrounds are actively engaged in engineering studies at Riverside University High School.*



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