



News Release

Note: This is an updated version to reflect official data reported by the Office of the Superintendent of Public Instruction. The original press release relied on internal estimates of the percentage of students meeting standard on the WASL. Due to the complexity of the business rules surrounding the reporting of WASL results, there are often minor variations between district estimates and official OSPI results.

From Seattle Public Schools

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Seattle students score at or above state averages in 19 out of 20 tested subjects and grades

More than 94 percent of Class of 2009 pass state WASL requirements

Seattle - Continuing the trend of Seattle Public Schools students outperforming the state average, this year marks the first time that Seattle students' scores were at or above the state averages in 19 out of 20 tested subjects and grades. These results are a remarkable accomplishment given that most large urban school districts typically perform below state averages. In 2009 across all grades tested, Seattle exceeded the state average by 5.2 points in math, 1.9 points in reading, 4.1 points in writing, and 3.5 points in science. Seattle scores were slightly below the state average in tenth grade writing. Charts comparing Seattle results with the state are available at the end of this release.

Seattle Public Schools is committed to providing an excellent education for every student and we are dedicated to preparing every student to graduate from high school ready for college, careers and life. The District's strategic plan, *Excellence for All*, focuses on raising student achievement by ensuring excellence in every classroom, strengthening leadership throughout the district and building an infrastructure that works well. We have high expectations for every student and support our teachers in providing excellent instruction in every classroom in every school.

"I am very proud to see the hard work of our students, staff, families, principals and teachers recognized in the ongoing increase in WASL scores made in all grades," said Superintendent Maria L. Goodloe-Johnson, Ph.D. "Gains of this magnitude are only achieved as a result of years of focus and effort by a dedicated team and strong leadership throughout the district. I am confident our new Chief Academic Officer, Susan Enfield, will continue to build on this foundation to advance our goal of *Excellence for All*."

Throughout the District, gains were made in science and writing for most grades with mixed results achieved in reading and math. Results for third and tenth grade math and fifth and seventh grade reading decreased by at least 1 point. Detailed results by grade level, for 2003 through 2009, are included in the table at the end of this release.

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"Points" = percentage points; "percentage" or "percent" = percentage of students meeting or exceeding standard. Data for achievement gap and individual schools is rounded to the nearest whole number.

Individual schools show improvements

- **Cleveland High School** scores increased in three of four subject areas tested, including increases in science of 8.6 points and math of 9.0 points. Cleveland High School will begin a new Science, Technology, Engineering and Mathematics (STEM) program in fall 2010. As a part of the South East Education Initiative, Cleveland HS was able to establish dedicated time for teachers to focus on student work and design rigorous differentiated lessons. Math and Science departments have been working in partnership with the University of Washington on lesson design and complex instruction. Cleveland also increased AP and honors classes.
- At **Aki Kurose Middle School**, students showed excellent progress with significant growth in all subject areas — seventh grade students meeting or exceeding standards in writing increased by 15.4 points; reading at sixth, seventh and eighth grades increased by 13.4 points, 0.3 points and 12.7 points respectively; eighth grade science increased by 15.5 points and math increased by 6.5 points for sixth grade and 14.5 points for eighth grade. Aki Kurose also is a part of the South East Education Initiative designed to infuse student and teacher support to strengthen academic achievement. Key factors for the school's success are: strengthening the instructional core with daily collaboration time for teachers, full implementation of Readers Writers Workshop for all students, an extended school day providing 100 minutes of literacy and mathematics and high expectations for students, teachers, the principal and staff to achieve academic success for every student.
- **Mercer Middle School's** scores reflect significant growth in all subject areas. More than 84 percent of seventh grade students met or exceeded standard in writing with an increase of 11.5 points. Other outstanding gains include eighth grade science (26.0 points gain) and sixth grade math and reading by 11.1 points and 6.1 points respectively. Seventh grade math achievement improved by 8.2 points. The gains at Mercer can be attributed to a focus on teachers collaborating to plan together and their use of student work and assessments to make thoughtful decisions about their teaching in all subject areas. Mercer is also in its third year of implementing the highly successful Writers' Workshop and the science department collaborated in developing important mid-year and end-of-year assessments for all three grades.
- Students at **Broadview-Thomson K-8** achieved strong gains in all areas. Third grade students increased math scores by 20.4 points, fourth grade by 11.7 points, fifth grade by 9.7 points and sixth grade students achieved a 0.3 point gain. Reading scores improved across the board with fifth grade scores reflecting the highest gains (10.4 points); third grade (4.5 points); fourth grade (3.1 points) and sixth grade (0.7 points). Fourth grade writing increased by 27.9 points and fifth grade science scores improved by 15.2 points. Comprehensive literacy training over the last three years, a focus on teacher professional learning communities focused on data and math instruction and the Response to Intervention model have all contributed to this success.
- **Orca K-8** made significant progress in numerous areas with double-digit gains such as 46.4 points in fourth grade writing with 75% of students meeting or exceeding standard; an increase of 20 points in math achieved by sixth grade students; fourth grade math scores improving by 18.7 points; and fifth grade science and reading results gaining 17.1 points and 13.3 points respectively. Sixth grade students improved their reading scores by 12.4 points and fourth grade reading scores increased by 12 points. Fifth grade students gained 8.9 points in math and third grade math scores increased by 5.2 points. Orca has been working for the last few years on improving the effectiveness of team planning based on student work and student learning needs. In addition, the school implemented Writers Workshop last year which provided important support for students and teachers.

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- At **Concord International School**, students achieved gains in all areas. Fifth grade student scores showed progress in all three subject areas — a gain of 7.2 points in math, 10.0 points in reading and 6.9 points in science. For the first time, more than 80% of fourth grade students met or exceeded standard in writing with a 34.9 point gain. Third grade students improved reading and math by 23.3 points and 8.7 points respectively. Concord will be in its third year of offering dual-language immersion in Spanish and English. At the newly designated international school, Concord teachers focused on very intentional strategies and goals in areas of greatest need; conducted more frequent assessments; and adjusted instruction accordingly. The strong collaboration between all teachers has been extended to community partners, and especially to working with the school's Community Learning Center so that after-school activities supported specific learning goals. Teachers have high expectations for all students, and have found that the use of GLAD strategies, designed for English Language Learners, have been effective instructional practice for all students.
- In reading, 90% or more of fourth grade students met or exceeded standard at a total of 16 elementary/K-8 schools. Several schools achieved significant gains including **Montlake** (19.1 points), **Daniel Bagley** (16.9 points), **Gatewood** (28.5 points), **Green Lake** (11.4 points), **Schmitz Park** (14.3 points) and **Thornton Creek** (13.4 points.)
- In writing, 90% or more of 10th grade students meet or exceed the grade-level standards at three high schools (**Garfield, Nathan Hale, and Roosevelt**); at 7 high schools, 80% or more met or exceeded the writing standards.

Science results were strong across all grade levels

In science, students made significant gains across the board with the most progress achieved in eighth grade. Science scores for fifth grade students increased by 3.0 percentage points, for eighth grade students by 6.6 percentage points and for tenth grade students by 3.8 percentage points. Science is one of the focus areas of *Excellence for All* as part of the District's commitment to increasing academic achievement for all students.

Numerous schools achieved substantial progress in science. **Schmitz Park Elementary** gained 19.6 points in science with 93% of its students meeting or exceeding standards; **Mercer** scores improved by 26.0 points, **Alki** (22.8 points), **Green Lake** (22.1 points), **Summit K-12** (19.2 points), **Stevens** (18.1 points), **Gatewood** (17.1 points), **Orca K-8** (17.1 points), **AS #1 K-8** (16.6 points), **Wedgwood** (16.2 points), **Sanislo** (15.6 points), **McGilvra** (15.3 points), **Aki Kurose Middle School** (15.5 points) and **John Hay** (14.0 points), **Madison Middle School** (15.8 points), **Whitman Middle School** (11.5), **Nova High School** (13.7), and **Roosevelt High School** (13.1).

Progress must accelerate in closing the achievement gap

While moderate gains have been made over the past several years in narrowing the achievement gap between white students and students of color, we will increase our focus this year to close the gap and ensure that every student is successful. Seattle Public Schools is dedicated to raising achievement for all students by providing the increased support and instruction for our children who need it the most.

“At Seattle Public Schools this persistent academic achievement gap is intolerable to us,” said Superintendent Goodloe-Johnson. “Families need to be supported so that their children enter kindergarten ready to learn. We will contribute to kindergarten readiness in partnership with the city and a philanthropic partner to provide access to high quality four-year-old programs for all at-risk children. Teachers will have access to excellent training and tools to support their ability to help each child reach their potential. And the District will provide a clear vision of goals and educational expectations.

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Like many districts across the nation, we must, as a community of educators, parents, families and community members, let our children know that we expect them each of them to achieve and that we are prepared to secure a strong future by investing resources in high quality education for all of our children.”

In reading, limited progress on the achievement gap was made in some grades.

- With a few exceptions, reading scores reflected an increase in the achievement gap.
- The gap narrowed in reading for Asian students in seventh grade (3 points), and Hispanic students seventh grade (9 points) and tenth grade (2 points.)
- The gap in reading increased or remained the same for all groups in fourth grade and increased for most groups in tenth grade.
- The achievement gap in reading, based on 2009 results, ranges between 8 points and 39 points, depending on the grade level and group tested.

The achievement gap continued in writing, with limited gains in some groups and grade levels.

- Overall the achievement gap in writing increased.
- From 2008 to 2009, the gap in writing narrowed by 3 points for Asian students in seventh grade. Gains were also made for Hispanic students of 4 points in fourth grade and 4 points in seventh grade.
- Based on 2009 results, the achievement gap in writing ranges from less than 1 point to 29 points, depending on the grade level and group tested.

There were mixed results in closing the achievement gap in math:

- The achievement gap in math increased for most students of color.
- At grade 7, the gap in math narrowed for Asian students by 3 points and Hispanic students by 12 points.
- The gap in math widened for Hispanic students in fourth grade (-1 points) and tenth grade (-10 points), for black students at fourth grade (-3 points), seventh grade (-3 points) and tenth grade (-1 points), for Asian students at fourth grade (-3) and tenth grade (-6 points).
- Based on 2009 results, the achievement gap in math ranges between 11 points and 54 points, depending on the grade level and group tested.

Class of 2009

Seattle Public Schools is making significant progress towards graduating every student ready for college, careers and life. Class of 2009 seniors continued to exceed state performance on the WASL, according to results released by the Office of the Superintendent of Public Instruction. Specifically, Seattle results show 94.3 percent of the class of 2009 met or exceeded standards compared to a state average of 93 percent. This is an increase of more than one point over the SPS class of 2008 seniors, which had 92.1 percent of the class meeting or exceeding standard.

Despite this progress, we know that these numbers do not provide the entire story as students that dropped out of high school or did not earn enough credits to achieve senior status are not reflected in these numbers.

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**Seattle Public Schools
Washington Assessment of Student Learning
System-wide Results, Percent Meeting Standard, 2003-2009**

Subject	Grade	2003	2004	2005	2006	2007	2008	2009	2009 v 2003	2009 v 2008
MATH	3				67.3%	72.3%	73.4%	71.4%	na	-2.0
	4	53.1%	59.6%	59.1%	59.5%	61.9%	56.3%	59.8%	6.7	3.5
	5				57.0%	63.2%	66.2%	67.7%	na	1.5
	6				49.3%	49.7%	51.4%	57.9%	na	6.5
	7	33.9%	43.6%	47.3%	47.4%	53.3%	52.3%	56.2%	22.3	3.9
	8				47.5%	49.7%	53.3%	53.8%	na	0.5
	10*	34.9%	38.6%	40.8%	55.7%	50.2%	50.3%	48.5%	13.6	-1.8
READING	3				70.0%	72.3%	73.0%	74.2%	na	1.2
	4	64.0%	72.0%	77.3%	80.3%	80.4%	75.4%	75.3%	11.3	-0.1
	5				76.3%	76.7%	77.5%	75.2%	na	-2.3
	6				62.3%	67.0%	70.9%	74.4%	na	3.5
	7	47.9%	55.1%	63.5%	59.3%	67.6%	63.0%	62.0%	14.1	-1.0
	8				67.7%	63.6%	65.8%	69.6%	na	3.8
	10*	53.1%	55.1%	66.9%	82.4%	77.7%	80.1%	81.0%	27.9	0.9
WRITING	4	58.5%	54.8%	57.6%	63.8%	66.6%	62.9%	69.4%	10.9	6.5
	7	54.2%	55.3%	57.8%	65.2%	67.3%	72.8%	74.8%	20.6	2.0
	10*	52.2%	54.5%	54.6%	79.8%	80.6%	85.2%	84.3%	32.1	-0.9
SCIENCE	5		32.8%	37.0%	39.6%	42.3%	48.8%	51.8%	na	3.0
	8	32.0%	34.5%	31.7%	37.0%	41.9%	45.4%	52.0%	20.0	6.6
	10*	25.3%	28.0%	32.3%	39.0%	32.5%	37.4%	41.2%	15.9	3.8

* In 2006, a board policy was enacted that defined grade level status based solely on accrued credits. As a result, 930 tenth-grade students who had not yet earned 5 credits were reclassified to the ninth grade and did not take the 2006 WASL. Preliminary analysis, comparing results for only those students who had earned five credits before taking the WASL in 2004 and 2005 with 2006 results, indicates that strong net gains were made in performance.

Change over time

Decrease of at least 1 pct. Point per year

Increase of at least 1 pct. point per year

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“Points” = percentage points; “percentage” or “percent” = percentage of students meeting or exceeding standard. Data for achievement gap and individual schools is rounded to the nearest whole number.

**Seattle Public Schools and Washington State Comparison
Washington Assessment of Student Learning
Percent Meeting Standard 2008 and 2009**

BASIC INFORMATION		SEATTLE			STATE			SEATTLE OVER / (UNDER) STATE	
Subject	Grade	2008	2009	1yr Change	2008	2009	1yr Change	2009 Performance	Change from 2008 to 2009
MATH	3	73.4%	71.4%	-2.0	68.3%	66.3%	-2.0	5.1	0.0
	4	56.3%	59.8%	3.5	53.4%	52.3%	-1.1	7.5	4.6
	5	66.2%	67.7%	1.5	61.0%	61.9%	0.9	5.8	0.6
	6	51.4%	57.9%	6.5	48.9%	50.9%	2.0	7.0	4.5
	7	52.3%	56.2%	3.9	50.3%	51.8%	1.5	4.4	2.4
	8	53.3%	53.8%	0.5	51.5%	50.8%	-0.7	3.0	1.2
	10	50.3%	48.5%	-1.8	49.3%	45.2%	-4.1	3.3	2.3
READING	3	73.0%	74.2%	1.2	70.4%	71.3%	0.9	2.9	0.3
	4	75.4%	75.3%	-0.1	72.3%	73.5%	1.2	1.8	-1.3
	5	77.5%	75.2%	-2.3	75.3%	73.9%	-1.4	1.3	-0.9
	6	70.9%	74.4%	3.5	68.6%	72.0%	3.4	2.4	0.1
	7	63.0%	62.0%	-1.0	62.8%	59.3%	-3.5	2.7	2.5
	8	65.8%	69.6%	3.8	65.9%	67.5%	1.6	2.1	2.2
	10	80.1%	81.0%	0.9	81.3%	80.9%	-0.4	0.1	1.3
WRITING	4	62.9%	69.4%	6.5	62.1%	60.3%	-1.8	9.1	8.3
	7	72.8%	74.8%	2.0	69.7%	69.7%	0.0	5.1	2.0
	10	85.2%	84.3%	-0.9	86.2%	86.3%	0.1	-2.0	-1.0
SCIENCE	5	48.8%	51.8%	3.0	42.9%	44.9%	2.0	6.9	1.0
	8	45.4%	52.0%	6.6	47.9%	51.1%	3.2	0.9	3.4
	10	37.4%	41.2%	3.8	39.7%	38.6%	-1.1	2.6	4.9

2008 vs. 2009		Seattle relative to State	
Decrease of at least 1 percentage point		At least 1 percentage point below state	
Increase of at least 1 percentage point		At least 1 percentage point above state	

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**Seattle Public Schools and Washington State Comparison
Washington Assessment of Student Learning
1998 – 2009 Trend Analysis**

Subject	Grade	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
MATH	3	na	na	na	na	na	na	na	na	Yes	Yes	Yes	Yes
	4	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes
	5	na	na	na	na	na	na	na	na	Yes	Yes	Yes	Yes
	6	na	na	na	na	na	na	na	na	No	Yes	Yes	Yes
	7	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes
	8	na	na	na	na	na	na	na	na	No	No	Yes	Yes
	10*	na	No	No	No	No	No	No	No	Yes	No	Yes	Yes
READING	3	na	na	na	na	na	na	na	na	Yes	Yes	Yes	Yes
	4	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes
	5	na	na	na	na	na	na	na	na	Yes	Yes	Yes	Yes
	6	na	na	na	na	na	na	na	na	No	No	Yes	Yes
	7	No	No	No	No	No	Yes	No	No	No	No	No	Yes
	8	na	na	na	na	na	na	na	na	No	No	Yes	Yes
	10*	na	No	No	No	No	No	No	No	Yes	No	No	Yes
WRITING	4	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
	7	No	No	No	No	No	No	No	No	Yes	No	Yes	Yes
	10*	na	No	No	No	No	No	No	No	Yes	No	No	No
SCIENCE	5	na	na	na	na	na	na	Yes	Yes	Yes	Yes	Yes	Yes
	8	na	na	na	na	na	No	No	No	No	No	No	Yes
	10*	na	na	na	na	na	No	No	No	Yes	No	No	Yes

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Yes	3	2	3	3	1	2	1	1	12	9	15	19
No	3	7	6	6	8	9	11	11	8	11	5	1
Total	6	9	9	9	9	11	12	12	20	20	20	20
Yes % of total	50%	22%	33%	33%	11%	18%	8%	8%	60%	45%	75%	95%

Note: “Yes” indicates at or above the state average and “no” indicates below the state average.

For the **District’s** school-by-school results, please visit **OSPI’s Web site** at <http://reportcard.ospi.k12.wa.us/>

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