

STUDENT TEST SCORE ACHIEVEMENT

Overview

Student achievement is assessed in different ways during the year. In this section we provide summary data on four major assessments:

- The Comprehensive Test of Basic Skills (CTBS) and Curriculum Frameworks Assessment (CFAS) are State-mandated assessments for grades 4, 8, and 11. The last and final administration of this test was in the fall of 1997.
- The Iowa Tests of Basic Skills (ITBS) and Test of Achievement and Proficiency (TAP) are District-mandated assessments for grades 2 to 11, administered in April.
- The Direct Writing Assessment (DWA) is a District-mandated assessment of writing for grades 3, 5, 8, and 11, administered in March.
- The Washington Assessment of Student Learning (WASL) is a State-mandated performance assessment of 4th graders in April.

Technical Notes for Norm Referenced Tests (CFAS and ITBS/TAP)

Students are required to complete a number of multiple choice items covering major academic areas such as reading, language and math. Number-correct raw scores are converted to the following derived scores based upon tables provided by the test publisher for each grade level: scale scores, grade equivalent scores, national percentile ranks, stanines, and normal curve equivalents (NCEs). The results presented in this section for the ITBS and CTBS are based upon NCEs, which have several advantages over percentile scores.

Percentile scores for students represent an individual's rank compared to a nationally representative norm group of students. Percentile rank scores range from 1 to 99. A rank of 35 indicates, for example, that the individual in question scored better than 35 percent of the national comparison group. NCEs have some similarity to national percentile ranks in that the scores range from 1 to 99, with the midpoint score of 50 being the national average. However, NCE scores are based on an equal-interval scale, compensating for the unequal distribution of student percentile scores across a normal bell curve of possible student scores. In other words, the numeric difference between one percentile score and another are very small when they are near the average (50), but this difference between two percentile scores is larger when they are near the end of the scale (at 10 or 90, for example). Thus the difference between two percentile scores of 48 and 52 is not technically the same scoring interval as the difference between two percentile scores of, say, 88 and 92. However, the difference between these two sets of scores when measured as NCE scores is the same. Two other important advantages of NCE scores are: 1) NCEs are comparable across subtests (percentiles are not); and 2) when comparisons are made across time for the same student (defined as Matched Pairs later in this section), maintaining the same NCE score from one year to the next does not mean 'no growth,' but is considered normal growth. See the table on the next page for a comparison of percentile and NCE scores. This table can be used for either the ITBS/TAP or the CTBS and CFAS to convert average NCE scores reported in this section to national percentile rank scores often used by other school districts.

Normal Curve Equivalents Corresponding to Percentile Ranks

There is a direct, fixed relationship between percentile ranks and NCEs as shown in the table below. This relationship is independent of the test administered, so the information may be used to equate percentile ranks and NCEs from any set of test results.

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1	34	41	67	59
2	7	35	42	68	60
3	10	36	43	69	60
4	13	37	43	70	61
5	15	38	44	71	62
6	17	39	44	72	62
7	19	40	45	73	63
8	20	41	45	74	64
9	22	42	46	75	64
10	23	43	46	76	65
11	24	44	47	77	66
12	25	45	47	78	66
13	26	46	48	79	67
14	27	47	48	80	68
15	28	48	49	81	69
16	29	49	50	82	69
17	30	50	50	83	70
18	31	51	51	84	71
19	32	52	51	85	72
20	32	53	52	86	73
21	33	54	52	87	74
22	34	55	53	88	75
23	34	56	53	89	76
24	35	57	54	90	77
25	36	58	54	91	78
26	37	59	55	92	80
27	37	60	55	93	81
28	38	61	56	94	83
29	38	62	56	95	85
30	39	63	57	96	87
31	40	64	58	97	90
32	40	65	58	98	93
33	41	66	59	99	99

Source: *Guide to Assessment Interpretation*, Fall 1997 Program, Washington State Assessment Program, Page 10

STUDENT TEST SCORE ACHIEVEMENT LONGITUDINAL TRENDS

Comprehensive Test of Basic Skills (CTBS) and Curriculum Frameworks Assessment System (CFAS)

Definition

The District, in compliance with State law, tests three grade levels for comparison with students in other school districts in the State. The Comprehensive Test of Basic Skills (CTBS) has been used to assess performance in the 4th and 8th grade, and the Curriculum Frameworks Assessment System (CFAS) is used to assess 11th grade students. These tests have been given in October and November. Like the ITBS, the CTBS has three main test subject areas: reading, language and mathematics. The CFAS does not test for reading but instead measures achievement in the area of History/Social Science. The CFAS is normed against a statewide population rather than a national population. Average NCE scores are shown for the last six years for five major ethnic groups. This test was last administered in 1997. In the Spring of 1999, the State will replace it with the ITBS, grades 3 and 8, and the Iowa Test of Educational Development (ITED) for grade 11.

Results

Eleventh grade CFAS scores have risen somewhat for the past three years after decreasing from 1992 to 1994. Total NCE scores for all subtests shown are still below the state average of 50, however. History/social science and total language scores rose for all ethnic groups except American Indian from 1996 to 1997. Latino history/social science and total language scores have started to rebound after dropping since 1993. Language scores for Latino, Asian and African American ethnic groups have, however, continued to be below the state average. Total mathematics scores rose from 1996 to 1997, with all four minority groups increasing over the previous year.

All eighth grade subtest scores remained similar from 1996 to 1997. Changes in scores for all subtests have been very small for the White eighth graders. The other ethnic groups have shown small changes (especially between 1994 and 1995) but have kept generally the same relative ranking between the ethnic groups, though American Indian eighth grade scores have been falling in all subtests since 1993.

Fourth grade CTBS scores have risen consistently since 1995, and all three subtest scores are above the national average. Compared to 1996, African American and Asian ethnic groups posted higher scores in all subtests in 1997. American Indian students were the only ethnic group to decline in reading from 1996 to 1997. African American, Asian, Latino and White mathematics scores in 1997 were the highest in the six years shown.

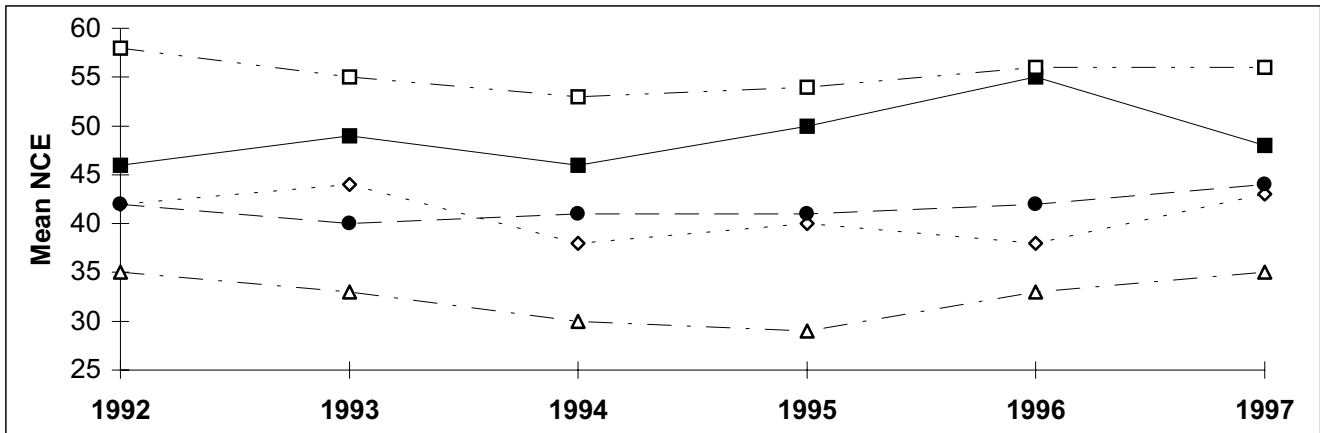
When looking at scores by gender for the past two years, females have scored higher in language at all three grade levels and in fourth and eighth grade reading, while males scored higher in fourth and eleventh grade mathematics.



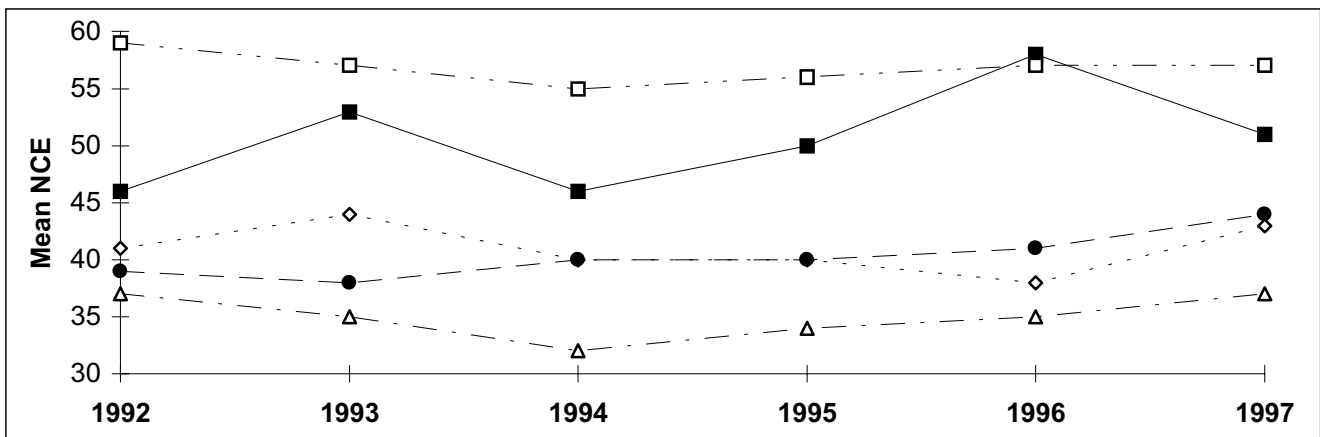
District Summary
Curriculum Frameworks Assessment System (CFAS) Scores
All 11th Grade Students Taking Test
All Regular and Alternative High Schools

American Indian
 Black
 Chicano/Latino
 Asian
 White

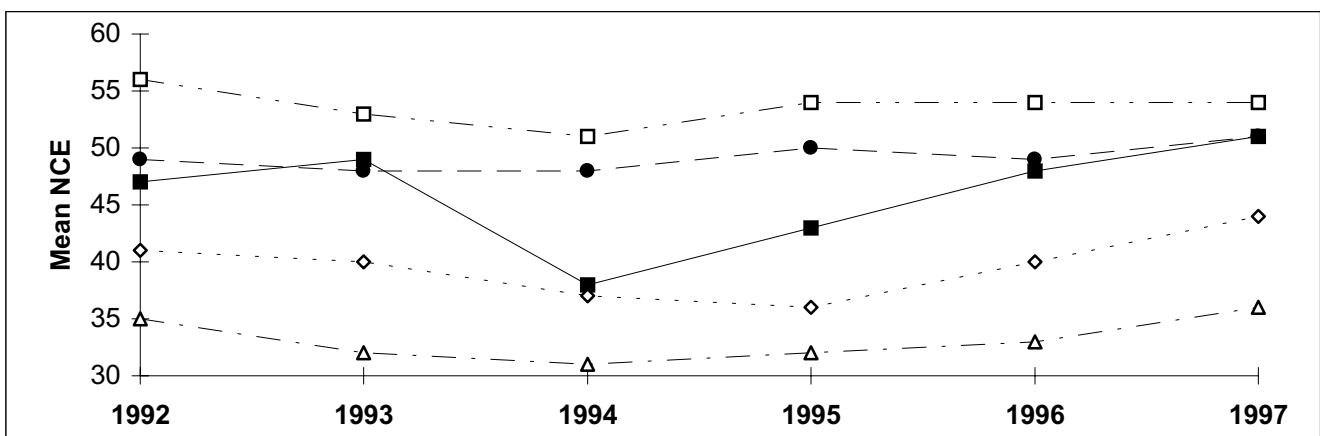
Total History/Social Science



Total Language



Total Math



District Summary
Curriculum Frameworks Assessment System (CFAS) Scores
All 11th Grade Students Taking Test
All Regular and Alternative High Schools

Total History/Social Science

ETHNIC GROUP	Normal Curve Equivalent (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	46	49	46	50	55	48
Black	35	33	30	29	33	35
Chicano/Latino	42	44	38	40	38	43
Asian	42	40	41	41	42	44
White	58	55	53	54	56	56
TOTAL	48	46	44	44	46	47

Total Language

ETHNIC GROUP	Normal Curve Equivalent (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	46	53	46	50	58	51
Black	37	35	32	34	35	37
Chicano/Latino	41	44	40	40	38	43
Asian	39	38	40	40	41	44
White	59	57	55	56	57	57
TOTAL	48	47	45	46	47	48

Total Math

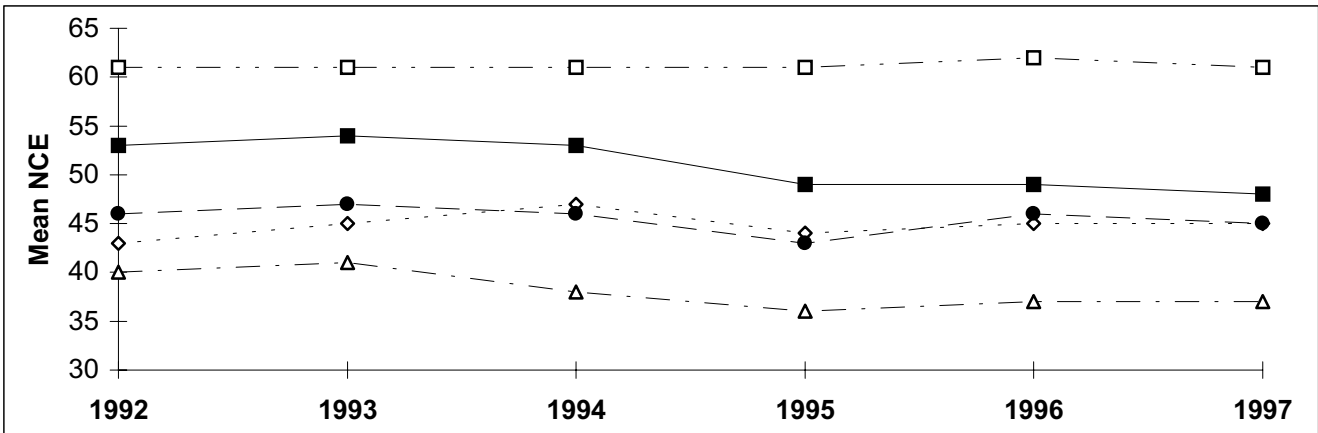
ETHNIC GROUP	Normal Curve Equivalent (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	47	49	38	43	48	51
Black	35	32	31	32	33	36
Chicano/Latino	41	40	37	36	40	44
Asian	49	48	48	50	49	51
White	56	53	51	54	54	54
TOTAL	49	47	45	47	47	49

Note: There is no eleventh grade CFAS reading test.

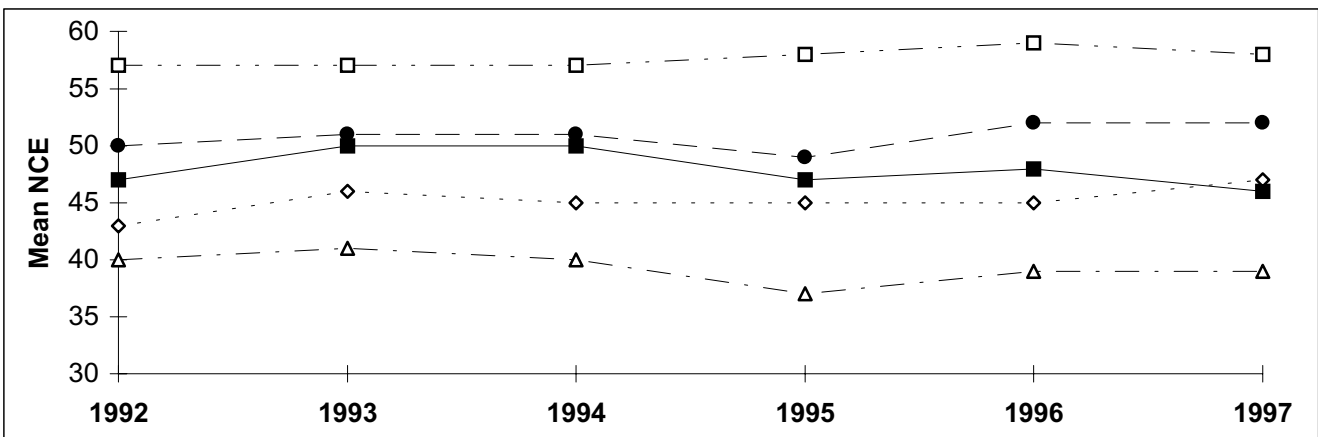
District Summary
Comprehensive Test of Basic Skills (CTBS) Scores
All 8th Grade Students Taking Test
All Regular and Alternative Middle Schools

American Indian
 Black
 Chicano/Latino
 Asian
 White

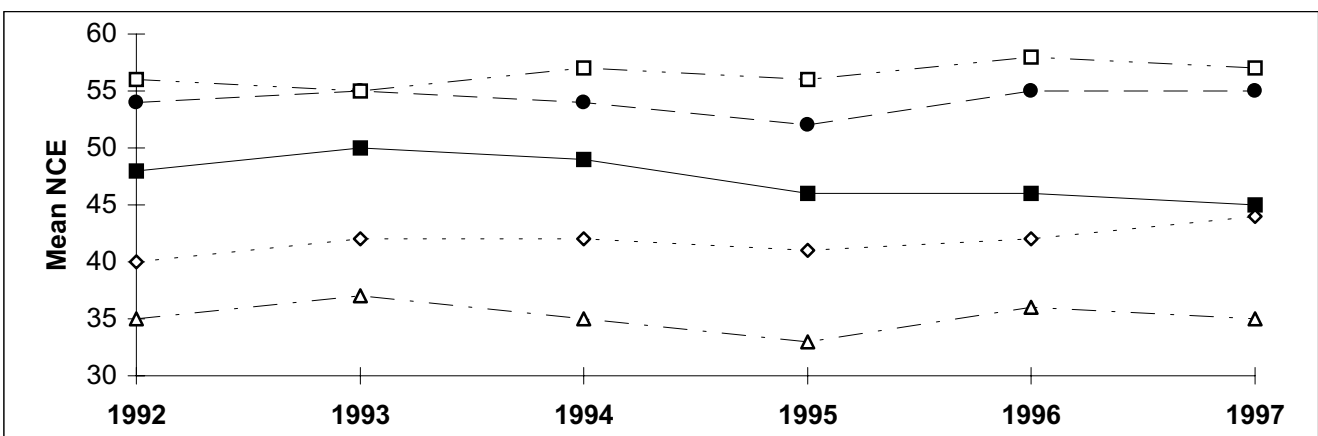
Total Reading



Total Language



Total Math



District Summary
Comprehensive Test of Basic Skills (CTBS) Scores
All 8th Grade Students Taking Test
All Regular and Alternative Middle Schools

Total Reading

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	53	54	53	49	49	48
Black	40	41	38	36	37	37
Chicano/Latino	43	45	47	44	45	45
Asian	46	47	46	43	46	45
White	61	61	61	61	62	61
TOTAL	51	51	51	49	50	50

Total Language

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	47	50	50	47	48	46
Black	40	41	40	37	39	39
Chicano/Latino	43	46	45	45	45	47
Asian	50	51	51	49	52	52
White	57	57	57	58	59	58
TOTAL	50	51	51	50	51	51

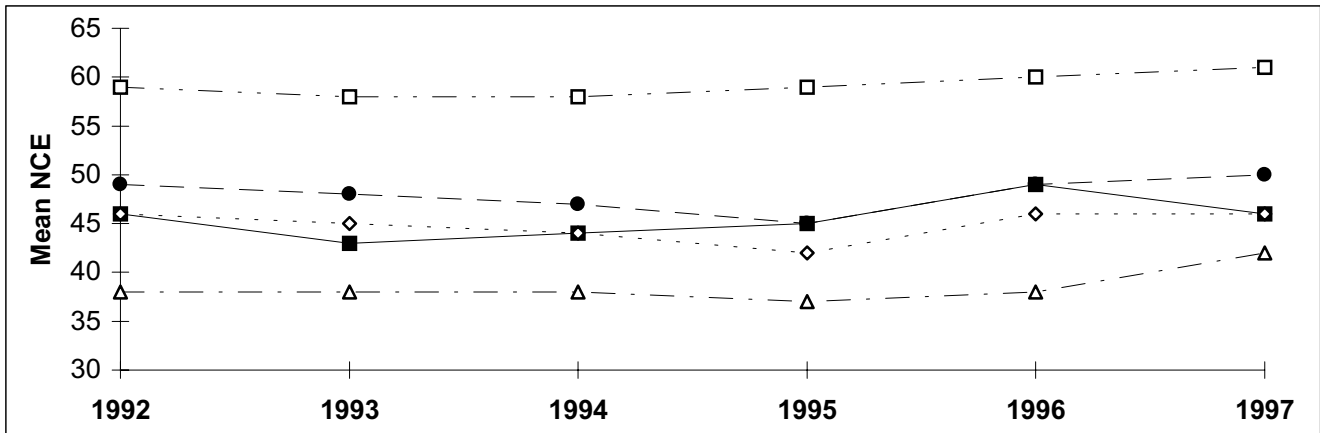
Total Math

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	48	50	49	46	46	45
Black	35	37	35	33	36	35
Chicano/Latino	40	42	42	41	42	44
Asian	54	55	54	52	55	55
White	56	55	57	56	58	57
TOTAL	49	50	50	49	51	51

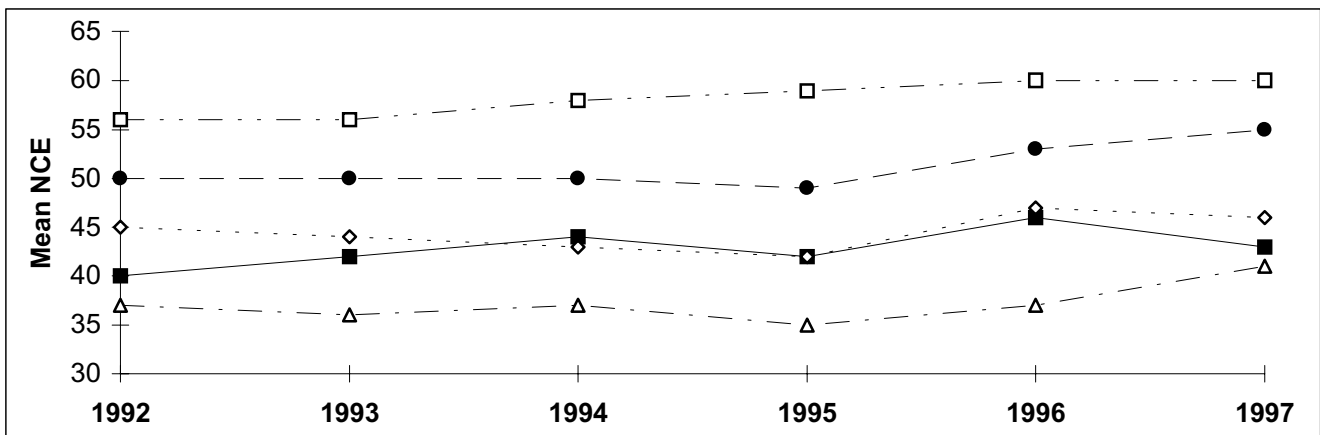
District Summary
Comprehensive Test of Basic Skills (CTBS) Scores
All 4th Grade Students Taking Test
All Regular and Alternative Elementary Schools

American Indian
 Black
 Chicano/Latino
 Asian
 White

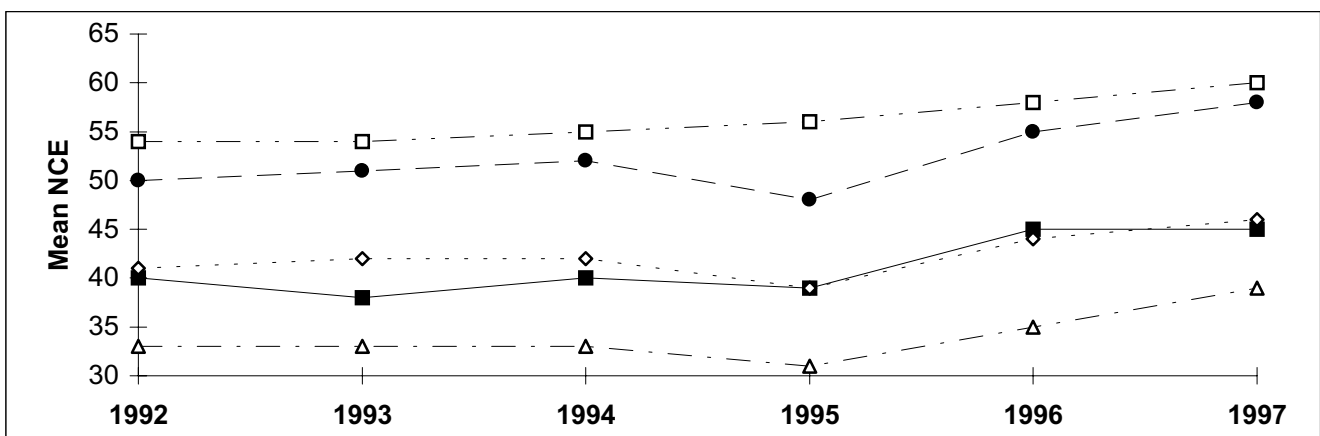
Total Reading



Total Language



Total Math



District Summary
Comprehensive Test of Basic Skills (CTBS) Scores
All 4th Grade Students Taking Test
All Regular and Alternative Elementary Schools

Total Reading

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	46	43	44	45	49	46
Black	38	38	38	37	38	42
Chicano/Latino	46	45	44	42	46	46
Asian	49	48	47	45	49	50
White	59	58	58	59	60	61
TOTAL	51	50	50	50	51	53

Total Language

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	40	42	44	42	46	43
Black	37	36	37	35	37	41
Chicano/Latino	45	44	43	42	47	46
Asian	50	50	50	49	53	55
White	56	56	58	59	60	60
TOTAL	49	49	50	50	52	53

Total Math

ETHNIC GROUP	Normal Curve Equivalents (NCE)					
	1992	1993	1994	1995	1996	1997
American Indian	40	38	40	39	45	45
Black	33	33	33	31	35	39
Chicano/Latino	41	42	42	39	44	46
Asian	50	51	52	48	55	58
White	54	54	55	56	58	60
TOTAL	47	47	48	47	51	54

**District Summary
CFAS/CTBS Average Scores
Summary by Gender**

11th Grade

GENDER	Normal Curve Equivalents (NCE)					
	History/Soc Sci		Language		Mathematics	
	1996	1997	1996	1997	1996	1997
Female	46	46	49	49	47	48
Male	46	49	44	48	49	50
TOTAL	46	47	47	48	47	49

Note: There is no eleventh grade CFAS reading test.

8th Grade

GENDER	Normal Curve Equivalents (NCE)					
	Reading		Language		Mathematics	
	1996	1997	1996	1997	1996	1997
Female	51	52	55	56	51	51
Male	50	49	48	47	50	50
TOTAL	50	50	51	51	51	51

4th Grade

GENDER	Normal Curve Equivalents (NCE)					
	Reading		Language		Mathematics	
	1996	1997	1996	1997	1996	1997
Female	53	54	55	56	50	53
Male	50	51	49	50	51	54
TOTAL	51	53	52	53	51	54

STUDENT TEST SCORE ACHIEVEMENT LONGITUDINAL TRENDS

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP)

Definition

In 1996, the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), form M (1995 edition) replaced the California Achievement Test (CAT) as the District's standardized end-of-year test to assess student performance. As did the CAT, the ITBS (given to grades 2-8) and the TAP (given to grades 9-11) measure a student's academic achievement in the areas of reading, language and mathematics. Because scores are based on a national norm group, we can compare the performance of our students with others in the nation to determine areas of skill or weakness and to assess year-to-year improvements.

ITBS/TAP test scores are maintained with other student and school data in a common data base with derived scores based upon tables provided by the test publisher for each grade level. The results presented in this section of the data profile are based upon Normal Curve Equivalents (NCEs). (See the beginning of this section, titled "Technical Notes for Norm Referenced Tests," page 59, for an explanation of NCEs.)

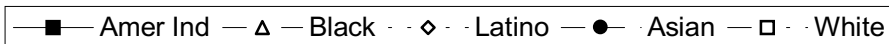
The following table describes the results of the ITBS/TAP for Reading (a composite of vocabulary, reading, and advanced reading skills), Language (a composite of language expression and advanced language skills), and Mathematics (a composite of computation and concept problem solving tests) by school level for the five main ethnic groups. Average NCE scores are reported here for all students who took the test.

Results

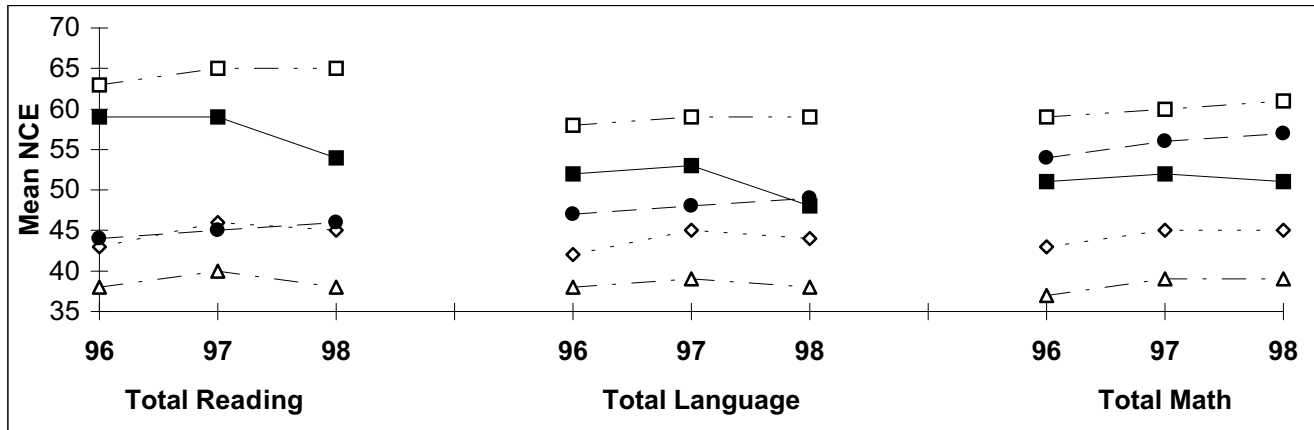
In Spring 1998, elementary and middle schools scored higher at all levels than in Spring 1997. All grade levels scored at or above the national average of 50 in all subtests in 1998; however, high school reading and language subtests both declined slightly from 1997 to 1998. While there are notable differences between ethnic groups, the White ethnic group generally scored highest, followed by American Indian, Asian, Latino, and African American ethnic groups. By gender, males and females rose in all categories in middle schools and elementary schools. With the exception of high school and elementary math scores, females have higher test scores in all test areas and grade levels.



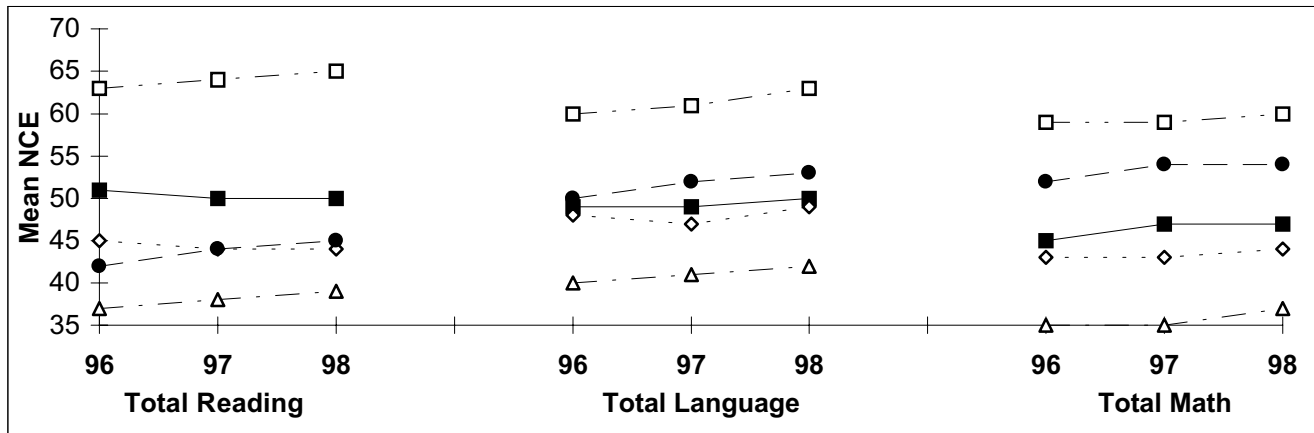
District Summary
Iowa Test of Basic Skills (ITBS)
All Regular and Alternative Schools



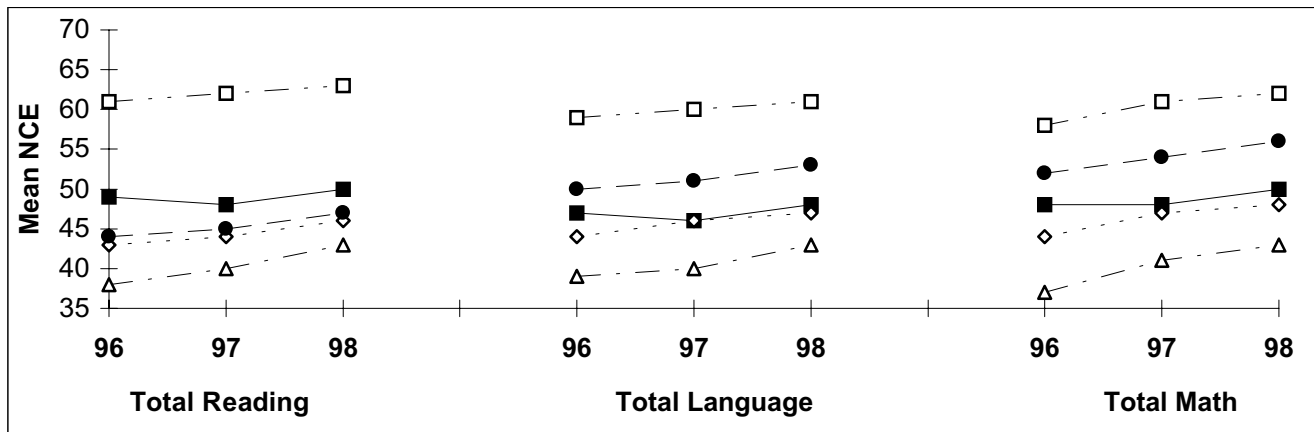
High Schools



Middle Schools



Elementary Schools



District Summary
Tests of Achievement and Proficiency (TAP) Standardized Test Results
All Regular and Alternative High Schools
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading			Language			Math		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
American Indians									
American Indian	58	59	54	52	54	48	51	53	51
Alaska Nativ	57	59	54	50	51	48	49	54	49
Native American	73	57	53	58	52	49	53	46	49
Summary	59	59	54	52	53	48	51	52	51
Black	38	40	38	38	39	38	37	39	39
Chicano/Latino									
Latino Asian	53	55	55	51	53	51	51	53	54
Latino Black	37	44	37	38	41	38	37	41	40
Latino Indian	34	38	38	34	39	37	38	40	40
Latino Whit	53	58	57	51	53	53	49	54	53
Summary	43	46	45	42	45	44	43	45	45
Asian									
Chines	52	50	53	54	54	55	65	66	69
East Indian	47	56	53	49	55	54	55	60	57
Filipino	45	47	47	48	49	49	49	50	51
Japanes	67	69	68	67	66	63	70	71	69
Korean	53	58	57	57	57	59	64	64	64
Other Asian	45	48	53	45	51	51	51	54	55
Samoan	31	31	32	34	37	38	36	40	39
Other Southeast	38	41	41	43	44	45	45	47	48
Vietnames	33	36	38	38	41	43	52	55	58
Summary	44	45	46	47	48	49	54	56	57
White									
Gypsy	83	64	67	63	56	68	60	61	71
Whit	63	65	65	58	59	59	59	60	61
Summary	63	65	65	58	59	59	59	60	61
GENDER									
Femal	52	54	53	52	54	54	51	53	54
Mal	49	52	51	45	47	47	52	54	54
TOTAL	50	53	52	49	51	50	51	53	54

District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Middle Schools
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading			Language			Math		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
American Indians									
American Indian	51	51	52	49	50	51	45	48	49
Alaska Nativ	51	52	52	53	48	49	46	48	49
Native American	46	47	43	47	47	46	44	41	38
Summary	51	50	50	49	49	50	45	47	47
Black	37	38	39	40	41	42	35	35	37
Chicano/Latino									
Latino Asian	52	51	48	55	54	57	55	55	53
Latino Black	37	38	37	43	39	40	37	34	33
Latino Indian	37	39	39	42	43	45	38	39	42
Latino Whit	56	55	53	56	55	54	49	50	50
Summary	45	44	44	48	47	49	43	43	44
Asian									
Chines	50	55	56	58	62	62	64	66	68
East Indian	49	52	54	55	58	58	52	55	57
Filipino	44	44	43	52	52	52	47	48	47
Japanes	67	67	66	66	67	68	68	69	68
Korean	57	61	61	60	62	64	61	65	64
Other Asian	50	48	48	51	55	55	49	51	52
Samoan	31	31	33	39	41	43	37	38	37
Other Southeast	36	37	38	46	47	48	44	46	46
Vietnames	33	36	39	44	48	48	52	54	57
Summary	42	44	45	50	52	53	52	54	54
White									
Gypsy	72	60	62	62	46	52	63	43	49
Whit	63	64	65	60	61	63	59	59	61
Summary	63	64	65	60	61	63	59	59	60
GENDER									
Femal	52	52	53	55	57	58	51	51	52
Mal	49	50	51	48	50	51	50	50	52
TOTAL	50	51	52	52	53	54	50	51	52

District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Elementary Schools
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading			Language			Math		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
American Indians									
American Indian	49	48	50	48	45	48	48	48	50
Alaska Nativ	48	53	50	45	48	48	49	49	51
Native American	45	47	47	45	46	47	45	48	49
Summary	49	48	50	47	46	48	48	48	50
Black	38	40	43	39	40	43	37	41	43
Chicano/Latino									
Latino Asian	47	44	47	52	52	50	51	50	52
Latino Black	39	39	43	38	41	43	37	38	41
Latino Indian	38	41	42	40	43	44	40	45	45
Latino Whit	51	51	53	51	52	53	51	52	54
Summary	43	44	46	44	46	47	44	47	48
Asian									
Chines	51	53	55	59	60	61	62	65	66
East Indian	50	49	54	51	54	58	51	52	58
Filipino	45	45	47	50	51	52	48	49	53
Japanes	63	65	66	66	65	68	65	68	68
Korean	58	59	61	61	64	64	63	66	67
Other Asian	48	46	49	50	48	51	50	50	53
Samoan	34	37	38	37	41	41	38	40	42
Other Southeast	36	37	38	43	44	46	44	46	48
Vietnames	36	38	41	45	47	49	51	55	56
Summary	44	45	47	50	51	53	52	54	56
White									
Gypsy	42	50	39	40	48	41	38	53	48
Whit	61	62	63	59	61	61	58	61	62
Summary	61	62	63	59	60	61	58	61	62
GENDER									
Femal	52	52	54	54	55	56	50	52	54
Mal	49	51	52	48	50	51	51	54	56
TOTAL	50	52	53	51	52	54	51	53	55

STUDENT TEST SCORE ACHIEVEMENT MATCHED STUDENT PAIRS

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP)

Definition

The two year comparisons presented on the following pages compare the performance (as measured by average NCE scores) of the same group of students who completed the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP) in 1997 and 1998. In computing year-to-year changes, this comparison was limited to students who took the ITBS/TAP in April of 1998 at the same school they attended the prior October and who had taken the ITBS/TAP in April 1997 at either the same or a different school. This approach is defined as “matched student pairs,” or “matched data”. By this limitation, students new to a school after October 1 or who had not taken the ITBS/TAP the previous April are excluded from the analysis.

Charts comparing 1997 to 1998 scores are shown for all three grade levels. The elementary data compare the 1998 test scores of third through fifth graders with their 1997 performance as second through fourth graders. Middle school data compares 1998 sixth through eighth graders with their 1997 performance in fifth through seventh grades. High school results compare 1998 ninth through eleventh grade test scores with their 1997 performance as eighth through tenth graders.

Results

While there are variations across tests and ethnic groups, the average NCE of all Seattle Public School subtest scores for students in the ITBS/TAP matched pair comparisons are above the national norm of 50. Females scored slightly higher than males in reading and noticeably higher than males in language, while males scored slightly higher than females in mathematics at the elementary school level.

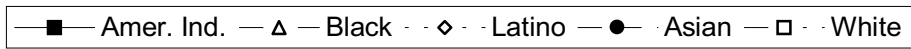
At the high school level, average test score achievement rose from 1997 to 1998 in reading and mathematics. For all three subtests, no group did worse than the previous year, while the Asian ethnic group showed gains in all three subtests and the Latino ethnic group gained in reading and mathematics. High school language scores showed no improvement. From 1997 to 1998, both genders showed no improvement in language scores while females showed no improvement in mathematics.

From 1997 to 1998, overall test scores for middle school students rose in reading and mathematics and were unchanged in language. Asian middle school student scores rose in all three subtests, and American Indian and Latino ethnic groups increased scores in two tests. African American scores fell one point in reading while White reading scores rose two points. Other ethnic groups showed a small increase or no change in scores.

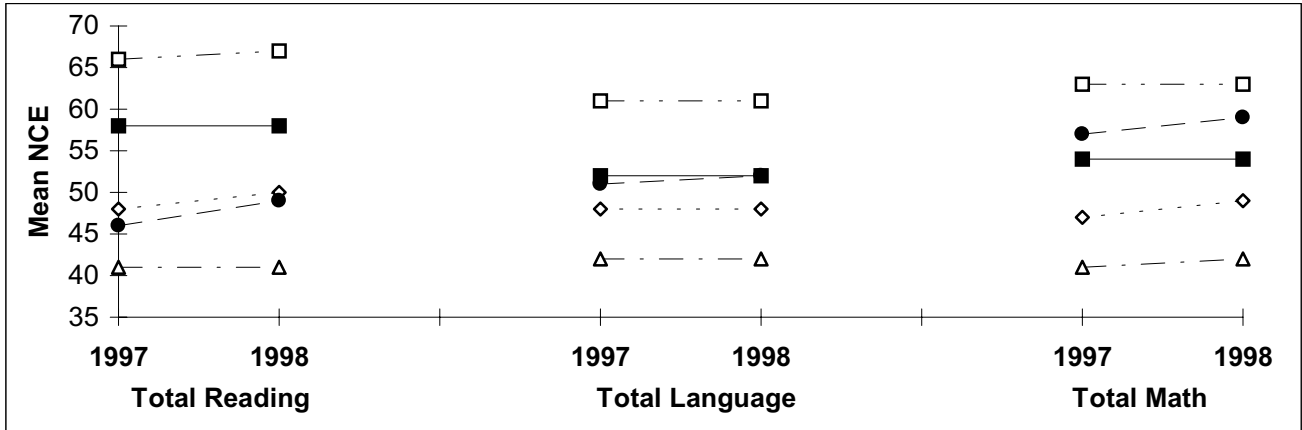
Elementary school reading and language average scores increased from 1997 to 1998, but mathematics scores were unchanged. American Indian, Latino and Asian scores rose in all three subtests, while White scores rose in language and mathematics. African American elementary school students posted gains in language, but no improvement in reading and a decrease in mathematics scores.



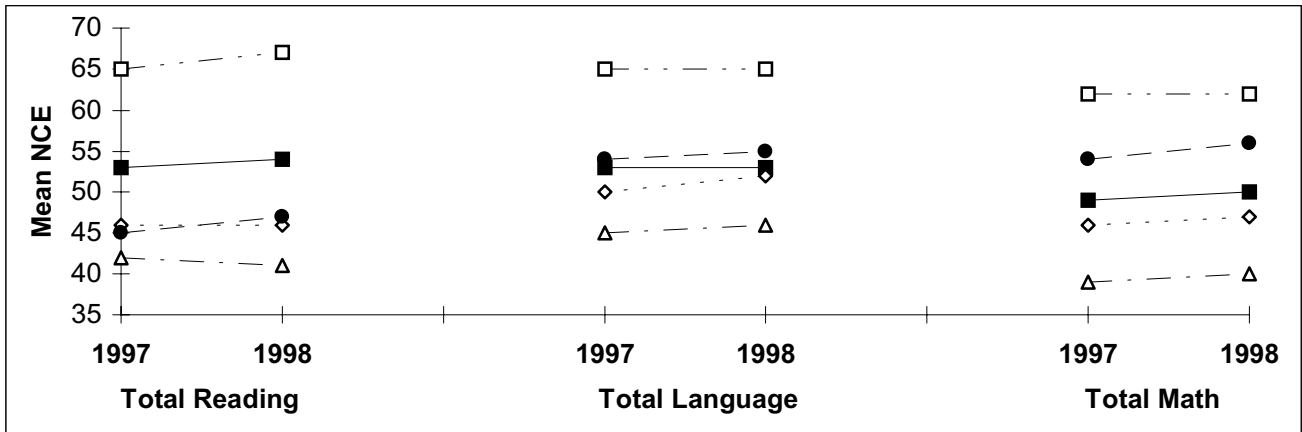
District Summary
Iowa Test of Basic Skills (ITBS)
Matched Pairs
All Regular and Alternative Schools



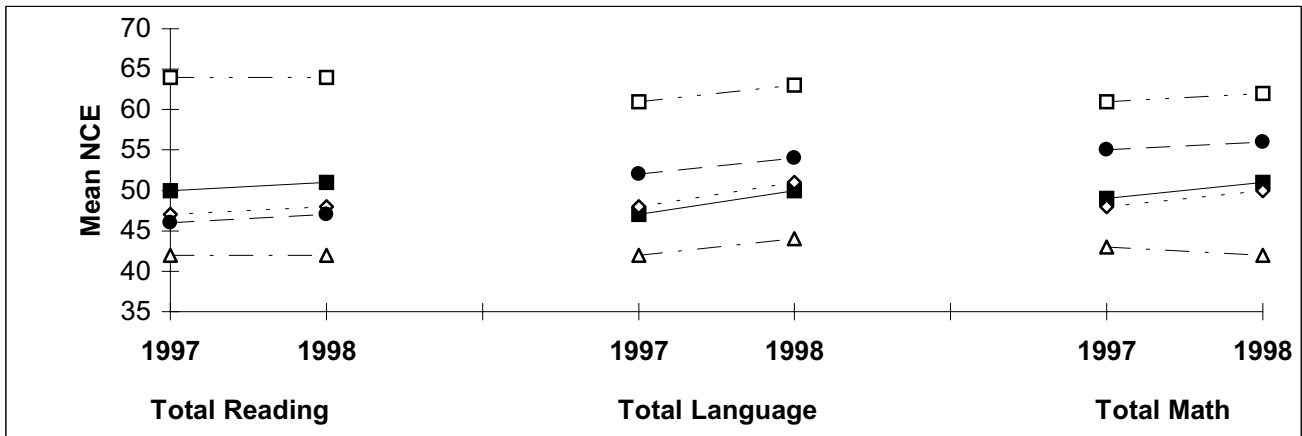
High Schools



Middle Schools



Elementary Schools



**Longitudinal Trends
Iowa Test of Basic Skills (ITBS)
Matched Pairs
All Regular and Alternative Schools**

High Schools

ETHNIC GROUP	Total Reading		Total Language		Total Math	
	1997	1998	1997	1998	1997	1998
American Indian	58	58	52	52	54	54
Black	41	41	42	42	41	42
Chicano/Latino	48	50	48	48	47	49
Asian	46	49	51	52	57	59
White	66	67	61	61	63	63
GENDER						
Female	55	56	57	57	56	56
Male	53	55	50	50	56	57
TOTAL	54	55	53	53	56	57

Middle Schools

ETHNIC GROUP	Total Reading		Total Language		Total Math	
	1997	1998	1997	1998	1997	1998
American Indian	53	54	53	53	49	50
Black	42	41	45	46	39	40
Chicano/Latino	46	46	50	52	46	47
Asian	45	47	54	55	54	56
White	65	67	65	65	62	62
GENDER						
Female	55	56	60	61	54	55
Male	53	54	54	54	54	55
TOTAL	54	55	57	57	54	55

Elementary Schools

ETHNIC GROUP	Total Reading		Total Language		Total Math	
	1997	1998	1997	1998	1997	1998
American Indian	50	51	47	50	49	51
Black	42	42	42	44	43	42
Chicano/Latino	47	48	48	51	48	50
Asian	46	47	52	54	55	56
White	64	64	61	63	61	62
GENDER						
Female	54	54	56	58	53	54
Male	53	53	51	53	56	56
TOTAL	53	54	54	56	55	55

STUDENT TEST SCORE ACHIEVEMENT BELOW THE 25th PERCENTILE

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP)

Definition

District test results for students scoring below the 25th percentile on the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), form M (1995 edition) are shown on the following pages by school level and ethnic group. The 25th percentile is a commonly used threshold to identify students requiring interventions that may include more intensive instructional strategies and support.

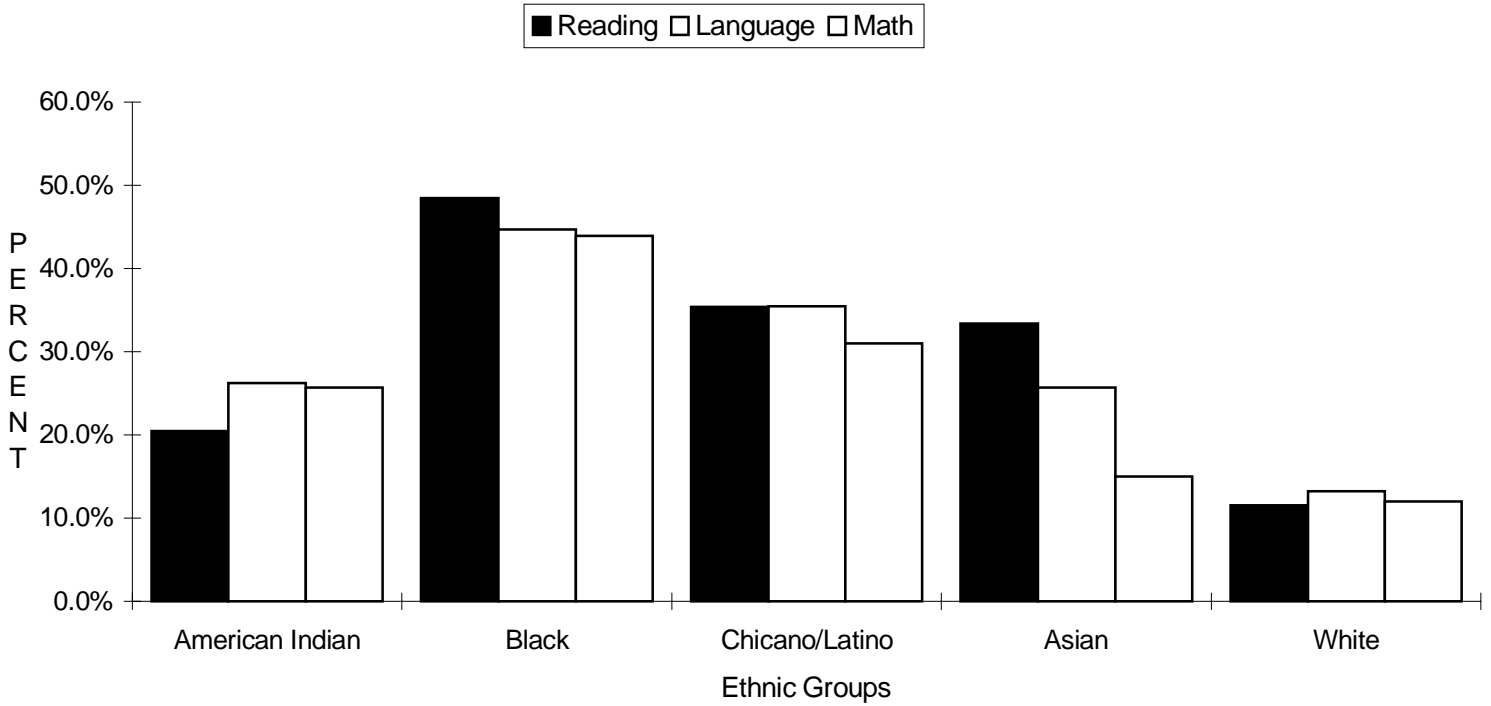
Data are presented in both table and graph form for students scoring below the 25th percentile for Spring, 1998. The data are broken down by school level, ethnic group and test component (reading, math, and language). The lower graph shows the number of students and the upper graph shows the percentage of students. In all cases, grade levels are combined within high schools, middle schools, and elementary schools.

Results

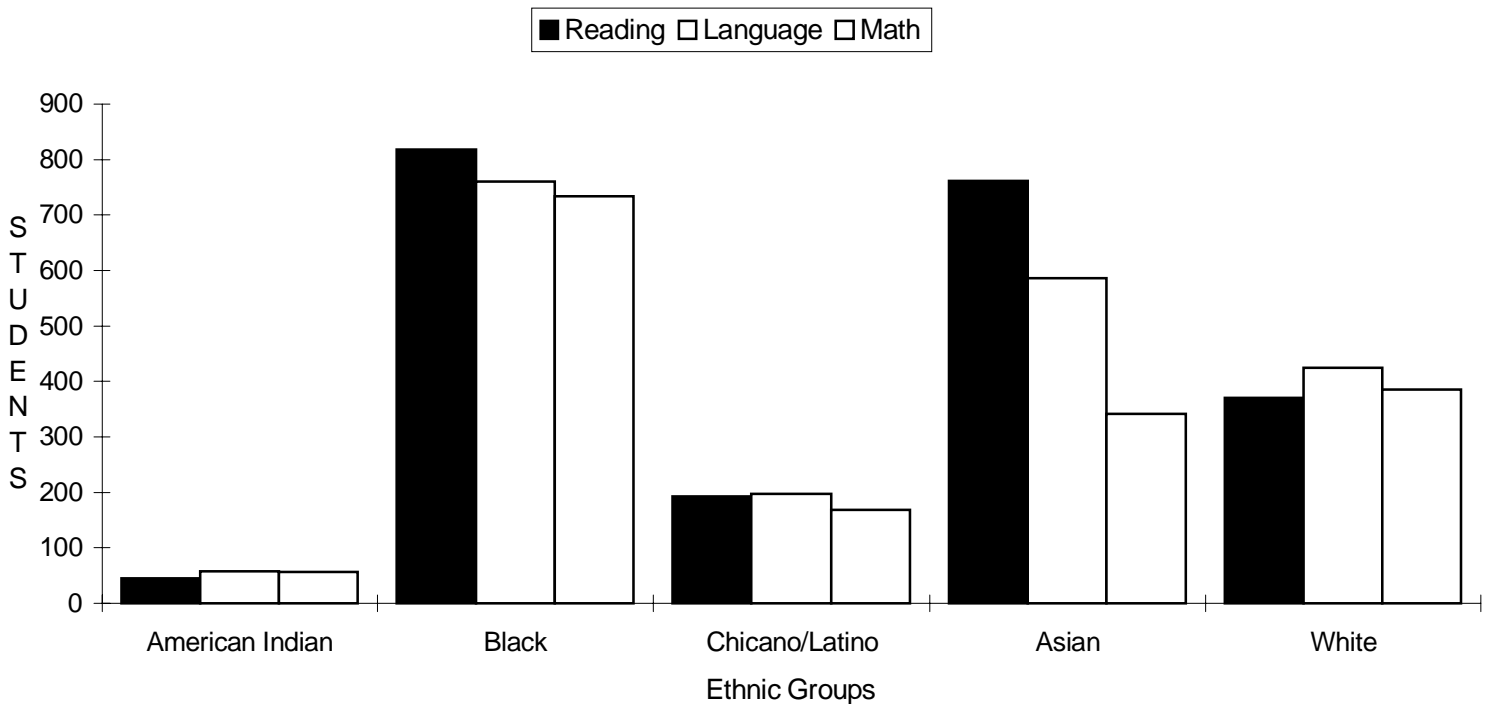
In comparison to White students, substantially higher percentages of minority students score below the 25th percentile. Across all school levels and subtests in 1998, from 34.1 to 48.9 percent of all African American students tested scored at or below this level, in contrast to a range of 9.1 to 13.7 percent of Whites. Latino, Asian and American Indian students, likewise, generally show higher percentages in the lowest quartile than Whites, although there is considerable variability among the ethnic subgroups within each major ethnic group. Also, with the exception of elementary school mathematics, more males than females score below the 25th percentile.



**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results - Spring 19**



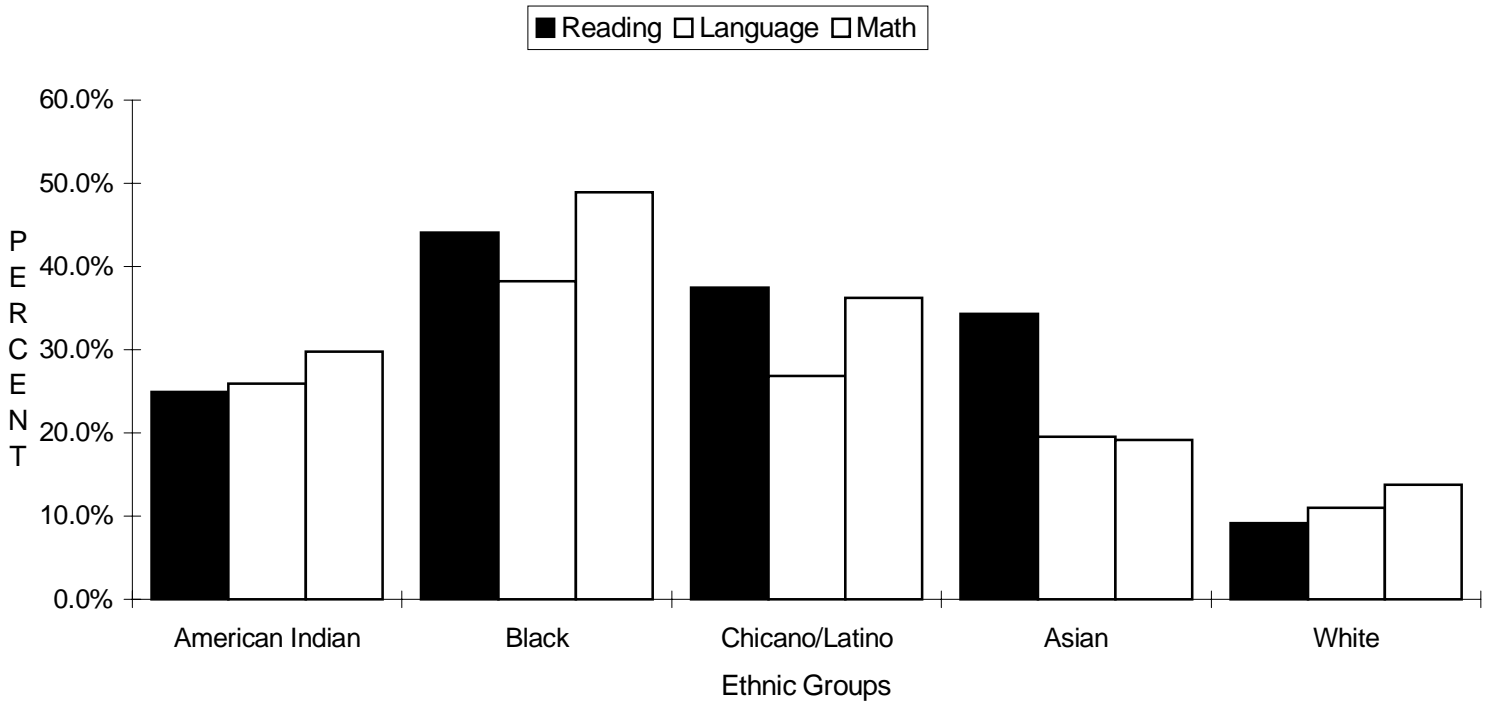
**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results - Spring 19**



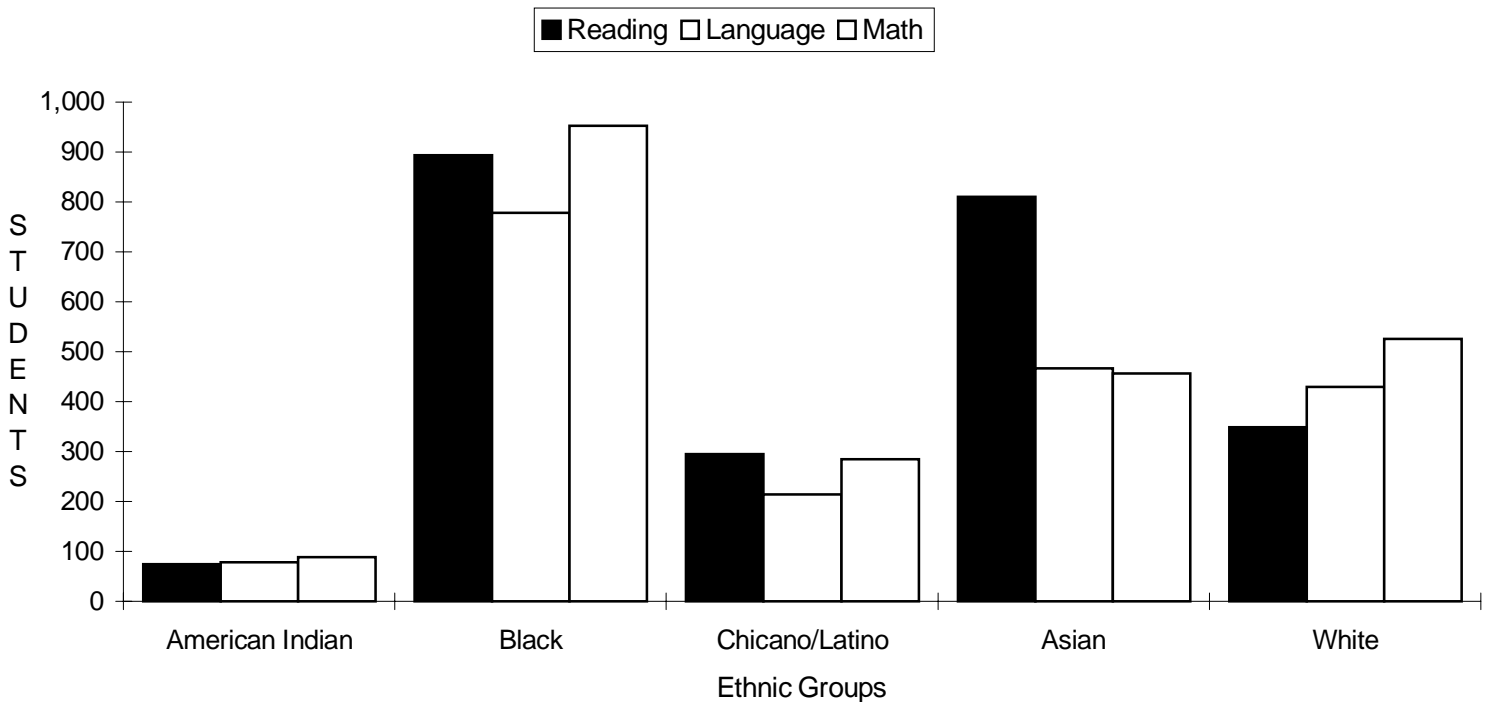
**All Regular and Alternative High Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1998**

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below
American Indians									
American Indian	173	36	20.8	176	47	26.7	172	41	23.8
Alaska Native	29	3	10.3	29	6	20.7	28	8	28.6
Native American	18	6	33.3	16	5	31.3	18	7	38.9
Summary	220	45	20.5	221	58	26.2	218	56	25.7
Black	1,688	818	48.5	1,700	760	44.7	1,671	734	43.9
Chicano/Latino									
Latino Asian	53	11	20.8	53	11	20.8	52	9	17.3
Latino Black	49	24	49.0	51	27	52.9	51	21	41.2
Latino Indian	278	128	46.0	284	128	45.1	281	111	39.5
Latino White	166	30	18.1	168	31	18.5	161	28	17.4
Summary	546	193	35.3	556	197	35.4	545	169	31.0
Asian									
Chinese	456	112	24.6	455	78	17.1	455	14	3.1%
East Indian	66	17	25.8	66	12	18.2	64	9	14.1
Filipino	436	117	26.8	437	97	22.2	436	87	20.0
Japanese	111	8	7.2%	110	9	8.2%	111	4	3.6%
Korean	81	13	16.0	83	12	14.5	82	4	4.9%
Other Asian	63	17	27.0	65	17	26.2	65	14	21.5
Samoan	68	41	60.3	67	32	47.8	69	30	43.5
Other Southeast	498	193	38.8	501	149	29.7	502	123	24.5
Vietnamese	500	243	48.6	498	180	36.1	499	57	11.4
Summary	2,279	761	33.4	2,282	586	25.7	2,283	342	15.0
White									
Gypsy	3	0	0.0%	3	0	0.0%	3	0	0.0%
White	3,211	370	11.5	3,216	425	13.2	3,203	385	12.0
Summary	3,214	370	11.5	3,219	425	13.2	3,206	385	12.0
GENDER									
Female	4,003	1,055	26.4	4,023	793	19.7	4,003	829	20.7
Male	3,944	1,132	28.7	3,955	1,233	31.2	3,920	857	21.9
TOTAL	7,947	2,187	27.5	7,978	2,026	25.4	7,923	1,686	21.3

**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle School
Standardized Test Results - Spring 19**



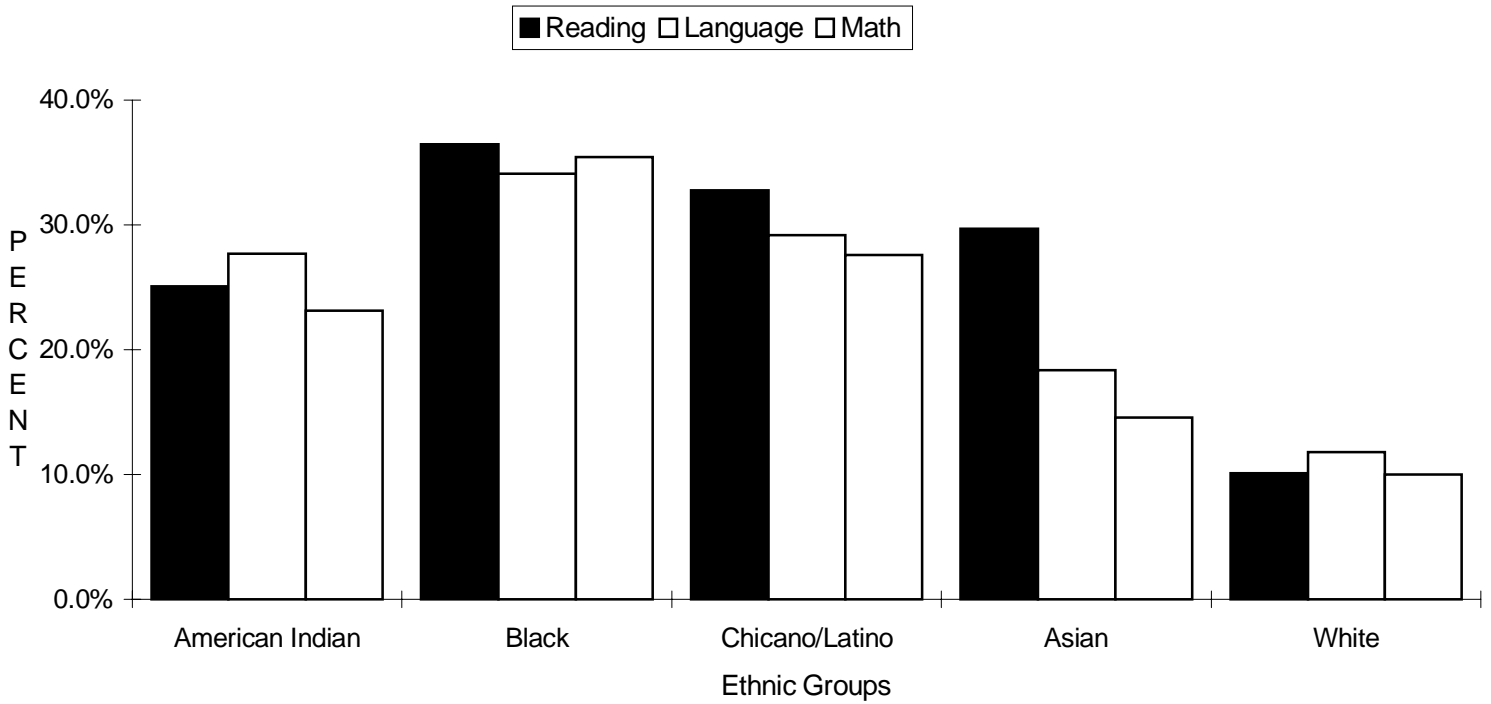
**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle School
Standardized Test Results - Spring 19**



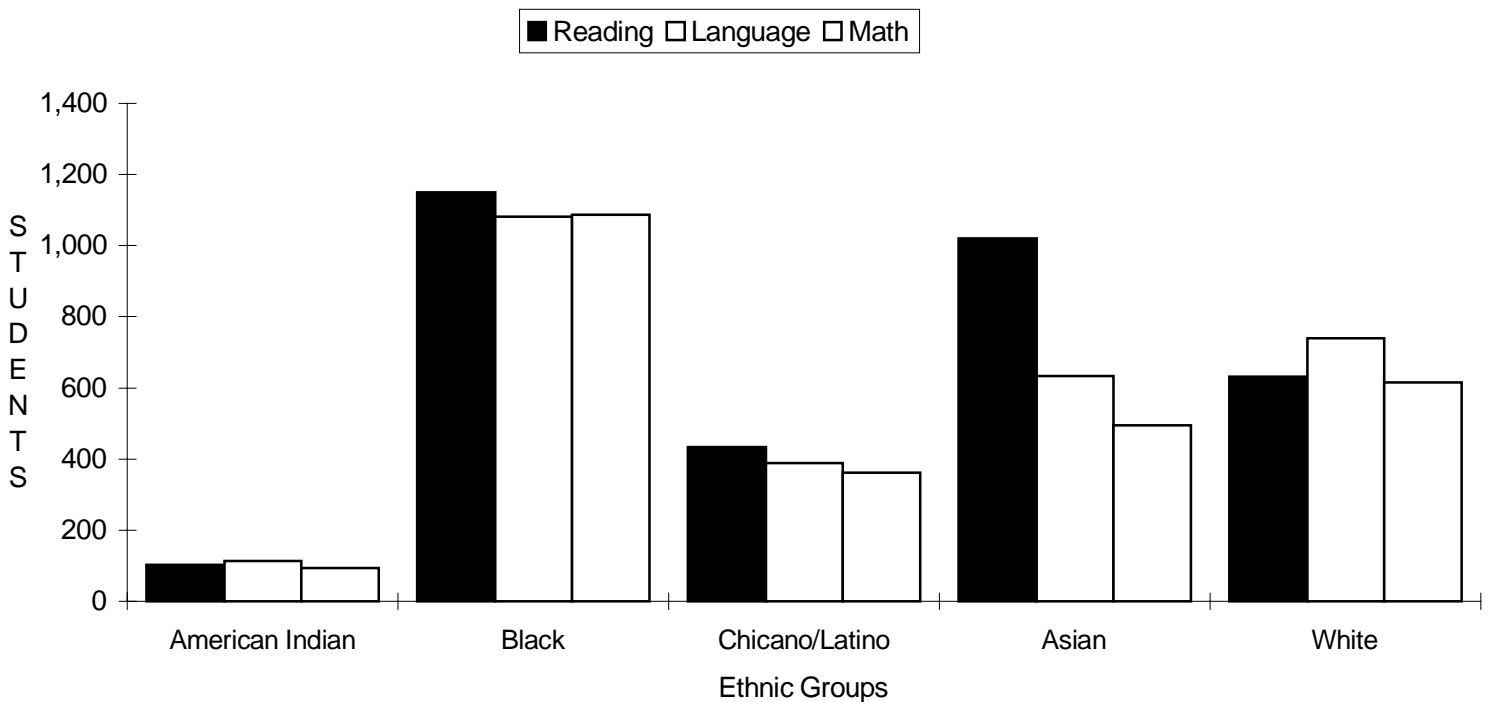
**All Regular and Alternative Middle Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1998**

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below
American Indians									
American Indian	212	51	24.1	218	55	25.2	218	64	29.4
Alaska Native	40	7	17.5	39	8	20.5	39	7	17.9
Native American	45	16	35.6	44	15	34.1	42	18	42.9
Summary	297	74	24.9	301	78	25.9	299	89	29.8
Black	2,030	894	44.0	2,036	778	38.2	1,945	952	48.9
Chicano/Latino									
Latino Asian	72	12	16.7	71	6	8.5%	71	13	18.3
Latino Black	73	37	50.7	71	31	43.7	70	39	55.7
Latino Indian	417	196	47.0	426	139	32.6	415	171	41.2
Latino White	226	50	22.1	229	38	16.6	228	61	26.8
Summary	788	295	37.4	797	214	26.9	784	284	36.2
Asian									
Chinese	371	61	16.4	373	40	10.7	379	17	4.5%
East Indian	55	11	20.0	58	9	15.5	57	11	19.3
Filipino	454	160	35.2	456	100	21.9	459	130	28.3
Japanese	144	10	6.9%	151	6	4.0%	152	9	5.9%
Korean	94	10	10.6	95	3	3.2%	93	5	5.4%
Other Asian	64	20	31.3	68	11	16.2	67	15	22.4
Samoan	123	68	55.3	123	37	30.1	121	59	48.8
Other Southeast	533	245	46.0	533	130	24.4	528	154	29.2
Vietnamese	522	225	43.1	533	131	24.6	528	57	10.8
Summary	2,360	810	34.3	2,390	467	19.5	2,384	457	19.2
White									
Gypsy	8	0	0.0%	8	1	12.5	8	3	37.5
White	3,811	349	9.2%	3,889	428	11.0	3,820	523	13.7
Summary	3,819	349	9.1%	3,897	429	11.0	3,828	526	13.7
GENDER									
Female	4,517	1,087	24.1	4,584	740	16.1	4,507	1,102	24.5
Male	4,777	1,335	27.9	4,837	1,226	25.3	4,733	1,206	25.5
TOTAL	9,294	2,422	26.1	9,421	1,966	20.9	9,240	2,308	25.0

**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results - Spring 19**



**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results - Spring 19**



**All Regular and Alternative Elementary Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
Standardized Test Results, Spring 1998**

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below	Students Tested	Below 25th Percentil	Percent Below
American Indians									
American Indian	285	71	24.9	286	81	28.3	280	65	23.2
Alaska Native	52	11	21.2	52	14	26.9	52	10	19.2
Native American	74	21	28.4	74	19	25.7	74	19	25.7
Summary	411	103	25.1	412	114	27.7	406	94	23.2
Black	3,155	1,150	36.5	3,171	1,082	34.1	3,066	1,087	35.5
Chicano/Latino									
Latino Asian	91	23	25.3	91	16	17.6	91	17	18.7
Latino Black	97	35	36.1	97	31	32.0	97	37	38.1
Latino Indian	734	288	39.2	742	252	34.0	732	238	32.5
Latino White	399	87	21.8	402	90	22.4	391	70	17.9
Summary	1,321	433	32.8	1,332	389	29.2	1,311	362	27.6
Asian									
Chinese	641	108	16.8	640	43	6.7%	639	30	4.7%
East Indian	117	22	18.8	117	16	13.7	116	16	13.8
Filipino	667	178	26.7	669	121	18.1	656	102	15.5
Japanese	228	10	4.4%	229	7	3.1%	226	6	2.7%
Korean	136	9	6.6%	136	12	8.8%	133	1	0.8%
Other Asian	130	35	26.9	133	30	22.6	131	26	19.8
Samoan	157	71	45.2	161	63	39.1	152	49	32.2
Other Southeast	738	341	46.2	740	214	28.9	728	180	24.7
Vietnamese	621	246	39.6	623	127	20.4	616	84	13.6
Summary	3,435	1,020	29.7	3,448	633	18.4	3,397	494	14.5
White									
Gypsy	11	5	45.5	11	3	27.3	11	2	18.2
White	6,230	627	10.1	6,256	736	11.8	6,158	614	10.0
Summary	6,241	632	10.1	6,267	739	11.8	6,169	616	10.0
GENDER									
Female	7,226	1,546	21.4	7,253	1,226	16.9	7,108	1,385	19.5
Male	7,337	1,792	24.4	7,377	1,731	23.5	7,241	1,268	17.5
TOTAL	14,563	3,338	22.9	14,630	2,957	20.2	14,349	2,653	18.5

DIRECT WRITING ASSESSMENT (DWA)

Definition

Seattle Public Schools implemented the Direct Writing Assessment (DWA) for all students in grades 3, 5, 8 and 11 in Spring 1996. This assessment provides an objective way to evaluate student writing. Writing samples were generated over 3 days (taking one hour of class time each day) where students drafted, revised and completed papers written in response to a specific writing prompt.

Each writing sample was scored by two carefully trained raters (one rater for third graders) at the Northwest Regional Educational Laboratory in Oregon. The raters provided a score from 1 to 5 on six writing traits: ideas, organization, voice, word choice, sentence structure, and writing conventions (grammar, punctuation, spelling, and capitalization). To provide an overall assessment of each student, scores were averaged across raters and traits. If the average score was 4.0 or greater (on a 1 to 5 scale) and no rating on the six traits was below 3, the student was classified as “advanced.” If the average rating was 2.5 or lower, the student was termed “below standards.” All other students were classified as “within standards.”

Results

For grades 3 and 8, more students scored within standards in 1997-98 compared to 1995-96 and 1996-97, with an accompanying decrease in the percentage of students classified as either advanced or below standards. At grade 5, the percentage of students considered advanced in 1997-98 increased by 5.6 percentage points from 1996-97, which caused the percentages of the lower two categories to fall from the previous year. The percentage of eleventh graders rated as below standards increased 6.3 percentage points in 1998, which decreased the percentage of eleventh graders considered advanced or within standards. Across all grades, a greater percentage of females are considered advanced, while a relatively higher percentage of males are considered below standards. Except seen for 11th graders in 1997-98, the percentage of students considered below standards drops with age. Between ethnic groups, American Indian, African American and Latino students tend to have a higher percentage of students below standards in grades 3 and 5. American Indian and White ethnic groups have the smallest percentage of students below standards in grade 11.



District Summary
Direct Writing Assessment (DWA) by Ethnicity and Gender
Third and Fifth Grade Scores

Third Grade

ETHNIC GROUP	1995-96			1996-97			1997-98		
	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard
American Indian	11.5	34.6	53.8	7.8%	40.8	51.5	3.0%	46.0	51.0
Black	7.5%	32.4	60.1	3.1%	41.8	55.1	3.5%	49.1	47.4
Chicano/Latino	14.5	37.5	48.0	4.9%	45.5	49.5	8.3%	45.2	46.5
Asian	17.2	42.3	40.6	7.5%	50.0	42.5	10.7	54.5	34.8
White	22.7	43.2	34.1	16.1	53.7	30.2	18.0	59.3	22.7
GENDER									
Female	20.3	42.4	37.4	11.6	51.7	36.7	14.2	57.2	28.6
Male	14.0	37.5	48.5	8.8%	46.9	44.4	9.7%	51.7	38.6
TOTAL	17.1	39.9	43.0	10.2	49.3	40.5	11.9	54.4	33.7

Fifth Grade

ETHNIC GROUP	1995-96			1996-97			1997-98		
	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard
American Indian	11.6	42.9	45.5	9.1%	58.2	32.7	17.9	56.6	25.5
Black	5.2%	38.8	56.0	5.5%	49.7	44.7	10.2	51.9	37.9
Chicano/Latino	12.2	37.6	50.2	11.1	52.3	36.6	14.6	50.2	35.3
Asian	15.3	44.5	40.2	12.8	57.5	29.7	20.7	57.0	22.3
White	28.3	45.1	26.6	27.9	56.5	15.6	33.4	51.9	14.7
GENDER									
Female	23.3	44.6	32.1	20.8	57.3	21.9	26.8	53.2	19.9
Male	13.7	41.3	45.0	14.5	52.7	32.8	19.5	52.8	27.7
TOTAL	18.4	42.9	38.7	17.6	55.0	27.5	23.2	53.0	23.8

District Summary
Direct Writing Assessment (DWA) by Ethnicity and Gender
Eighth and Eleventh Grade Scores

Eighth Grade

ETHNIC GROUP	1995-96			1996-97			1997-98		
	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard
American Indian	18.8	44.7	36.5	17.6	52.9	29.4	15.7	60.2	24.1
Black	9.0%	43.0	47.9	8.4%	51.8	39.8	10.6	59.4	30.0
Chicano/Latino	15.6	42.5	41.9	13.0	49.3	37.7	17.8	56.5	25.7
Asian	19.6	45.1	35.3	19.6	54.6	25.8	20.1	56.7	23.2
White	34.3	47.1	18.6	35.0	51.4	13.6	31.0	57.7	11.3
GENDER									
Female	29.3	47.1	23.6	27.0	55.2	17.8	28.8	56.6	14.6
Male	17.4	43.6	39.0	17.9	49.2	32.9	15.9	58.9	25.2
TOTAL	23.3	45.3	31.4	22.5	52.3	25.2	22.2	57.8	20.0

Eleventh Grade

ETHNIC GROUP	1995-96			1996-97			1997-98		
	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard	Advanced	Within Standard	Below Standard
American Indian	20.0	60.0	20.0	25.0	63.2	11.8	20.8	52.8	26.4
Black	13.7	49.9	36.4	13.6	53.6	32.8	11.2	46.7	42.0
Chicano/Latino	23.0	43.6	33.3	24.0	51.4	24.7	17.1	49.3	33.6
Asian	23.0	47.8	29.1	23.3	54.1	22.7	19.1	50.8	30.1
White	39.5	47.9	12.6	38.5	50.9	10.5	37.4	49.9	12.7
GENDER									
Female	33.2	47.5	19.3	31.7	53.5	14.9	27.6	49.4	23.0
Male	22.0	49.0	29.0	23.8	52.0	24.2	21.9	49.7	28.4
TOTAL	27.7	48.2	24.1	27.9	52.8	19.3	24.9	49.6	25.6

WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

Definition

Following a law passed by the State Legislature in 1993, the Office of the Superintendent of Public Instruction (OSPI) implemented a new assessment for all fourth graders in April 1998. The new state assessment is quite different from tests administered in prior years. The Washington Assessment of Student Learning (WASL) was designed to help prepare students for the challenging future they will face in a rapidly changing world. The tests require students to apply their knowledge by writing descriptive essays, comparing information from different texts, using math skills to solve complex problems, and explaining the steps they took to arrive at an answer. Scores are based on a clear and challenging set of academic standards, or *essential academic learning requirements* (EALRs), that describe what students should know and be able to do in core subjects by the fourth grade. Information from these tests will help teachers and parents see where instructional programs are working, and where changes may be needed.

The state tests do not seek to make comparisons among various student groups. Instead, they are designed to show how each individual student and school is performing relative to a high and fixed level of achievement. Students completed tasks in four main content areas: Reading, Writing, Mathematics, and Listening. Their responses were then evaluated and scored by trained experts. The overall scores in the content areas were then used to determine if the student met standard. A “standard” is the level of performance which demonstrates a student has achieved the knowledge and skills described in the EALRs. “Meeting the standard” in a subject area means a student has shown proficiency over the test content, including factual knowledge, application of that knowledge, and reasoning skills appropriate for the fourth grade. The standards were set by a panel made up of fourth grade teachers, parents, education specialists, and other community members. Through an exhaustive process, the panel established scoring guidelines based on what students should know and be able to do at the fourth grade level in the four content areas. The standards were intentionally set to be very challenging.

Results

The data on the following page show the percent of fourth graders meeting the standard in each content area by ethnic group and gender. In general, Seattle fourth graders performed relatively well in the Reading and Listening content areas. For comparison purposes, the Seattle “Percent meeting or exceeding standards” can be compared with Statewide data for fourth graders meeting standards: Reading, 55.6%; Writing, 36.7%; Mathematics, 31.2%; and Listening, 71.3%.

Whites had a higher percent meeting standards for all areas, followed by Asian, Latino, American Indian, and African American ethnic groups. However, in Listening, Latinos did better than Asians. Across ethnic groups, the smallest differences in the percent meeting standards were found in Listening. Females performed considerably better than males in Reading and Writing, while males performed slightly better than females in Mathematics and Listening.



District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 4th Grade Students Taking Test
Spring 1998
All Regular and Alternative Elementary Schools

ETHNIC GROUP	Number Enrolled	Percent Meeting or Exceeding Standards			
		READING	WRITING	MATH	LISTENING
American Indians					
American Indian	86	38.2%	25.0%	21.1%	63.2%
Alaska Nativ	13	45.5%	45.5%	18.2%	54.5%
Native American	18	41.2%	17.6%	17.6%	52.9%
Summary	117	39.4%	26.0%	20.2%	60.6%
Black	833	30.0%	22.6%	13.7%	58.1%
Chicano/Latino					
Latino Asian	18	44.4%	55.6%	33.3%	66.7%
Latino Black	32	37.9%	31.0%	17.2%	55.2%
Latino Indian	205	32.0%	23.9%	15.2%	57.6%
Latino Whit	113	53.8%	36.4%	37.4%	74.8%
Summary	368	40.1%	30.2%	23.4%	63.3%
Asian					
Chines	191	66.3%	55.4%	55.4%	72.0%
East Indian	29	51.9%	29.6%	22.2%	66.7%
Filipino	222	43.0%	39.0%	16.7%	58.3%
Japanes	55	87.5%	68.8%	77.1%	85.4%
Korean	41	75.7%	70.3%	51.4%	75.7%
Other Asian	50	40.0%	40.0%	27.5%	62.5%
Samoan	39	26.5%	23.5%	5.9%	47.1%
Other Southeast	193	27.3%	24.6%	17.1%	44.4%
Vietnames	150	43.4%	33.6%	32.6%	61.1%
Summary	970	47.7%	40.4%	32.1%	60.8%
White					
Gypsy	3	0.0%	33.3%	0.0%	66.7%
Whit	1756	70.8%	50.4%	51.1%	80.6%
Summary	1759	70.7%	50.4%	51.0%	80.5%
GENDER					
Femal	1958	56.2%	46.8%	34.6%	68.3%
Mal	2089	49.9%	32.8%	35.9%	69.6%
TOTAL	4047	53.0%	39.6%	35.3%	69.0%