

## Tenth-Grade WASL in Spring 2006: Results by Race and Ethnicity—Revised

In 2006, the Legislature directed the Washington State Institute for Public Policy (Institute) to identify the characteristics of students who did not meet standard on the Washington State Assessment of Student Learning (WASL).<sup>1</sup> An interim report is due by December 2006 and a final report by December 2007. In the meantime, the Institute is releasing a series of single-topic reports that describe student performance on the 10th-grade WASL.

### This report summarizes results of the 10th-grade WASL in spring 2006 by the racial/ethnic characteristics of students.

In this report, we adopt racial/ethnic categories and terminology used by the Office of Superintendent of Public Instruction (OSPI):

- **American Indian:** American Indian or Alaska Native;
- **Asian:** Asian, Native Hawaiian, or Pacific Islander;
- **Black:** Black or African American;
- **Hispanic:** Hispanic or Latino/a; and
- **White:** Caucasian or White.<sup>2</sup>

### RACIAL/ETHNIC COMPOSITION OF STUDENTS WHO WERE SLATED TO TAKE THE WASL

**Exhibit 1** shows that nearly 72 percent of the 78,020 10th-grade students who were slated to take the unmodified WASL in spring 2006 were White. Hispanic students constituted the largest non-White group, followed by Asians, Blacks, American Indians, and students with multiple ethnic identities. Racial/ethnic identities were unknown for 2.3 percent of students.

<sup>1</sup> SSB 6618, Chapter 352, Laws of 2006.

<sup>2</sup> Office of Superintendent of Public Instruction, *Core Student Record System: Monthly Collection Data Manual for the 2006–2007 School Year* (Olympia, WA: OSPI, May 2006), p. 56.

### Summary

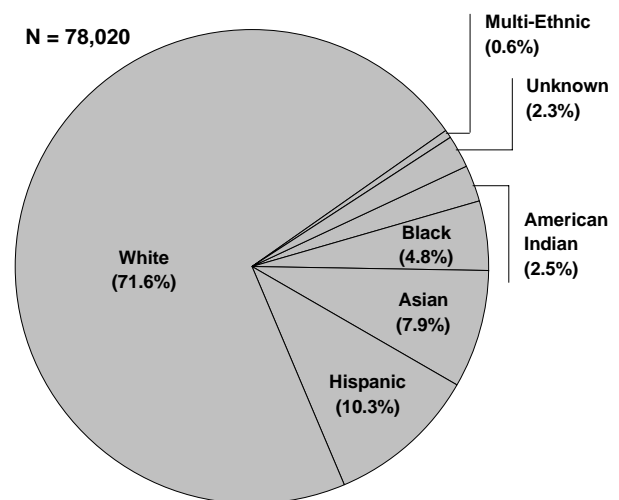
This report summarizes results of the 10th-grade WASL in spring 2006 by the racial/ethnic characteristics of students.

The percentage of 10th graders who met standard in all three subject areas of the WASL—reading, writing, and math—is as follows:

- 60.7 percent of Asian students,
- 58.4 percent of White students,
- 34.8 percent of American Indian students,
- 27.7 percent of Hispanic students, and
- 26.1 percent of Black students.

Performance on the WASL overall is driven largely by the percentage of students who met standard in math, which ranges from 27 percent of Black students to 63 percent of Asian students. On average, White students performed near the top of this range while American Indians and Hispanics performed near the bottom.

**Exhibit 1**  
Percentage of 10th Graders Slated to Take the WASL in Spring 2006 by Race/Ethnicity



**COMPLETING THE WASL BY RACE/ETHNICITY**

**Exhibit 2** displays the percentage of students who completed the 10th-grade WASL in spring 2006 by race/ethnicity. Overall, 83.8 percent who were slated to take the WASL completed all three subject area assessments (reading, writing, and math), but this percentage varied by race/ethnicity. Nearly 90 percent of Asian and White students completed all three assessments compared with about 75 percent of Hispanic and Black students. American Indian students had the lowest completion rate (72 percent).

**MEETING STANDARD ON THE WASL BY RACE/ETHNICITY**

**Exhibit 3** portrays overall WASL results for each racial/ethnic category of 10th-grade students in spring 2006. Overall, 53.6 percent of 10th graders who completed the WASL met standard in all three subject areas. Like completion rates, however, the percentage of students who met standard varied considerably by race/ethnicity. Asian and White students had the highest "met standard" rates, with about 60 percent meeting standard in reading, writing and math. Substantially fewer Hispanic, Black, and American Indian students—between 26 and 35 percent—met standard in all three subjects.

**SUBJECT-AREA WASL RESULTS BY RACE/ETHNICITY**

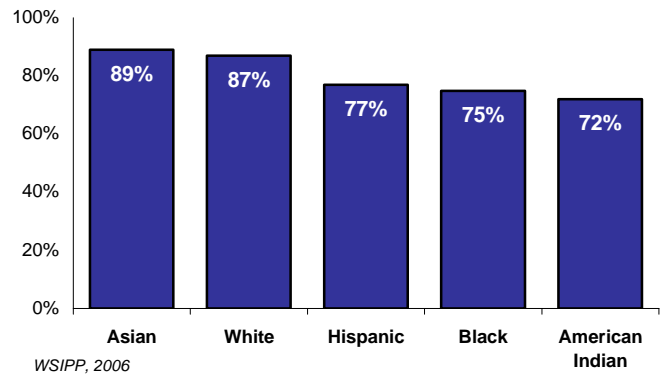
**Exhibit 4** disaggregates student performance on the spring 2006 WASL by subject area and race/ethnicity. Approximately 90 percent of Asian and White students met standard in reading and writing compared with about three-quarters of Black and American Indian students. Hispanic students had the lowest met standard rates in reading and writing.

For each racial/ethnic group, the percentage of students who met standard on the WASL was driven mostly by performance in math. The proportion of students who met standard in math ranges from 27 percent for Black students to 63 percent for Asian students. On average, White students performed near the top of this range while American Indians and Hispanics performed near the bottom.

For further information, please contact:  
 Wade Cole at wcole@wsipp.wa.gov (360) 586-2791  
 or Robert Barnoski at barney@wsipp.wa.gov (360) 586-2740

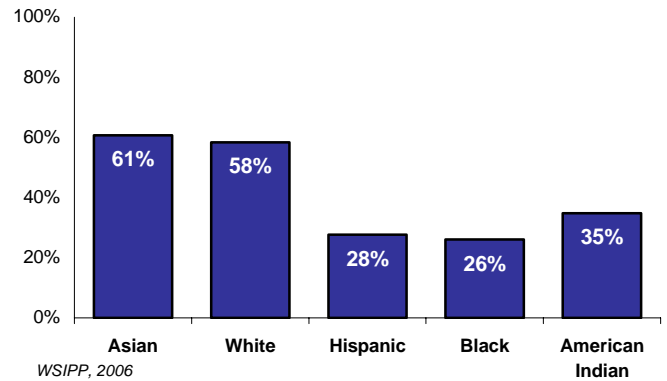
*Exhibit 2*

**COMPLETING THE WASL:  
 Percentage of Students Who Completed the  
 10th-Grade WASL by Race/Ethnicity in Spring 2006**



*Exhibit 3*

**MEETING STANDARD ON THE WASL:  
 Percentage of Students Who Met Standard on the  
 10th-Grade WASL by Race/Ethnicity in Spring 2006**



*Exhibit 4*

**SUBJECT-AREA WASL RESULTS:  
 Percentage of Students Who Met Standard in Reading,  
 Writing, and Math by Race/Ethnicity in Spring 2006**

