

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 Iowa Tests of Basic Skills (ITBS), District-mandated for grades 5 and 8, and State-mandated for grades 3 and 6, are administered in March.
- The Iowa Tests of Educational Development (ITED), a State-mandated assessment for grade 9, is administered in April.
- The Direct Writing Assessment (DWA), a District-mandated performance assessment of student writing samples, was administered in March for grades 3 and 6. The last year of administration of this test was 2004.
- The Washington Assessment of Student Learning (WASL), a State-mandated performance assessment of grades 4, 7 and 10 (and grades 5 and 8 in science) is administered in April and May.

Technical Notes for Norm Referenced Tests (ITBS and ITED)

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 ITED are based upon NCEs, which have several advantages over percentile scores.

Percentile rank scores for a student 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 differences between these two sets of scores when measured as NCE scores are 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, 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 the ITBS or ITED 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

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

Definition

The Iowa Tests of Basic Skills (ITBS), and the Iowa Tests of Educational Development (ITED) (both form M, 1995 edition) are used by the State and the District as standardized end-of-year tests to assess student performance. The ITBS and the ITED 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 strength or weakness and to assess year-to-year improvements.

ITBS and ITED test scores are maintained with other student and school data in a common database for each student. The results presented in this section of the data profile are based upon Normal Curve Equivalent (NCEs). (See the beginning of this section, subtitled "Technical Notes for Norm Referenced Tests" for an explanation of NCEs.)

The following tables describe the results of the ITBS and the ITED for Reading (a composite of vocabulary and reading comprehension), Language (a composite of language expression, usage and writing conventions), and Mathematics (a composite of computation, concepts, estimation, and problem solving) by school level for the five main ethnic groups. Average NCE scores are reported here for all students who took the test.

Results

All grade levels scored above the national average of 50 in all subtests in 2004. High school test scores were unchanged in Reading and fell 1 point in both Language and Mathematics. Middle school scores rose 1 point in Reading and Mathematics and were unchanged in Language. Elementary school scores rose 1 point in Reading and were unchanged in Language and Mathematics in 2004 compared to 2003.

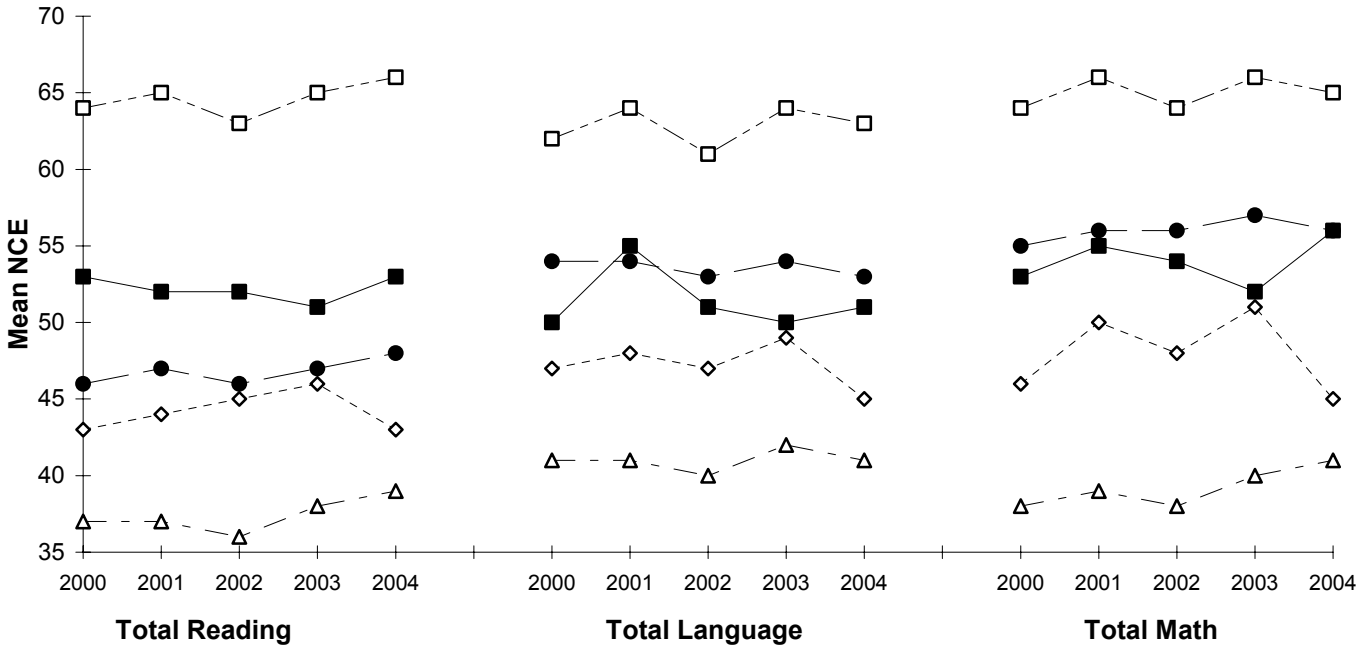
Females have higher test scores than males in Reading and Language at all grade levels. Males have higher Mathematics scores at the high school level. At the elementary level, males historically have had higher performance in Mathematics, though both genders performed equally well in 2003.



District Summary
Iowa Test of Educational Development (ITED)
Grade 9 Only
All Regular and Alternative High Schools



High Schools



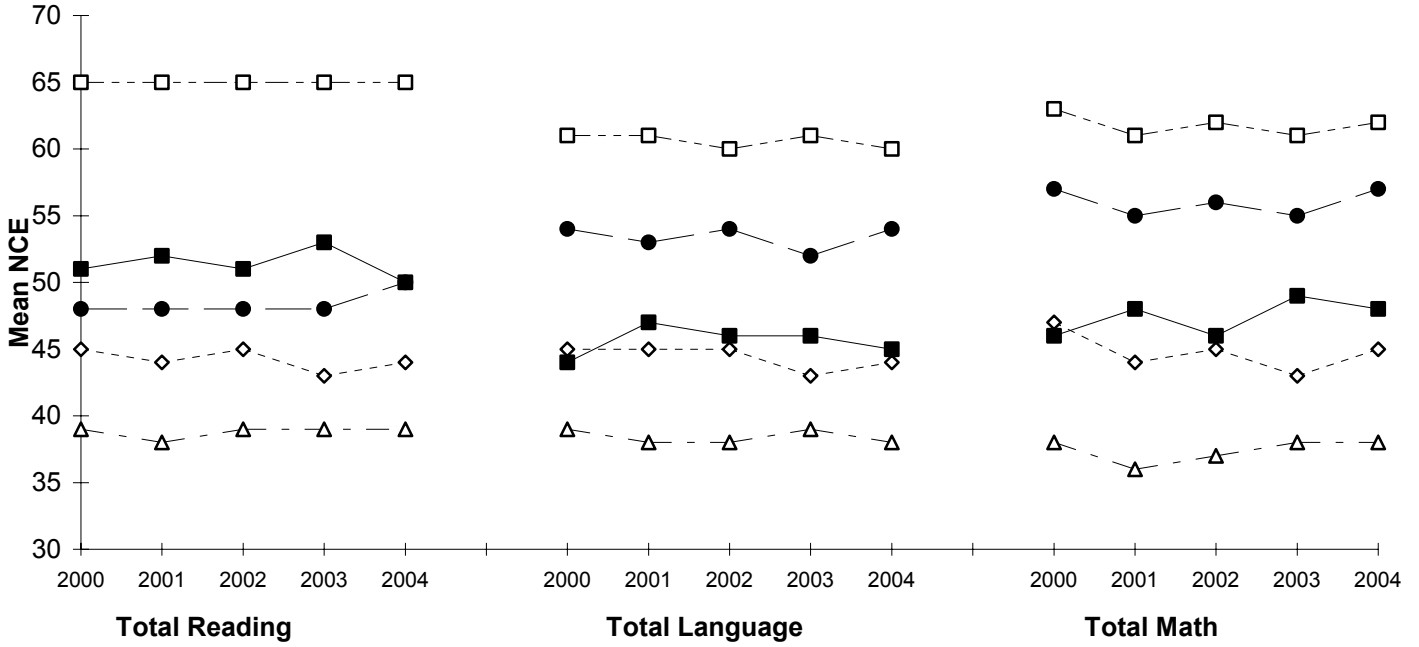
District Summary
Iowa Test of Educational Development (ITED) Standardized Test Results
All Regular and Alternative High Schools
Grade 9 Only
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians															
American Indian	54	51	54	51	55	51	54	53	49	53	54	55	57	53	59
Alaska Native	44	61	54	53	52	43	63	42	58	49	47	54	51	53	54
Native American	55	52	42	50	48	54	54	45	50	48	55	57	47	47	49
Summary	53	52	52	51	53	50	55	51	50	51	53	55	54	52	56
African American															
African American	37	37	36	38	39	41	41	40	42	41	38	39	38	40	41
Chicano/Latino															
Latino Asian	42	47	50	47	43	47	54	53	48	51	43	56	52	55	54
Latino Black	37	44	41	44	34	42	43	38	46	37	43	43	38	45	32
Latino Indian	42	36	41	41	41	45	42	44	45	45	43	44	45	48	45
Latino White	50	56	49	53	45	53	56	50	55	45	53	58	53	57	48
Summary	43	44	45	46	43	47	48	47	49	45	46	50	48	51	45
Asian															
Chinese	55	55	49	53	53	63	60	57	60	59	69	68	65	66	67
East Indian	48	45	58	51	58	58	51	59	56	65	60	56	58	55	63
Filipino	45	44	44	43	45	52	50	51	51	51	51	48	50	48	51
Japanese	67	65	63	70	69	67	67	67	70	68	69	71	70	77	71
Korean	58	63	53	63	63	59	66	59	67	63	61	69	64	70	67
Other Asian	58	51	45	50	40	62	54	51	54	39	64	55	51	56	42
Samoan	32	39	28	28	34	44	43	38	39	38	35	41	36	34	37
Other Southeast	40	39	38	39	41	47	48	47	47	46	46	47	47	49	47
Vietnamese	39	43	45	45	45	50	52	53	53	51	56	58	57	58	55
Summary	46	47	46	47	48	54	54	53	54	53	55	56	56	57	56
White															
Gypsy	37	62	30	73	53	50	48	43	68	37	45	50	45	--	51
White	64	65	63	65	66	62	64	61	64	63	64	66	64	66	65
Summary	64	65	63	65	66	62	64	61	64	63	64	66	64	66	65
Gender															
Female	54	54	52	54	54	58	58	55	58	57	55	55	53	55	54
Male	50	51	51	52	53	50	52	50	52	52	55	57	56	58	57
TOTAL	52	53	51	53	53	54	55	53	55	54	55	56	55	57	56

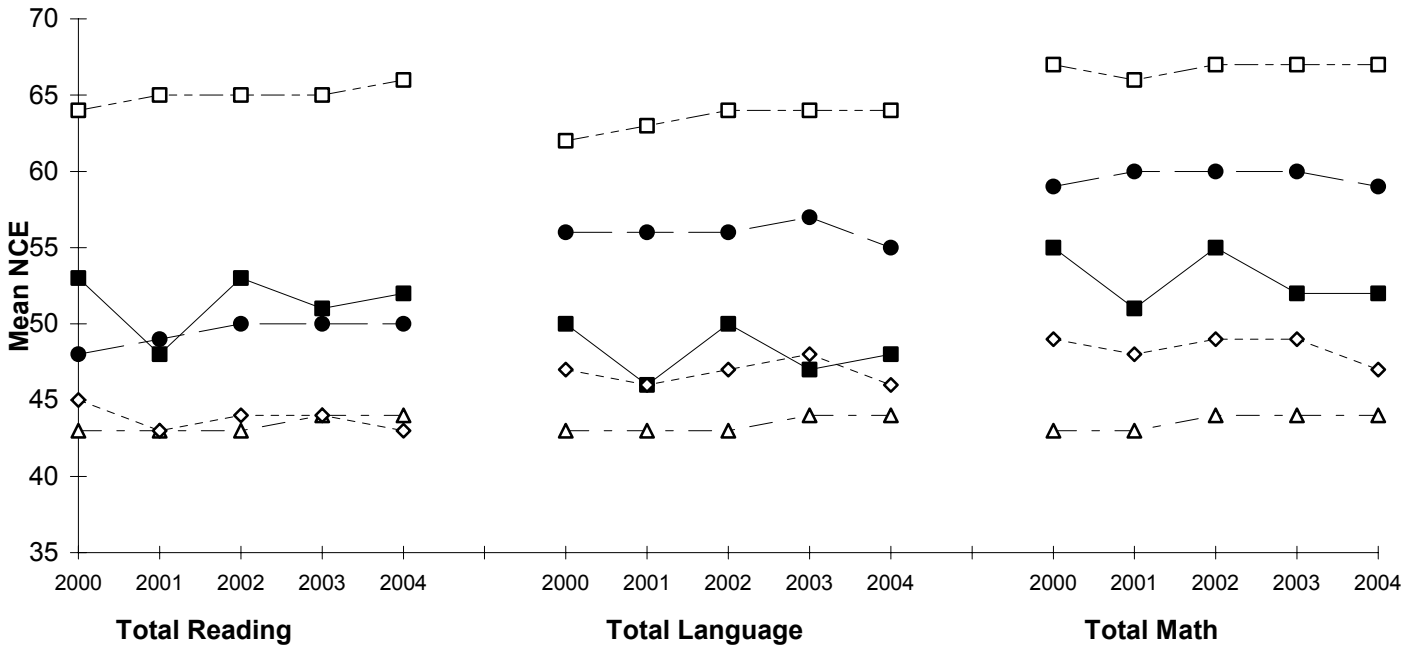
**District Summary
Iowa Test of Basic Skills (ITBS)
All Regular and Alternative Schools**

Amer Ind
 Afr. Amer.
 Latino
 Asian
 White

Middle Schools



Elementary Schools



District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Middle Schools
Grades 6 and 8 Only
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians															
American Indian	51	53	53	54	51	44	49	48	47	46	46	47	47	51	49
Alaska Native	51	54	46	51	48	45	45	43	40	45	47	50	52	42	48
Native American	51	46	46	49	49	46	41	39	47	40	47	48	39	46	41
Summary	51	52	51	53	50	44	47	46	46	45	46	48	46	49	48
African American	39	38	39	39	39	39	38	38	39	38	38	36	37	38	38
Chicano/Latino															
Latino Asian	50	48	48	49	50	57	50	46	52	50	59	50	48	50	53
Latino Black	43	36	44	40	45	41	40	43	39	44	40	37	39	38	46
Latino Indian	37	40	39	40	40	39	42	40	41	40	41	40	41	41	41
Latino White	57	51	53	50	49	54	50	53	48	47	56	50	52	47	49
Summary	45	44	45	43	44	45	45	45	43	44	47	44	45	43	45
Asian															
Chinese	58	56	55	54	57	64	62	63	60	62	69	68	68	67	68
East Indian	52	58	55	57	63	52	60	57	59	62	56	59	58	57	66
Filipino	45	45	45	46	46	51	53	51	51	50	50	50	50	49	49
Japanese	70	66	68	67	65	69	65	69	64	67	74	68	74	68	71
Korean	63	58	63	59	67	63	63	64	64	64	69	66	66	67	69
Other Asian	51	42	46	44	48	53	46	51	44	51	52	46	51	46	52
Samoan	33	33	34	36	33	40	34	37	40	39	39	34	35	36	36
Other Southeast	39	38	40	40	43	46	45	46	45	46	48	45	47	45	48
Vietnamese	44	44	46	45	45	51	52	52	50	51	59	55	56	55	55
Summary	48	48	48	48	50	54	53	54	52	54	57	55	56	55	57
White															
Gypsy	59	44	62	48	54	55	34	66	41	58	53	42	60	45	55
White	65	65	65	65	66	61	61	60	61	60	63	61	62	61	62
Summary	65	65	65	65	65	61	61	60	61	60	63	61	62	61	62
Gender															
Female	54	53	54	53	54	56	55	55	55	55	54	52	53	52	53
Male	53	52	52	52	52	50	49	49	49	48	54	52	53	53	53
TOTAL	53	52	53	52	53	53	52	52	52	52	54	52	53	52	53

District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Elementary Schools
Grades 3 and 5 Only
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians															
American Indian	52	49	55	53	54	49	47	51	47	49	54	51	56	52	53
Alaska Native	57	49	51	49	50	52	48	48	55	49	56	53	53	54	54
Native American	53	45	48	46	44	53	42	50	45	40	56	48	52	48	46
Summary	53	48	53	51	52	50	46	50	47	48	55	51	55	52	52
African American															
African American	43	43	43	44	44	43	43	43	44	44	43	43	44	44	44
Chicano/Latino															
Latino Asian	48	49	50	52	52	56	56	57	55	54	59	55	59	59	58
Latino Black	44	44	42	47	46	40	46	43	48	44	44	46	42	47	44
Latino Indian	41	38	40	41	40	43	41	43	44	43	45	44	45	46	44
Latino White	53	51	50	48	45	52	52	52	53	47	56	55	53	53	49
Summary	45	43	44	44	43	47	46	47	48	46	49	48	49	49	47
Asian															
Chinese	55	56	56	56	56	63	64	63	65	62	71	71	71	70	69
East Indian	54	57	52	57	54	62	63	61	61	60	62	67	57	65	62
Filipino	49	48	50	49	47	56	53	55	55	53	57	55	55	56	53
Japanese	64	64	63	63	70	67	67	65	69	68	73	72	73	73	73
Korean	57	62	60	60	60	66	68	61	66	65	69	72	69	73	72
Other Asian	45	46	47	50	47	48	52	49	53	49	52	53	51	57	52
Samoan	37	38	37	41	39	45	45	45	48	45	43	39	43	47	43
Other Southeast	41	41	41	43	42	47	47	48	49	47	50	49	49	50	48
Vietnamese	44	45	45	43	46	54	54	53	52	52	60	59	60	58	58
Summary	48	49	50	50	50	56	56	56	57	55	59	60	60	60	59
White															
Gypsy	60	55	52	52	56	54	57	47	35	58	59	58	57	46	71
White	64	65	65	65	66	62	63	64	64	64	67	66	67	67	67
Summary	64	65	65	65	66	62	63	64	64	64	67	66	67	67	67
Gender															
Female	54	55	55	55	56	57	58	58	59	58	57	57	57	58	57
Male	53	53	53	53	53	52	52	52	53	52	58	58	59	58	58
TOTAL	53	54	54	54	55	55	55	55	55	55	58	57	58	58	58

STUDENT TEST SCORE ACHIEVEMENT BELOW THE 25th PERCENTILE

Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED)

Definition

District test results for students scoring below the 25th percentile are shown on the following pages on the Iowa Tests of Basic Skills (ITBS), form M (1995 edition) for 3rd, 5th, 6th and 8th grade, and the Iowa Tests of Educational Development (ITED), form M (1995 edition) for 9th grade. The 25th percentile is a commonly used threshold to identify students requiring interventions that may include more intensive instructional strategies and support.

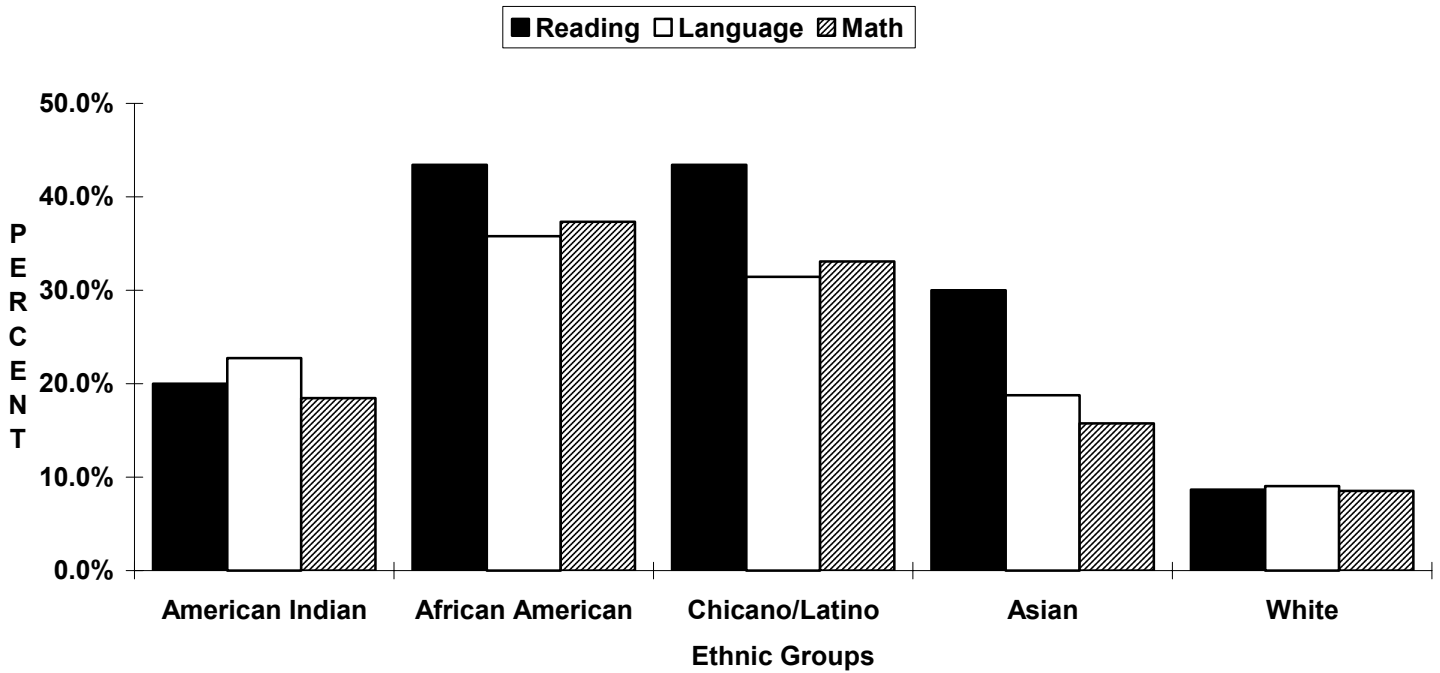
Data are presented in both table and graph form for 3rd and 5th, 6th and 8th, and 9th grade students scoring below the 25th percentile for Spring, 2004. The data are broken down by school level, ethnic group and test component (reading, math, and language). The lower graph shows the number of students 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

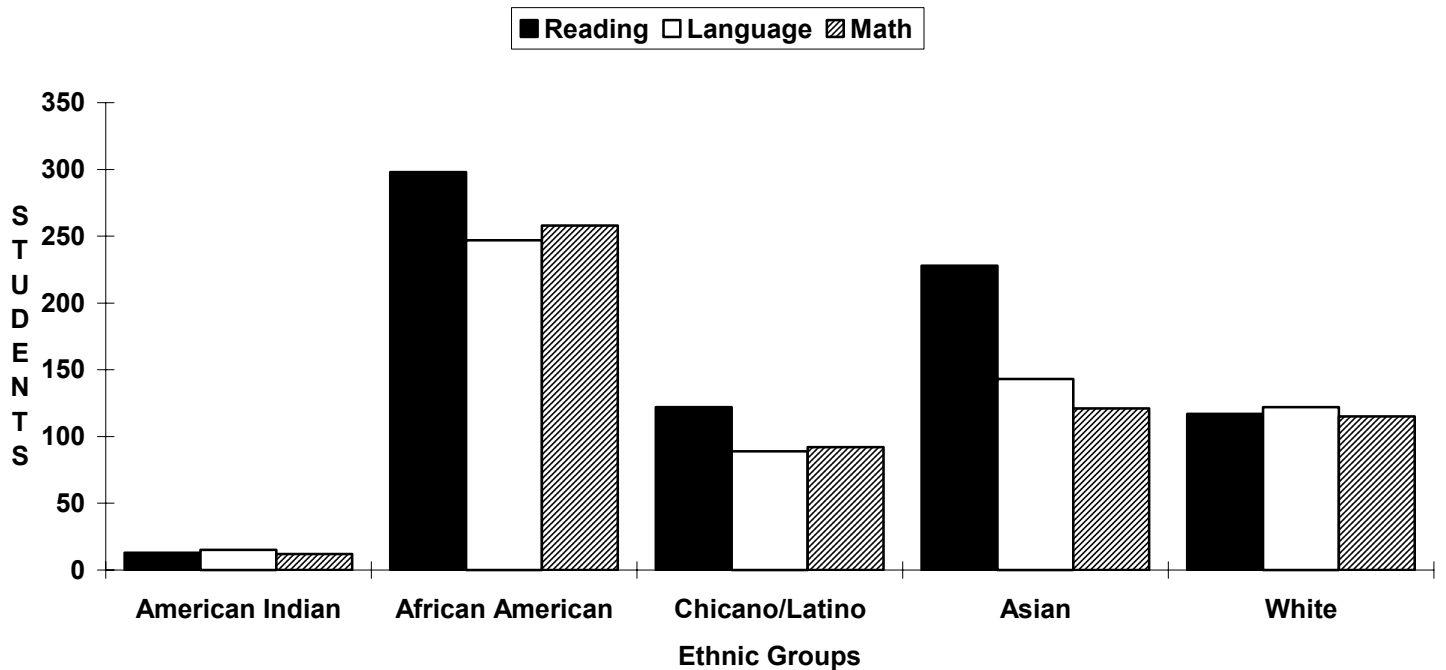
Compared to White students, substantially higher percentages of minority students score below the 25th percentile. Across all school levels and subtests in Spring 2004, from 30.2 to 44.5 percent of all African American students tested scored at or below this level, in contrast to a range of 5.5 to 11.5 percent of White students. 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. More males than females score below the 25th percentile across all levels and subtests.



**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results - Spring 2004**



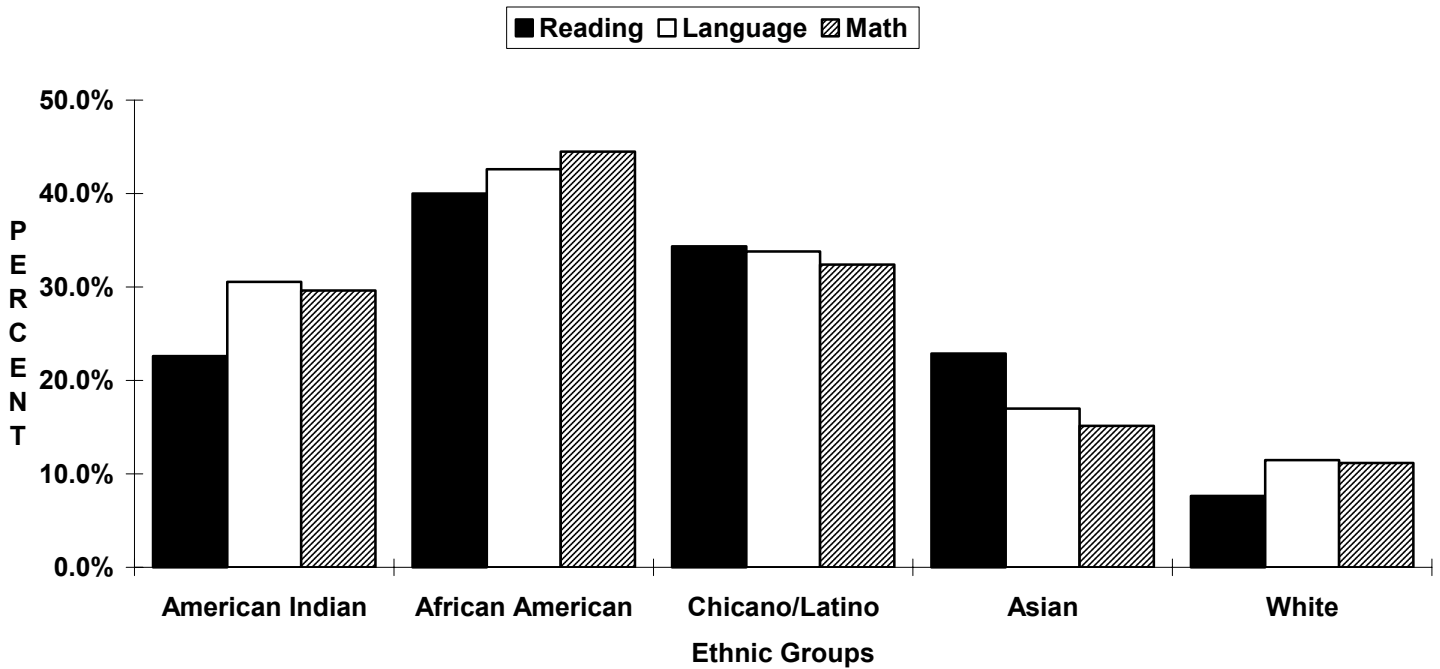
**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative High Schools
Standardized Test Results - Spring 2004**



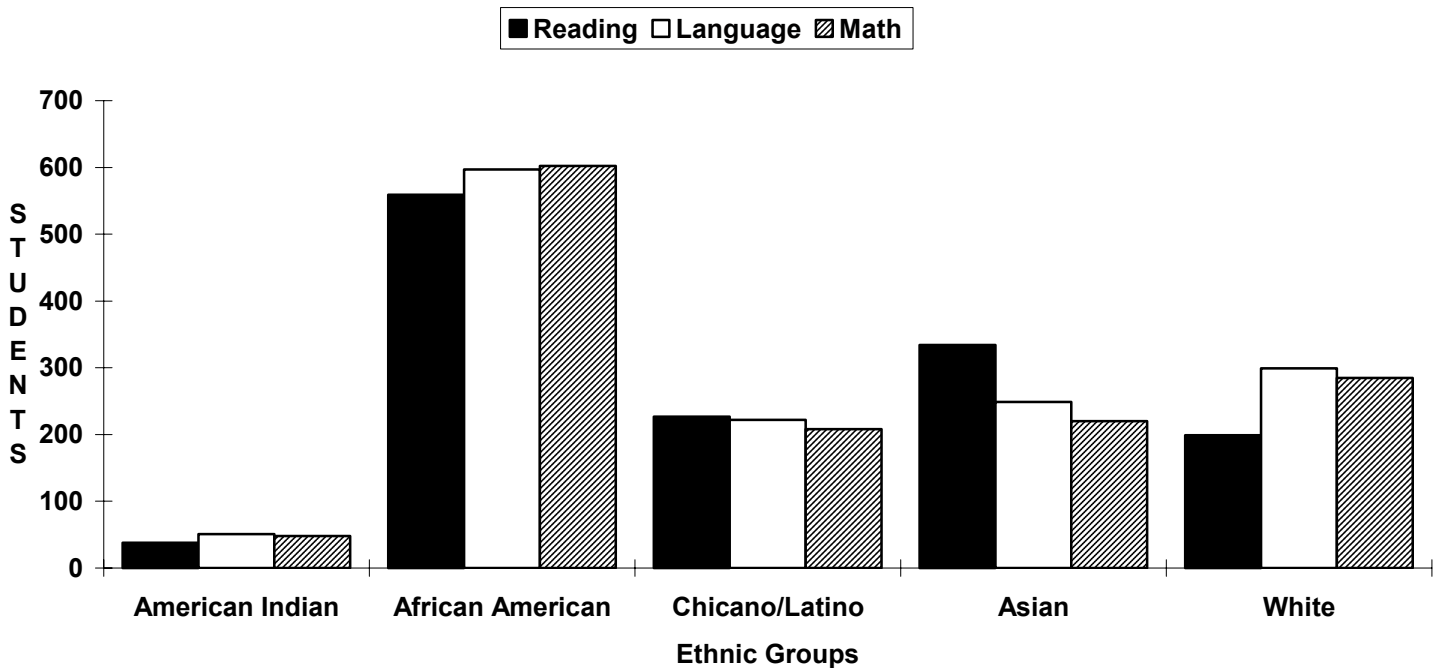
All Regular and Alternative High Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
9th Grade Only
Standardized Test Results, Spring 2004

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below
		25th Percentile			25th Percentile			25th Percentile	
American Indians									
American Indian	46	9	19.6%	44	8	18.2%	43	4	9.3%
Alaska Native	8	1	12.5%	10	3	30.0%	10	3	30.0%
Native American	11	3	27.3%	12	4	33.3%	12	5	41.7%
Summary	65	13	20.0%	66	15	22.7%	65	12	18.5%
African American	686	298	43.4%	690	247	35.8%	691	258	37.3%
Chicano/Latino									
Latino Asian	8	3	37.5%	8	0	0.0%	8	3	37.5%
Latino Black	11	6	54.5%	11	5	45.5%	12	6	50.0%
Latino Indian	152	68	44.7%	154	48	31.2%	148	49	33.1%
Latino White	110	45	40.9%	110	36	32.7%	110	34	30.9%
Summary	281	122	43.4%	283	89	31.4%	278	92	33.1%
Asian									
Chinese	182	41	22.5%	181	19	10.5%	181	7	3.9%
East Indian	23	5	21.7%	23	3	13.0%	23	2	8.7%
Filipino	155	47	30.3%	154	33	21.4%	159	28	17.6%
Japanese	45	3	6.7%	46	3	6.5%	47	2	4.3%
Korean	23	2	8.7%	23	2	8.7%	22	0	0.0%
Other Asian	27	10	37.0%	28	12	42.9%	27	10	37.0%
Samoan	35	19	54.3%	35	12	34.3%	36	21	58.3%
Other Southeast	127	53	41.7%	127	27	21.3%	130	30	23.1%
Vietnamese	143	48	33.6%	145	32	22.1%	143	21	14.7%
Summary	760	228	30.0%	762	143	18.8%	768	121	15.8%
White									
Gypsy	4	2	50.0%	3	2	66.7%	4	2	50.0%
White	1,347	115	8.5%	1,348	120	8.9%	1,346	113	8.4%
Summary	1,351	117	8.7%	1,351	122	9.0%	1,350	115	8.5%
Gender									
Female	1,540	366	23.8%	1,542	233	15.1%	1,540	297	19.3%
Male	1,603	412	25.7%	1,610	383	23.8%	1,612	301	18.7%
TOTAL	3,143	778	24.8%	3,152	616	19.5%	3,152	598	19.0%

**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle Schools
Standardized Test Results - Spring 2004**



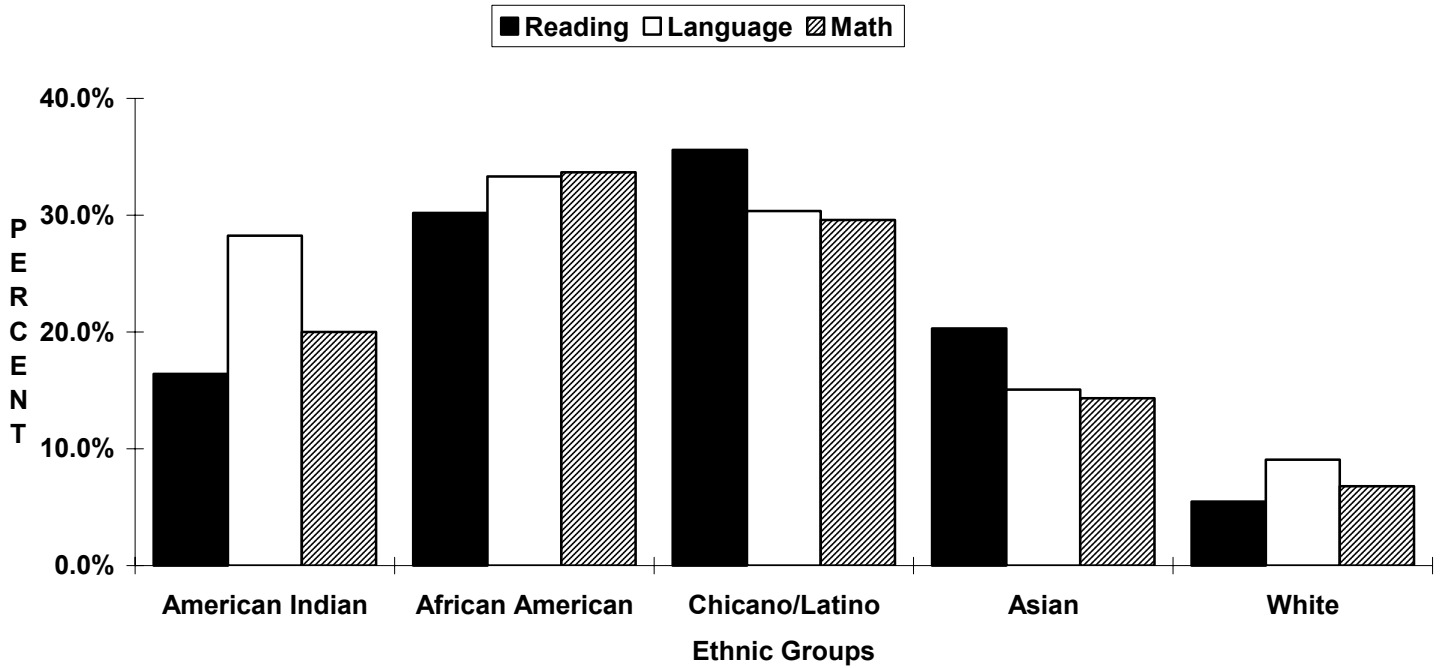
**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Middle Schools
Standardized Test Results - Spring 2004**



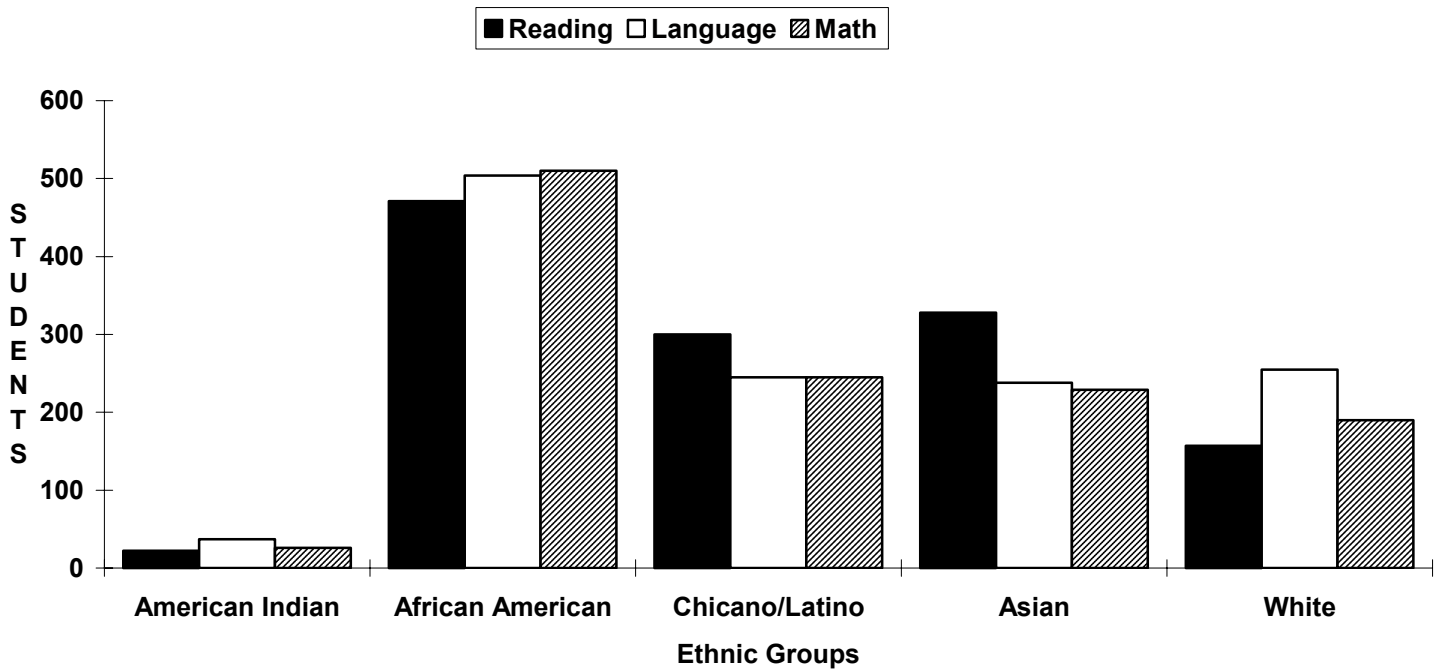
**All Regular and Alternative Middle Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
6th and 8th Grade Only
Standardized Test Results, Spring 2004**

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below
		25th Percentile			25th Percentile			25th Percentile	
American Indians									
American Indian	114	28	24.6%	114	35	30.7%	112	34	30.4%
Alaska Native	21	3	14.3%	21	4	19.0%	19	3	15.8%
Native American	33	7	21.2%	32	12	37.5%	31	11	35.5%
Summary	168	38	22.6%	167	51	30.5%	162	48	29.6%
African American	1,398	559	40.0%	1,401	597	42.6%	1,353	602	44.5%
Chicano/Latino									
Latino Asian	46	10	21.7%	45	8	17.8%	45	2	4.4%
Latino Black	56	19	33.9%	55	23	41.8%	53	16	30.2%
Latino Indian	332	139	41.9%	331	126	38.1%	326	132	40.5%
Latino White	227	59	26.0%	226	65	28.8%	218	58	26.6%
Summary	661	227	34.3%	657	222	33.8%	642	208	32.4%
Asian									
Chinese	341	45	13.2%	342	28	8.2%	341	17	5.0%
East Indian	34	2	5.9%	35	4	11.4%	34	3	8.8%
Filipino	315	91	28.9%	315	67	21.3%	316	69	21.8%
Japanese	101	5	5.0%	101	3	3.0%	99	4	4.0%
Korean	41	2	4.9%	42	2	4.8%	42	2	4.8%
Other Asian	64	14	21.9%	64	16	25.0%	63	16	25.4%
Samoan	45	26	57.8%	45	15	33.3%	42	23	54.8%
Other Southeast	222	68	30.6%	224	60	26.8%	222	51	23.0%
Vietnamese	296	81	27.4%	297	54	18.2%	293	35	11.9%
Summary	1,459	334	22.9%	1,465	249	17.0%	1,452	220	15.2%
White									
Gypsy	4	1	25.0%	4	0	0.0%	3	1	33.3%
White	2,598	198	7.6%	2,602	299	11.5%	2,552	284	11.1%
Summary	2,602	199	7.6%	2,606	299	11.5%	2,555	285	11.2%
Gender									
Female	3,063	602	19.7%	3,069	531	17.3%	3,037	644	21.2%
Male	3,225	755	23.4%	3,227	887	27.5%	3,127	719	23.0%
TOTAL	6,288	1,357	21.6%	6,296	1,418	22.5%	6,164	1,363	22.1%

**Percent of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results - Spring 2004**



**Number of Students Below the 25th Percentile by Ethnic Group
All Regular and Alternative Elementary Schools
Standardized Test Results - Spring 2004**



All Regular and Alternative Elementary Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
3rd and 5th Grade Only
Standardized Test Results, Spring 2004

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below
		25th Percentile			25th Percentile			25th Percentile	
American Indians									
American Indian	97	13	13.4%	95	22	23.2%	94	20	21.3%
Alaska Native	14	2	14.3%	13	4	30.8%	14	3	21.4%
Native American	23	7	30.4%	23	11	47.8%	22	3	13.6%
Summary	134	22	16.4%	131	37	28.2%	130	26	20.0%
African American	1,560	471	30.2%	1,513	504	33.3%	1,515	510	33.7%
Chicano/Latino									
Latino Asian	74	11	14.9%	72	10	13.9%	73	8	11.0%
Latino Black	53	14	26.4%	52	19	36.5%	51	19	37.3%
Latino Indian	396	165	41.7%	374	130	34.8%	387	136	35.1%
Latino White	320	110	34.4%	309	86	27.8%	317	82	25.9%
Summary	843	300	35.6%	807	245	30.4%	828	245	29.6%
Asian									
Chinese	391	49	12.5%	388	32	8.2%	381	20	5.2%
East Indian	40	3	7.5%	37	4	10.8%	40	2	5.0%
Filipino	271	67	24.7%	268	45	16.8%	270	57	21.1%
Japanese	119	2	1.7%	117	6	5.1%	112	2	1.8%
Korean	52	5	9.6%	50	3	6.0%	52	0	0.0%
Other Asian	74	22	29.7%	71	19	26.8%	74	17	23.0%
Samoan	61	23	37.7%	61	14	23.0%	61	25	41.0%
Other Southeast	227	67	29.5%	218	54	24.8%	228	60	26.3%
Vietnamese	380	90	23.7%	369	61	16.5%	379	46	12.1%
Summary	1,615	328	20.3%	1,579	238	15.1%	1,597	229	14.3%
White									
Gypsy	2	0	0.0%	2	0	0.0%	2	0	0.0%
White	2,859	157	5.5%	2,812	255	9.1%	2,789	190	6.8%
Summary	2,861	157	5.5%	2,814	255	9.1%	2,791	190	6.8%
Gender									
Female	3,476	578	16.6%	3,397	499	14.7%	3,398	595	17.5%
Male	3,537	700	19.8%	3,447	780	22.6%	3,463	605	17.5%
TOTAL	7,013	1,278	18.2%	6,844	1,279	18.7%	6,861	1,200	17.5%

DIRECT WRITING ASSESSMENT (DWA)

Definition

Seattle Public Schools administers the Direct Writing Assessment (DWA) for all students in grades 3 and 6 each Spring, and in grade 9 in the Fall. This assessment provides an objective way to evaluate student writing samples. Writing samples were prepared over 3 days (taking one hour of class time each day) in late February and early March (late September and early October for grade 9) when students draft, revise and complete writing samples in response to a specific writing prompt.

Each writing sample was scored by pairs of carefully trained raters at the Northwest Regional Educational Laboratory in Oregon. The raters provided a score on six writing traits: ideas, organization, voice, word choice, sentence structure, and writing conventions (grammar, punctuation, spelling, and capitalization). In Spring 2001 and prior years, to provide an overall assessment of each student, scores were averaged across raters and traits. If the average score was 3.0 or lower (on a 1 to 5 scale) the student was termed "below standards," while students scoring better than this were classified as "within or above standards." Starting with Fall 2001 for the 9th grade DWA, the rating scale was changed to a 4-point scale. In addition, beginning with Spring 2002 for 3rd, 5th and 6th grade, the rule to determine if a student "meet standard" was tightened to require that a student must have a score of 3 or 4 from both raters on all six traits.

Note

Mandatory DWA testing at grade 5 was discontinued in Spring 2003 and for grade 9 in Fall 2004. While individual schools could continue to test at this grade, overall District scores will not be shown for 5th grade starting in 2003 or 9th grade in 2004.

Scores derived from the 5-point scale used before Fall 2001 are not directly comparable to scores derived from the 4-point scale used since that time. While we continue to show data from previous years, we have indicated in the table where a change was made in the scoring of the DWA.

Results

Compared to 2002-2003, students in grade 3 in 2003-2004 increased 8.3 percentage points in the percentage of students meeting standard. There was a 4.3 percentage point decrease in the number of sixth graders who were considered to meet standards in 2003-2004 compared to 2002-2003.

As in prior years, in grades 3 and 6 a greater percentage of females scored at or above standards on the DWA in Spring 2004.



District Summary
Direct Writing Assessment (DWA) by Ethnicity and Gender

Percent of Students Within or Above Standard							
Third Grade							
ETHNIC GROUP	5-Point Scale				4-Point Scale		
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
American Indian	49.0%	69.3%	63.6%	62.6%	45.0%	36.5%	43.5%
African American	52.6%	60.4%	55.1%	59.8%	48.1%	33.7%	45.1%
Chicano/Latino	53.5%	69.3%	59.9%	63.0%	51.1%	39.8%	43.7%
Asian	65.2%	76.6%	73.6%	76.7%	65.8%	53.3%	60.8%
White	77.3%	81.4%	81.7%	86.5%	73.1%	62.6%	70.3%
GENDER							
Female	71.4%	79.7%	76.3%	79.8%	67.8%	57.2%	66.1%
Male	61.4%	68.7%	65.7%	70.3%	57.0%	44.4%	51.8%
TOTAL	66.3%	74.3%	71.0%	74.9%	62.4%	50.6%	58.9%

Percent of Students Within or Above Standard							
Fifth Grade							
ETHNIC GROUP	5-Point Scale				4-Point Scale		
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
American Indian	74.5%	61.2%	81.0%	77.0%	71.7%		
African American	62.1%	71.6%	70.9%	75.8%	56.3%	DWA	DWA
Chicano/Latino	64.8%	71.4%	68.3%	79.1%	61.2%	optional	optional
Asian	77.7%	81.4%	83.4%	89.5%	71.5%	in	in
White	85.3%	88.1%	89.9%	91.6%	82.7%	2002-2003	2003-2004
GENDER							
Female	80.0%	85.7%	86.7%	89.7%	78.4%	for	for
Male	72.3%	75.8%	77.3%	82.3%	64.6%	5th grade	5th grade
TOTAL	76.2%	80.6%	81.9%	86.1%	71.4%		

Percent of Students Within or Above Standard							
ETHNIC GROUP	Sixth Grade			Ninth Grade			
	4-Point Scale			4-Point Scale			
	2001-2002	2002-2003	2003-2004	2000-2001	2001-2002	2002-2003	2003-2004
American Indian	49.4%	46.2%	34.7%	32.1%	48.6%	47.8%	
African American	36.9%	29.4%	28.3%	18.4%	43.1%	37.1%	DWA
Chicano/Latino	44.5%	41.8%	32.2%	32.8%	54.0%	42.8%	optional
Asian	60.9%	50.8%	48.4%	36.0%	60.1%	52.5%	in
White	70.1%	65.5%	59.6%	53.4%	75.9%	71.1%	2003-2004
GENDER							
Female	66.5%	58.7%	54.6%	45.1%	69.4%	62.0%	for
Male	48.1%	43.0%	39.1%	34.3%	55.9%	51.3%	9th grade
TOTAL	57.4%	50.7%	46.4%	39.8%	62.7%	56.6%	

WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

Definition

Following a law passed by the State Legislature in 1993, 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. These performance assessments 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 end of their tested grade. Information from these tests 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 with a nationwide group of students. Instead, they are designed to show how each individual student and school is performing relative to a high and fixed standard of achievement. Students completed tasks in 3 main content areas in grades 4, 7 and 10 in Reading, Writing, and Mathematics, while grades 5, 8 and 10 were also assessed in Science. The Science assessment began in 2003 for grades 8 and 10 and in 2004 for grade 5. 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 their tested grade. The standards were set by a panel made up of Washington State 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 each of the three grade levels in the four content areas. The standards were intentionally set to be very challenging.

Note

The WASL Listening assessment was dropped from the assessment battery in Spring 2004. As a result, scores for Listening will not be reported in this Profile, but are still available for past years in previous versions of this Profile.

Results

The data on the following pages show the percent of students meeting the standard in each content area by ethnic group and gender. In general, Seattle’s 4th graders performed relatively well in the Mathematics, Reading and Writing content areas, while 7th and 10th graders performed well in Reading and Writing. Compared to 2003, 7th and 10th grade scores improved in all four content areas, and 4th grade showed gains in Mathematics and Reading in 2004.

Whites had a higher percent meeting standards for all areas, followed by Asian, American Indian, Latino and African American ethnic groups. Differences from this pattern in 2004 were: Latinos did better than American Indians in Mathematics and

Science at 10th grade; Latinos did better than American Indians in 4th and 7th grade Writing and 4th grade Reading; and African Americans did better than American Indians in 4th grade Reading and Writing. Females performed considerably better than males in Reading and Writing and in 5th and 8th grade Science. Males performed slightly better than females in 10th grade Science.

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 10th Grade Students Taking Test
All Regular and Alternative High Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians										
American Indian	33.8%	29.3%	33.3%	38.6%	23.7%	44.1%	46.6%	56.4%	59.6%	45.8%
Alaska Native	30.0%	7.7%	33.3%	25.0%	25.0%	50.0%	30.8%	55.6%	44.4%	37.5%
Native American	0.0%	27.3%	20.0%	43.8%	37.5%	0.0%	45.5%	50.0%	62.5%	62.5%
Summary	30.1%	26.3%	33.3%	38.3%	26.5%	41.9%	45.0%	57.1%	58.5%	48.2%
African American	8.3%	6.1%	8.1%	7.0%	11.2%	25.4%	26.5%	23.2%	24.2%	31.2%
Chicano/Latino										
Latino Asian	54.2%	12.5%	34.5%	34.6%	35.3%	60.0%	43.8%	55.2%	64.0%	58.8%
Latino Black	0.0%	3.5%	0.0%	4.2%	21.7%	11.1%	13.8%	45.8%	20.8%	39.1%
Latino Indian	17.1%	17.4%	13.8%	18.9%	21.7%	38.2%	34.8%	32.1%	36.0%	39.1%
Latino White	24.0%	24.4%	29.8%	32.1%	35.5%	54.7%	45.0%	53.1%	45.5%	44.3%
Summary	22.1%	17.8%	19.8%	23.1%	28.1%	43.8%	35.8%	41.9%	39.6%	42.3%
Asian										
Chinese	62.8%	62.1%	62.0%	60.8%	65.1%	68.6%	70.0%	67.6%	67.4%	70.3%
East Indian	42.9%	40.0%	31.6%	52.6%	34.8%	66.7%	70.8%	52.6%	73.7%	52.2%
Filipino	25.2%	26.3%	23.9%	21.4%	24.1%	46.0%	47.9%	50.4%	50.6%	45.5%
Japanese	61.7%	68.6%	66.1%	59.7%	76.0%	85.1%	82.4%	85.5%	80.6%	80.0%
Korean	51.5%	51.6%	52.9%	48.4%	62.5%	66.7%	71.0%	74.3%	77.4%	75.0%
Other Asian	17.9%	47.1%	28.0%	37.5%	37.5%	42.9%	58.8%	44.0%	37.5%	46.9%
Samoaan	2.6%	6.3%	12.1%	0.0%	10.8%	21.1%	12.9%	27.3%	29.4%	40.5%
Other Southeast	19.7%	24.3%	14.9%	16.7%	19.7%	37.3%	39.6%	32.2%	34.4%	44.4%
Vietnamese	37.7%	39.1%	43.5%	43.9%	38.9%	42.9%	50.3%	59.4%	57.4%	50.0%
Summary	37.0%	39.1%	38.1%	38.0%	39.8%	50.7%	54.0%	54.8%	55.4%	54.7%
White										
Gypsy	0.0%	0.0%	50.0%	100.0%	100.0%	100.0%	0.0%	40.0%	100.0%	100.0%
White	48.5%	52.7%	53.8%	52.5%	58.2%	70.5%	67.7%	71.2%	72.5%	74.6%
Summary	48.5%	52.7%	53.8%	52.5%	58.2%	70.5%	67.7%	71.2%	72.5%	74.6%
Gender										
Female	31.5%	36.8%	37.0%	35.4%	40.5%	57.5%	58.1%	60.3%	56.9%	61.4%
Male	35.7%	33.4%	35.3%	34.9%	38.4%	46.8%	45.1%	47.1%	50.1%	51.3%
TOTAL	32.2%	33.7%	35.3%	34.9%	38.6%	49.8%	49.5%	52.4%	53.1%	55.1%



District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 10th Grade Students Taking Test
All Regular and Alternative High Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards						
	2000	WRITING				SCIENCE	
		2001	2002	2003	2004	2003	2004
American Indians							
American Indian	25.0%	36.2%	41.8%	50.9%	39.0%	25.0%	14.3%
Alaska Native	20.0%	23.1%	44.4%	22.2%	62.5%	0.0%	12.5%
Native American	0.0%	18.2%	50.0%	62.5%	37.5%	18.8%	10.5%
Summary	22.6%	31.3%	44.3%	50.0%	41.0%	21.1%	13.3%
African American	11.6%	16.9%	23.6%	25.8%	34.6%	3.6%	5.3%
Chicano/Latino							
Latino Asian	44.0%	50.0%	58.6%	60.0%	58.8%	26.9%	35.3%
Latino Black	10.5%	6.9%	33.3%	16.7%	39.1%	0.0%	4.2%
Latino Indian	17.1%	20.9%	24.4%	34.9%	31.9%	13.1%	7.9%
Latino White	21.3%	27.9%	39.8%	46.0%	42.6%	21.7%	22.6%
Summary	20.8%	23.7%	33.4%	38.6%	38.3%	16.0%	14.8%
Asian							
Chinese	40.4%	57.9%	65.5%	66.3%	72.9%	34.9%	33.3%
East Indian	52.4%	41.7%	42.1%	84.2%	69.6%	21.1%	21.7%
Filipino	26.7%	39.3%	46.3%	56.5%	57.8%	11.9%	10.0%
Japanese	53.2%	54.9%	82.3%	85.5%	86.0%	40.3%	64.0%
Korean	39.4%	61.3%	65.7%	71.0%	75.0%	29.0%	50.0%
Other Asian	32.1%	52.9%	36.0%	50.0%	40.6%	20.8%	21.2%
Samoan	13.2%	9.7%	39.4%	29.4%	37.8%	0.0%	0.0%
Other Southeast	14.1%	20.1%	34.2%	40.6%	43.7%	8.3%	11.4%
Vietnamese	16.0%	28.4%	44.7%	52.7%	56.1%	21.6%	17.1%
Summary	26.8%	38.1%	50.2%	57.3%	59.5%	21.4%	21.6%
White							
Gypsy	0.0%	100.0%	40.0%	0.0%	100.0%	50.0%	0.0%
White	41.4%	56.6%	64.0%	68.9%	69.8%	41.9%	47.7%
Summary	41.4%	56.6%	64.0%	68.9%	69.8%	41.9%	47.7%
Gender							
Female	34.8%	47.9%	56.6%	58.1%	63.4%	24.2%	27.0%
Male	22.6%	30.9%	40.3%	47.0%	48.4%	25.9%	28.0%
TOTAL	27.3%	37.8%	47.3%	52.2%	54.6%	25.3%	28.0%

NOTE: For WASL 10th grade Listening scores before 2004 see earlier editions of this profile.

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 7th Grade Students Taking Test
All Regular and Alternative Middle Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians										
American Indian	25.6%	20.0%	21.8%	25.0%	41.0%	38.5%	35.4%	30.9%	41.7%	50.8%
Alaska Native	22.2%	20.0%	16.7%	11.1%	12.5%	0.0%	40.0%	41.7%	44.4%	25.0%
Native American	33.3%	18.8%	14.3%	8.3%	22.2%	33.3%	12.5%	21.4%	25.0%	37.0%
Summary	26.9%	20.5%	20.0%	21.0%	33.3%	34.6%	33.0%	31.3%	39.5%	44.8%
African American										
African American	6.3%	5.1%	6.8%	7.3%	15.0%	15.4%	15.9%	20.1%	21.4%	30.4%
Chicano/Latino										
Latino Asian	20.8%	20.0%	25.0%	25.0%	42.1%	33.3%	33.3%	50.0%	53.6%	47.4%
Latino Black	8.0%	13.0%	9.1%	16.7%	11.4%	20.8%	17.4%	9.1%	33.3%	31.4%
Latino Indian	18.2%	9.4%	11.0%	13.3%	26.0%	28.4%	16.5%	24.9%	24.2%	37.3%
Latino White	30.5%	32.0%	24.8%	26.2%	36.5%	44.4%	37.1%	44.6%	44.3%	51.3%
Summary	21.5%	17.5%	16.3%	19.2%	28.9%	33.5%	24.2%	32.3%	34.4%	41.9%
Asian										
Chinese	52.0%	50.0%	53.7%	62.1%	70.1%	59.1%	52.4%	60.4%	62.7%	74.3%
East Indian	28.0%	22.7%	31.8%	65.2%	50.0%	40.0%	31.8%	54.5%	73.9%	62.5%
Filipino	14.1%	14.4%	21.1%	23.2%	35.9%	23.9%	29.3%	38.6%	42.6%	55.2%
Japanese	66.1%	72.7%	58.3%	65.4%	82.1%	71.0%	88.4%	66.7%	75.0%	83.9%
Korean	55.2%	57.1%	60.9%	75.0%	73.3%	51.7%	60.7%	69.6%	82.1%	80.0%
Other Asian	13.0%	29.0%	11.1%	28.0%	25.8%	21.7%	32.3%	25.9%	28.0%	35.5%
Samoan	0.0%	2.7%	3.3%	0.0%	5.6%	0.0%	10.8%	16.7%	11.8%	8.3%
Other Southeast	13.5%	12.6%	12.8%	27.7%	27.2%	20.4%	13.7%	21.3%	30.5%	40.0%
Vietnamese	35.2%	23.1%	31.6%	30.2%	39.3%	40.6%	34.3%	38.2%	43.9%	51.2%
Summary	30.8%	27.8%	30.9%	39.7%	45.3%	37.3%	35.2%	41.2%	48.5%	55.7%
White										
Gypsy	0.0%	50.0%	0.0%	50.0%	100.0%	0.0%	50.0%	50.0%	50.0%	100.0%
White	48.2%	48.3%	45.8%	50.1%	64.2%	58.2%	57.8%	63.6%	66.4%	73.6%
Summary	48.2%	48.4%	45.8%	50.0%	64.2%	58.1%	57.8%	63.6%	66.4%	73.6%
Gender										
Female	31.8%	30.1%	31.0%	35.1%	45.7%	43.8%	43.8%	49.0%	53.2%	59.7%
Male	30.6%	29.9%	29.3%	33.1%	41.6%	36.6%	34.3%	40.9%	43.1%	50.7%
TOTAL	30.9%	29.9%	29.8%	33.9%	43.6%	39.8%	38.9%	44.3%	47.9%	55.0%

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All Regular and Alternative Middle Schools

All 7th Grade Students Taking Writing

All 8th Grade Students Taking Science

ETHNIC GROUP	WRITING					SCIENCE	
	2000	2001	2002	2003	2004	2003	2004
American Indians							
American Indian	34.6%	33.9%	30.4%	43.3%	41.0%	19.3%	26.2%
Alaska Native	11.1%	30.0%	41.7%	11.1%	37.5%	7.7%	0.0%
Native American	33.3%	25.0%	28.6%	16.7%	33.3%	33.3%	14.3%
Summary	32.7%	33.0%	32.1%	35.8%	38.5%	19.5%	22.0%
African American	20.1%	26.6%	31.6%	38.5%	36.2%	6.9%	7.9%
Chicano/Latino							
Latino Asian	45.8%	73.3%	66.7%	46.4%	68.4%	20.0%	26.7%
Latino Black	20.8%	30.4%	45.5%	16.7%	40.0%	0.0%	22.7%
Latino Indian	31.0%	18.2%	34.1%	33.3%	38.4%	18.4%	14.2%
Latino White	40.7%	39.2%	47.0%	48.4%	53.0%	35.2%	30.1%
Summary	34.5%	28.9%	40.6%	39.2%	45.1%	23.1%	21.8%
Asian							
Chinese	60.4%	62.4%	68.3%	71.2%	74.3%	43.9%	44.1%
East Indian	56.0%	50.0%	50.0%	69.6%	81.3%	50.0%	52.2%
Filipino	40.7%	43.1%	59.0%	60.0%	55.2%	21.3%	21.7%
Japanese	77.4%	81.4%	66.7%	78.8%	82.1%	62.5%	67.3%
Korean	51.7%	71.4%	73.9%	71.4%	60.0%	50.0%	60.0%
Other Asian	17.4%	41.9%	37.0%	60.0%	58.1%	10.3%	14.3%
Samoan	16.7%	29.7%	26.7%	35.3%	22.2%	6.9%	3.1%
Other Southeast	26.8%	34.3%	42.7%	50.8%	45.6%	14.2%	17.0%
Vietnamese	43.8%	43.3%	49.3%	49.6%	55.4%	27.0%	26.6%
Summary	44.6%	47.8%	54.5%	60.3%	59.0%	29.4%	31.5%
White							
Gypsy	0.0%	50.0%	50.0%	100.0%	100.0%	0.0%	25.0%
White	52.8%	59.1%	62.5%	65.0%	68.4%	51.2%	53.1%
Summary	52.7%	59.0%	62.5%	65.0%	68.5%	51.0%	53.0%
Gender							
Female	49.5%	53.3%	59.2%	65.3%	65.3%	34.6%	37.2%
Male	32.2%	37.6%	43.2%	43.6%	45.7%	29.5%	30.8%
TOTAL	40.3%	45.3%	50.2%	54.2%	55.3%	32.0%	34.5%

NOTE: For WASL 7th grade Listening scores before 2004 see earlier editions of this profile.

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

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
American Indians										
American Indian	49.4%	37.7%	38.6%	48.2%	41.0%	59.0%	58.8%	55.7%	55.4%	50.8%
Alaska Native	35.7%	14.3%	35.7%	55.6%	62.5%	57.1%	64.3%	46.7%	66.7%	62.5%
Native American	0.0%	54.6%	39.1%	35.7%	21.7%	17.7%	86.4%	56.5%	42.9%	47.8%
Summary	40.0%	40.0%	39.0%	46.8%	38.0%	52.3%	67.0%	54.7%	54.4%	51.1%
African American										
African American	17.2%	15.0%	22.3%	31.1%	36.3%	40.3%	41.3%	43.4%	47.7%	55.6%
Chicano/Latino										
Latino Asian	27.6%	36.4%	36.4%	57.1%	65.0%	41.4%	68.2%	72.7%	68.6%	75.0%
Latino Black	23.1%	15.6%	35.1%	22.7%	39.4%	42.3%	31.3%	56.8%	40.9%	72.7%
Latino Indian	23.7%	21.3%	31.7%	32.3%	38.3%	43.6%	41.9%	41.3%	42.6%	51.5%
Latino White	49.5%	43.0%	49.6%	39.6%	48.7%	69.5%	57.4%	63.9%	46.3%	62.4%
Summary	31.5%	28.7%	38.1%	36.3%	43.6%	50.7%	48.0%	51.9%	45.7%	58.5%
Asian										
Chinese	63.2%	65.9%	73.1%	68.1%	85.1%	74.6%	72.4%	77.2%	71.7%	88.8%
East Indian	48.3%	54.6%	73.3%	66.7%	64.7%	65.5%	90.9%	73.3%	66.7%	70.6%
Filipino	32.5%	30.1%	49.7%	48.6%	60.0%	59.8%	54.3%	63.8%	58.5%	71.3%
Japanese	73.0%	75.9%	86.4%	80.3%	82.4%	88.9%	87.9%	91.5%	83.3%	91.2%
Korean	75.9%	57.9%	87.0%	64.5%	89.3%	79.3%	94.7%	91.3%	64.5%	89.3%
Other Asian	37.0%	32.4%	54.1%	34.4%	60.0%	44.4%	58.8%	70.3%	43.8%	72.5%
Samoan	7.7%	24.4%	28.6%	20.0%	37.1%	33.3%	41.5%	38.1%	40.0%	57.1%
Other Southeast	29.4%	20.0%	34.4%	32.4%	40.0%	49.7%	41.6%	50.0%	45.1%	54.8%
Vietnamese	37.6%	38.9%	55.6%	52.8%	57.5%	58.6%	62.2%	62.5%	56.7%	67.0%
Summary	43.3%	42.1%	57.5%	53.8%	63.6%	62.0%	61.6%	66.9%	60.4%	73.2%
White										
Gypsy	50.0%	40.0%	0.0%	0.0%	0.0%	50.0%	40.0%	50.0%	0.0%	0.0%
White	62.9%	65.7%	70.1%	71.8%	78.0%	81.4%	82.4%	80.6%	82.7%	87.4%
Summary	62.9%	65.6%	70.0%	71.8%	78.0%	81.4%	82.3%	80.6%	82.6%	87.4%
Gender										
Female	45.3%	44.2%	53.7%	55.6%	62.7%	68.5%	67.2%	68.2%	68.0%	76.5%
Male	44.0%	43.5%	49.9%	51.3%	57.3%	59.7%	60.7%	62.0%	60.9%	68.6%
TOTAL	44.3%	43.5%	51.1%	53.1%	59.6%	63.6%	63.5%	64.2%	64.0%	72.0%

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All Regular and Alternative Elementary Schools

All 4th Grade Students Taking Writing

All 5th Grade Students Taking Science

ETHNIC GROUP	WRITING					SCIENCE
	2000	2001	2002	2003	2004	2004
American Indians						
American Indian	32.1%	36.5%	30.0%	39.3%	37.7%	25.9%
Alaska Native	28.6%	28.6%	13.3%	33.3%	50.0%	22.2%
Native American	5.9%	40.9%	39.1%	35.7%	21.7%	7.1%
Summary	27.5%	37.4%	29.2%	38.0%	34.8%	22.2%
African American	20.2%	27.6%	32.1%	45.4%	35.2%	9.7%
Chicano/Latino						
Latino Asian	37.9%	50.0%	50.0%	71.4%	55.0%	38.7%
Latino Black	19.2%	28.1%	35.1%	31.8%	45.5%	6.5%
Latino Indian	23.1%	26.6%	35.8%	40.9%	39.8%	18.6%
Latino White	49.5%	36.9%	47.5%	45.1%	40.3%	20.2%
Summary	31.7%	31.5%	40.6%	44.2%	41.2%	19.8%
Asian						
Chinese	64.2%	62.9%	73.7%	70.2%	77.2%	43.6%
East Indian	55.2%	72.7%	80.0%	86.7%	52.9%	33.3%
Filipino	43.2%	41.5%	55.7%	67.1%	57.3%	21.3%
Japanese	61.9%	67.2%	86.4%	80.3%	76.5%	62.3%
Korean	75.9%	36.8%	56.5%	77.4%	85.7%	53.6%
Other Asian	40.7%	41.2%	59.5%	35.5%	47.5%	14.7%
Samoan	28.2%	35.0%	42.9%	40.0%	48.6%	0.0%
Other Southeast	36.0%	29.6%	42.5%	52.0%	37.1%	9.6%
Vietnamese	38.9%	43.9%	52.1%	59.1%	48.9%	28.8%
Summary	47.5%	47.0%	59.3%	63.3%	58.0%	30.2%
White						
Gypsy	100.0%	20.0%	0.0%	0.0%	0.0%	--
White	51.8%	56.7%	62.8%	70.1%	70.6%	51.0%
Summary	51.8%	56.7%	62.7%	70.0%	70.5%	51.0%
Gender						
Female	49.4%	51.9%	60.8%	66.8%	63.1%	34.9%
Male	32.9%	37.0%	42.6%	51.1%	47.6%	30.3%
TOTAL	40.8%	44.1%	50.8%	58.5%	54.8%	32.8%

NOTE: For WASL 4th grade Listening scores before 2004 see earlier editions of this profile.

SCHOLASTIC APTITUDE TEST (SAT)

Definition

The Scholastic Aptitude Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS). Juniors and seniors can take this during their last two years of high school. Some students elect not to take this test. The portions of this test used most frequently by college admission boards are the sections measuring students' verbal and math abilities. Average scores are shown below for college-bound seniors from school years 1996-1997 to 2003-2004. Scores are shown for the District, all of Washington State, and nationally.

Results

In the Verbal section of the SAT, Seattle students have scored above the national average since 1996-1997. The District scored below Washington State averages before 1997-1998, but since that time has scored at or above the Washington State average. District verbal scores on the SAT were one point better than State scores in 2003-2004, 23 points above the national average.

High school students in the Seattle Public Schools have consistently scored well above the national average on the Math section of the SAT. District Math scores, below Washington State averages up to 1996-1997, rose higher than State scores in 1997-1998, equaled State scores in 1998-1999, and have scored higher than State averages since 1999-2000. District scores in Math were 17 points above the national average in 2003-2004.

**District Summary
Scholastic Aptitude Test (SAT)
Average Scores
All Regular and Alternative High Schools**

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
VERBAL								
District	519	530	527	526	527	526	531	531
Washington State	523	524	525	526	527	522	530	528
National	505	505	505	505	506	504	507	508
MATH								
District	518	530	526	530	529	532	540	535
Washington State	523	526	526	528	527	528	532	531
National	511	512	511	514	514	516	519	518

