

EXPECT MORE, GET MORE

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The steady improvement of all groups of students in states from Massachusetts to Texas demonstrates that, when schools expect more and provide quality instruction, students learn more.

In Virginia:

78% of high school students passed the Algebra I test in 2002, up 38 points since 1998. Gains were even greater for African American students (up 44 points to 64% passing) and Hispanic students (up 39 points to 72% passing).

The 2002 geometry pass rate was 76%, up 24 points since 1998.

Student achievement has improved steadily in all areas, including double-digit gains on 25 of the 27 state assessments since 1998.

In Texas:

Overall passing rates on the TAAS tests improved 30 percentage points from 1994 to 2002 (55.6% to 85.3%).

Improvements were even greater for African American students (up 44 points to 77% passing), Hispanic students (up 39 points to 80% passing) and low-income students (up 39 points to 78% passing).

In Massachusetts:

91% of students in the class of 2003 have met graduation standards, up from 68% when seniors first took the test two years ago.

The gains are even more dramatic for some groups of students:

African Americans: Pass rates more than doubled from 37% to 76%

Hispanics: Up 42 points, from 29% to 71%

Limited English Proficient: Up almost tenfold, from 7% to 67%

Special education: More than doubled from 30% to 70%

The learning gaps between whites and African Americans and Hispanics have been cut in half.

In Florida:

Grade 3 reading scores have increased 9 points since 1998, grade 3 math scores are up 20 points.

In Grade 4 reading, 51% of Black students are at grade level, up 13 points since 1998. 41% of Hispanics are at grade level, up from 23% in 1998.

In Grade 5 math, the percentage of Black students at grade level has more than doubled to 45%, while the percentage of Hispanic students at grade level has tripled to 30%.