5-29-2007

Reply Declaration of Alice M. Ostdiek Authenticating Documents in Reply to State's Opposition ["5/29 Ostdiek Reply Dec."] 07-2-02323-2-22

SUPERIOR COURT OF WASHINGTON FOR KING COUNTY

MATHEW & STEPHANIE MCCLEARY, on their own behalf and on behalf of KELSEY & CARTER MCCLEARY; ROBERT & PATTY VENEMA, on their own behalf and on behalf of HALIE & ROBBIE VENEMA; and NETWORK FOR EXCELLENCE IN WASHINGTON SCHOOLS ("**NEWS**"),

Petitioners,

v.

STATE OF WASHINGTON,

Respondent.

Honorable Paris K. Kallas

Hearing Date:
9:00 a.m., June 1, 2007

No. 07-2-02323-2 SEA

REPLY DECLARATION OF ALICE M. OSTDIEK AUTHENTICATING DOCUMENTS IN REPLY TO STATE'S OPPOSITION

["5/29 Ostdiek Reply Dec."]

ALICE M. OSTDIEK declares as follows:

1. I am one of the attorneys for the Petitioners in this action. As such, I have personal knowledge of the facts stated below and am competent to testify to those facts.

2. Exhibits. Attached to this declaration are true and correct copies of the documents listed below. References to the "Chamber of Commerce Report" refer to the report cited by the Respondent State's declarant, Eric A. Hanushek, titled "Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness" produced by the Chamber of Commerce. Mr. Hanushek's name does not appear anywhere in the report. The complete report is available at http://www.uschamber.com/icw/reportcard/default (and ***not*** at the address provided in Mr. Hanushek's sworn declaration).

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Exhibit Number	Document
Ex. U	A copy of the cover page, inside cover and pages 5 through 8 of the Chamber of Commerce Report, stating that: • "We began with the premise that national statistics, while important for sketching the challenges ahead, mask tremendous variations in educational outcomes and delivery from state to state." • "The conclusion of this report card is unambiguous: the states need to do a far better job of monitoring and delivering quality schooling." • "...the states' performance is unacceptable. While a number of states are engaged in promising efforts to build more innovative and accountable K-12 systems, ***there would have been far more Cs, Ds and Fs had we not graded on a curve. The academic performance of every state needs to improve.***" (emphasis added).
Ex. V	A copy of pages 9 and 10 of the Chamber of Commerce Report, which describes how each of the nine categories was examined and graded, including a statement that "Academic Achievement" was measured using the National Assessment of Educational Progress (NAEP) (and ***not*** using any State's own State-developed standards), and stating under "Truth in Advertising About Student Proficiency" that "The proficiency scores on many state exams differ widely from the scores reported on the NAEP exam."
Ex. W	Copies of the following documents relating to the NAEP: • The web page titled "NAEP State Assessment Sample Design Frequently Asked Questions," (available at http://www.nces.ed.gov/nationsreportcard/about/samplesfaq.asp), stating that "NAEP usually selects 100 public schools in each state for each subject at each grade for the sample – each school would then represent about 1% of the students in public schools in the grade being assessed in that state." • The web page titled "What Does the NAEP Reading Assessment Measure?" (available at http://www.nces.ed.gov/nationsreportcard/reading/whatmeasure.asp), showing that the standards tested by the NAEP reading exam are developed by the National Assessment Governing Board (NAGB) and not by the States or by Washington State.

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Exhibit Number	Document
Ex. X	A copy of the report's summary of education in Washington State, found on page 58 of the Chamber of Commerce Report, stating that: • Washington 8th graders "...stand 8 percentage points above the national average [29%] in the percentage at or above the proficient level on the [2005] NAEP math exam." • In Washington State, "Twenty-seven percent of African American 8th graders score at or above the proficient level on the [2005] NAEP reading exam. The national average for African American 8th graders is 11%." • In Washington State, "...only 30% of 9th graders who finish high school in four years go on to college."
Ex. Y	A copy of page 64 of the Chamber of Commerce Report, stating that for the category of *Academic Achievement*, the report relied on NAEP data in math and reading in 2005, and "then distributed grades [to the States] based on a curve: the top 10 states received As, the next 10 states received Bs and so forth."
Ex. Z	A copy of the NAEP math exam scores for 4th and 8th graders, showing that in 2005, the national average in the percentage of 8th graders at or above the proficient level was 29%, while 36% of the 8th grade Washington students tested scored at or above proficient, while 64% of Washington students scored ***below*** proficient.
Ex. AA	A copy of page 66 of the Chamber of Commerce Report, stating that for the category of *Academic Achievement of Low-Income and Minority Students*, the report relied on an index derived from NAEP data in math and reading in 2005 for all African-American, Hispanic and low-income subgroups, and "then graded the states on a curve." Furthermore, the report states that it "did not look at achievement gaps". In other words, it focused on "what percentage are scoring at or above the proficient level, not how much distance there is between African-American, Hispanic, and low-income students and other subgroups."
Ex. BB	A copy of NAEP reading exam scores for Washington 4th and 8th graders, showing that of the 8th grade Washington students who took the exam, only 28% of African-American students in Washington scored at or above proficient, while 72% scored ***below*** proficient.
Ex. CC	A copy of page 68 of the Chamber of Commerce Report, stating that for the category of *Return on Investment*, the report relied on an index created "by dividing state expenditures into student achievement, after first controlling for student poverty, the percentage of students with special needs, and cost of living." For this purpose, student achievement was measured by "the percentage of students scoring at or above the proficient level on the 4th and 8th grade NAEP reading and math tests in 2003 and 2004 by ***State*** expenditures" rather than ***all*** education expenditures, as implied in paragraph 23 of Hanushek's declaration. The report then "graded the states on a curve." (emphasis added).

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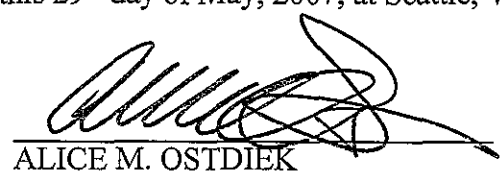
Ex. DD	A copy of page 70 of the Chamber of Commerce Report, stating that for the category of *Truth in Advertising About Student Proficiency*, the report simply relied on a study by Paul E. Peterson and Frederick M. Hess, in which "the authors calculated a grade for each state based on the difference between the percentage of students deemed proficient by the state and the percentage identified as proficient on the NAEP in 2005."
Ex. EE	A copy of pages 74-75 of the Chamber of Commerce Report, stating that for the category of *Postsecondary and Workforce Readiness*, the report relied on three proxies for workforce readiness: performance on Advanced Placement (AP) exams, high school graduation rates and students' chances for college attendance by age 19, and showing that Washington's graduation rate was just 68% and the percentage of 9th graders who finish high school in four years and attend college was just 30%.
Ex. FF	Copies of slides 1 and 10 through 17 from the presentation titled "Accelerating Achievement" that State Superintendent of Public Instruction, Dr. Terry Bergeson, gave on January 11, 2007 (available at http://www.k12.wa.us/communications/presentations/JanConference2007DayOne.ppt) and copies of the Washington State Report Card data supporting that presentation, taken from the OSPI website (available at http://reportcard.ospi.k12.wa.us/WASLCurrent.aspx), showing WASL test scores for the 2005-06 school year for Washington students in various demographic subgroups and illustrating the achievement gap between white students and students in other subgroups.
Ex. GG	A copy of the cover page and Section 1401 of the 2007-09 State Operating Appropriations (House Bill 1128) showing that the State has appropriated $992,000 for fiscal year 2007 for litigating against education litigation.
Ex. HH	A copy of the State Superintendent of Public Instruction's current website describing the development of the Essential Academic Learning Requirements (EALRs) (available at http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx).

3. I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. Executed this 29th day of May, 2007, at Seattle, Washington.



ALICE M. OSTDIEK

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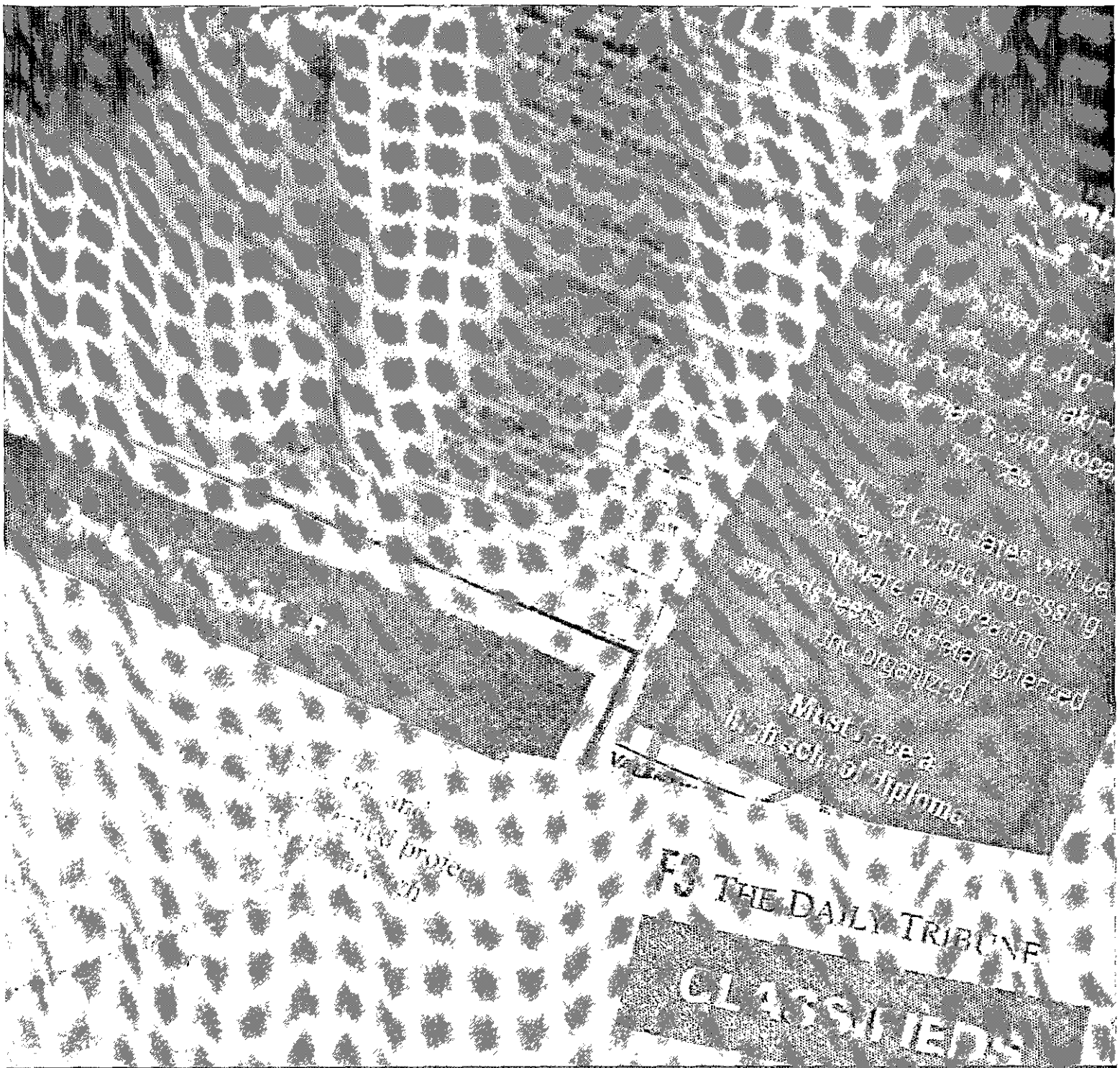
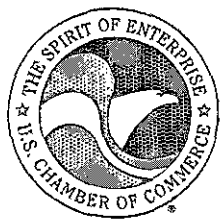
Exhibit U



LEADERS AND LAGGARDS:

A State-by-State Report Card on Educational Effectiveness



The Institute for a Competitive Workforce (ICW) is a 501(c)3 affiliate of the U.S. Chamber of Commerce and works to ensure that businesses have access—today and tomorrow—to an educated and skilled workforce. Through policy initiatives, business outreach, and a strong grassroots network, ICW finds solutions that will preserve the American workforce as this country's greatest business asset and its strongest resource.

Mission:

The Institute for a Competitive Workforce promotes high educational standards and effective workforce training systems so that they are aligned with each other and with today's rigorous business demands.

The U.S. Chamber of Commerce is the world's largest business federation representing more than 3 million businesses of every size, sector, and region.

Overview

The United States in the 21st century faces unprecedented economic and social challenges, ranging from the forces of global competition to the impending retirement of 77 million baby boomers. Succeeding in this new era will require our children to be prepared for the intellectual demands of the modern workplace and a far more complex society. Yet the evidence indicates that our country is not ready. Despite decades of reform efforts and many trillions of dollars in public investment, U.S. schools are not equipping our children with the skills and knowledge they—and the nation—so badly need.

It has been nearly a quarter century since the seminal report *A Nation at Risk* was issued in 1983. Since that time, a knowledge-based economy has emerged, the Internet has reshaped commerce and communication, exemplars of creative commerce like Microsoft, eBay, and Southwest Airlines have revolutionized the way we live, and the global economy has undergone wrenching change. Throughout that period, education spending has steadily increased and rafts of well-intentioned school reforms have come and gone. But student achievement has remained stagnant, and our K–12 schools have stayed remarkably unchanged—preserving, as if in amber, the routines, culture, and operations of an obsolete 1930s manufacturing plant.

The measures of our educational shortcomings are stark indeed; most 4th and 8th graders are not proficient in either reading or mathematics.

The measures of our educational shortcomings are stark indeed; most 4th and 8th graders are not proficient in either reading or mathematics. Only about two-thirds of all 9th graders graduate from high school within four years. And those students who do receive diplomas are too often unprepared for college or the modern workplace.

Despite such grim data, for too long the business community has been willing to leave education to the politicians and the educators—standing aside and contenting itself with offers of money, support, and goodwill. But each passing year makes it clear that more, much more, is needed. America's dynamic, immensely productive private sector is the envy of the world. Are there ways in which business expertise, dynamism, accountability, and problem solving could improve our schools? What would a business plan for reform include?

With these questions in mind, last year the U.S. Chamber of Commerce launched an effort to dig deeper into the nation's educational effectiveness. We began with the premise that national statistics, while important for sketching the challenges ahead, mask tremendous variations in educational outcomes and delivery from state to state. It is the states, after all, that are ultimately responsible—both constitutionally and practically—for the quality of schooling. We decided on the following goal: to grade all 50 states and Washington, DC, on their K–12 school systems in order to identify both leaders and laggards in the tough business of school performance.

We decided on the following goal: to grade all 50 states and Washington, DC, on their K–12 school systems in order to identify both leaders and laggards in the tough business of school performance.

Recognizing the complexity of this task, the Chamber assembled a team of national experts to aggregate and analyze existing state-by-state data and to use that data to construct innovative measures, including evaluating the relationship between spending and student achievement. Our principal partners were the Center for American Progress, a research and educational institute led by former White House Chief of Staff John Podesta; and Frederick M. Hess, Director of Education Policy Studies at the American Enterprise Institute for Public Policy Research. The Chamber and its partners did not set out to conduct new research; we organized and analyzed existing evidence to inform and promote reform efforts across the nation.

We also shared our data and methodology with an outside panel of academic experts: Dan Goldhaber, Research Associate Professor of Public Affairs at the University of Washington; Richard Ingersoll, Professor of Education and Sociology at the University of Pennsylvania; and Susanna Loeb, Associate Professor of Education and Business at Stanford University. The panel reviewed and provided helpful feedback on our methodology. However, the Chamber takes sole responsibility for the final determination of methodology and therefore the resulting state grades.

Our effort to evaluate the states is not the first such undertaking. In the past two decades, a range of groups have graded the states on education on numerous occasions. The most notable of these evaluations is perhaps the one issued by the newspaper *Education Week* in its annual *Quality Counts* report, with other evaluations that weigh various aspects of state systems issued by groups as diverse as the Education Commission of the States, the American Federation of Teachers, the Data Quality Campaign, the quarterly journal *Education Next*, the Education Trust, and the Thomas B. Fordham Foundation. Where our project differs from previous efforts is its emphasis on coupling a focus on academic outcomes with attention to key business metrics: innovation, flexibility, management, and fiscal prudence.

Only about two-thirds of all 9th graders graduate from high school within four years. And those students who do receive a diploma are too often unprepared for college or the modern workplace.

The indicators used in this report, in other words, draw upon and reflect the business expertise of the U.S. Chamber of Commerce and its members. We focused on the performance measures vital to competently operating—and improving—complex organizations in any sector. To our knowledge, for example, this is the first national report that has examined each state's return on its educational investments. Where most previous report cards have focused primarily on inputs in terms of spending or regulations, this report card reflects our premise that American education should be accountable, rigorous, innovative—and focused on achievement.

The Chamber and its partners firmly believe that the traits that have long made the American private sector an engine of global prosperity—its dynamism, creativity, and relentless focus on efficiency and results—are essential to tapping the potential of our educators and schools. It is this understanding that informs and shapes this report.

Major Findings

The conclusion of this report card is unambiguous; the states need to do a far better job of monitoring and delivering quality schooling.

For starters, state education systems suffer from a severe information gap. The lack of reliable and available data on state performance is alarming and creates serious challenges in evaluating results on a state-by-state basis. The data must be compiled and monitored if we are to succeed in improving student performance nationwide. No responsible publicly or privately held firm could operate successfully with such a lack of data.

The conclusion of this report card is unambiguous; the states need to do a far better job of monitoring and delivering quality schooling.

As for educational quality, the states' current performance is unacceptable. While a number of states are engaged in promising efforts to build more innovative and accountable K-12 systems, there would have been far more Cs, Ds, and Fs had we not graded on a curve. The academic performance of every state needs to improve. This is true for all demographic groups, but especially for poor and minority students, who have too often been ill-served by today's schools.

Although there are state success stories that others can and should emulate, our major findings include much that should concern policymakers, business leaders, and our fellow citizens.

Return on investment varies greatly across states. States like Utah and North Carolina appear to spend their education dollars far more efficiently than many of their peers, posting twice the rate of return on their education investments. Other states show disappointing academic results given their spending levels, even after accounting for student poverty, cost of living, and the number of pupils with special needs.

Certain states with a large percentage of low-income and minority students score far better than others on achievement tests. Those seeking to improve their own students' academic results should look to high-achieving states with large percentages of traditionally low-scoring demographic groups, such as Florida, Kansas, Texas, and Virginia, to figure out how to succeed with low-income and minority students. Although some states like Wyoming may seem relatively homogeneous they do, in fact, have significant populations of low-income students and some minority students. Because they are serving those students relatively well, they earned As in this category.

States could do much more to ensure a 21st century teaching workforce. Almost all the states have basic skills tests and subject knowledge exams in place for new teachers. However, there are no clear data on what states are doing to evaluate teacher performance, reward good teachers, make it easier for talented candidates to compete for jobs, or remove ineffective educators.

Truth in advertising is inconsistent. Many states systematically paint a much rosier picture of how their schools are doing than is actually the case. This makes it tough for parents, voters, or business leaders to hold public officials and educators accountable. Alabama, for instance, reported in 2005 that 83% of its 4th graders were proficient in reading on its state test—seemingly making it one of the nation's highest-performing states. But according to the National Assessment of Educational Progress (NAEP), only 22% of Alabama's 4th graders scored at or above the proficient level on reading, making it one of the nation's poorest performing states.

State standards are too often inadequate. Many states have done a mediocre job of establishing rigorous standards in key subject areas. Without clearer, rigorous guidelines about what students need to know, states will have a hard time measuring achievement and holding students and schools accountable for performance.

Forward-looking states are fostering innovation. While progress is uneven, states such as Arizona and Colorado have moved aggressively to promote comprehensive charter school legislation and enable virtual schooling, thus helping establish the infrastructure for 21st century educational reinvention.

High school graduation rates and college preparation levels are much higher in some states than others. Some states are successfully preparing students for college and the workforce, while others are falling short. Those that are not making the grade should

look to states such as New Jersey, Massachusetts, Minnesota, and Illinois, which lead the nation in ensuring that students graduate from high school in four years, pass challenging Advanced Placement (AP) exams in core subject areas, and go on to enroll in college.

States have begun to improve data collection efforts. Despite widespread problems with securing adequate data, there are signs of improvement; forty-five states now use a unique statewide student identifier to track students over time and across campuses.

We approached this project knowing full well that research cannot always provide consistent, nuanced guidance when it comes to effective policies and management practices. The indicators we used reflect our considered judgment about what elements a high-quality 21st century educational system should include and what sort of results it ought to be expected to produce. In a world in which American students must compete globally—and in which 90% of the fastest-growing jobs will require some postsecondary education—our schools must do more than they historically have done to ensure that all students are prepared to succeed. In this new world, the goal must be that each and every student completes high school equipped for college or for a skilled, rewarding position in the workforce.

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Exhibit V

State Report Cards

We graded each state in the following nine broad categories, using dozens of indicators that are described in further detail beginning on page 64:

Academic Achievement—based on all students' performance on the National Assessment of Educational Progress (NAEP).

Are students learning? Students' achievement is job one in any evaluation of academic success. Known as "the nation's report card," the NAEP is the only source of comparable student performance data at the state level. It is overseen by the federal government and is administered to 4th and 8th graders in every state on a regular basis.

Academic Achievement of Low-Income and Minority Students—based on each state's disadvantaged student performance on the NAEP.

Are low-income, African-American, and Hispanic students learning? Improving the success of these groups is at the heart of today's reform efforts.

Return on Investment—comparing students' scores on the NAEP with a state's education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living).

Are taxpayers getting what they pay for? After inflation, education spending in the United States has tripled in the past four decades. Yet there is little evidence that student achievement has improved as a result. In fact, there has been a disconcerting lack of attention to efficiency or to ensuring that educational dollars are delivering real value. Educators and policymakers, focused for too long on inputs rather than outputs, have tolerated programs and reforms that have not yielded the returns we need.

Truth in Advertising About Student Proficiency—looking at how credible states are when they report the percentage of students reaching proficiency in the core subjects of math and reading.

When states report how well their schools are doing, how much confidence can parents and voters have in the results? The proficiency scores on many state exams differ widely from the scores reported on the NAEP exam.

Rigor of Standards—evaluating each state's curriculum and exit standards.

Do states set rigorous standards for students in the key subjects of English, math, and science? In business, measuring results is fairly straightforward; a firm that produces a good product or service knows it is doing well if it earns a solid profit. In education, however, for decades states did not detail what students were expected to know and be able to do. Changing this culture requires that states establish rigorous standards, which serve as the bedrock of an education system. They define what students should know and be able to do. Everything else—teaching, testing, and accountability—should build on these standards.

Postsecondary and Workforce Readiness—using Advanced Placement (AP) test scores, graduation rates, and other data.

Are students ready for college or the workplace? To succeed in the 21st century, high school graduates need much more than the three Rs. Students ready for a global, information-based economy must have problem-solving skills, high-level math and science knowledge, and a capacity for communicating complex ideas.

21st Century Teaching Force—using data on whether states are ensuring minimum standards for teachers, providing nontraditional alternatives to entering the teaching profession, and requiring subject knowledge tests.

Are states taking steps to produce a high-quality teaching workforce? Teacher salaries and benefits consume the majority of educational dollars, and of all school-related factors, teacher quality clearly has the biggest impact on student achievement.[1] In a world where professional opportunities abound and knowledge workers routinely switch jobs, it is critical that states make special efforts to reach out to new pools of teacher talent and ensure that all teachers have essential skills and knowledge.

Flexibility in Management and Policy—grading states on whether schools have the freedom and flexibility to meet standards.

Do school leaders and reformers have the flexibility to promote excellent teaching and learning? Do reformers have the freedom to design new schools and use technology to improve performance? Limited choice, inflexible bureaucracies, and a lack of sensible managerial autonomy all prevent schools from innovating, improving, and ultimately succeeding.

Data Quality—grading states on their efforts to collect and report high-quality education data.

Do states have the data they need? Sound data are particularly important to educators because they help teachers and administrators identify struggling students early and provide targeted remediation.

For a technical explanation of our methodology, go to www.uschamber.com/reportcard.

Exhibit W

NAEP State Assessment Sample Design Frequently Asked Questions

Why are some schools always selected?

NAEP usually selects 100 public schools in each state for each subject at each grade for the sample—each school would then represent about 1% of the students in public schools in the grade being assessed in that state. If a school is chosen repeatedly, typically it is because they have more than about 1% of the enrollment in the grade. Other schools, with 0.5%-1% of the enrollment, are not *always* selected, but it probably seems like it (and if they are not selected, they are probably listed as a substitute school).

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Are any schools or students targeted for oversampling?

The samples within each state are designed (with one exception mentioned below) to be proportionately representative of all the different kinds of students in the state. No students are targeted for oversampling based on their student characteristics. However, in a state that contains one or more districts that are participating in the Trial Urban District Assessment (TUDA), students from the districts involved are sampled at a greater rate than those in the remainder of the state. NAEP's sample weighting procedures ensure that the final results for the state contain the correct proportional contribution from such districts despite this difference in sampling rates within the state.

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What are the "before" and the "after" substitution school participation rates?

Prior to 2003, a state needed to have at least 70% of the schools in its original sample participating, in order to avoid having its results annotated for possibly not being fully representative. Beginning with the 2003 NAEP, each state must have participation from at least 85% of the schools in the original sample in order to have results reported. No results will be reported, even with annotation, if the school participation rate, before substitution, is under 85%.

"Before" substitution rates reflect the status only of the originally sampled schools. They have nothing to do with the timing or amount of substitution. Rates "after" substitution treat each substitute that participates as replacing the original that refused. They ignore substitutes that refused or were not contacted. Consider the following example:

- 105 schools selected in original sample;
- 5 closed, or don't have relevant grade;
- 87 original sample schools participate; and
- 13 original sample schools refuse.

For the 13 refusals, there is no substitute in the system for 2. For the 11 refusals that do have substitutes:

- 6 substitutes participate;
- 2 refuse; and
- 3 are never contacted.

Before substitution response rate = $\frac{87}{(105-5)} = 87\%$.

After substitution response rate = $\frac{(87+6)}{(105-5)} = 93\%$.

(These figures are only approximate because weighted response rates may differ somewhat from these numbers.)

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How do school response rates affect censure and flagging in NAEP reports?

Beginning with the 2003 NAEP, if the response rate before substitution is below 85%, the results will not be published by NAEP. It does not matter what the response rate after substitution is.

If the response rate before substitution is 85% or greater, the results will be published, but there may be a notation about poor response from schools of a particular kind or about poor student level response.

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Why can't the state coordinator have access to the substitutes on the initial listing?

Beginning with the 2005 assessment, substitute schools are provided only for national assessment components, and not for state or district level NAEP components.

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What is the MySchool website?

Schools and districts that are participating in NAEP have the opportunity to sign up for MySchool, a part of the MyNAEP website that is designed to notify schools about NAEP assessment activities.

Once registered, users will have access to school-specific web pages that contain up-to-date details on the assessment activities. After the assessment, users will have the option of continuing to use MySchool for current information about NAEP activities.

If you are the NAEP representative in a school that is participating this year, the NAEP Help Desk is available to answer all of your questions Monday through Friday from 8:00 a.m. to 8:00 p.m. (ET). You can reach the NAEP Help Desk at naephelp@westat.com or 1-800-283-6237 (NAEP).

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What Does the NAEP Reading Assessment Measure?

NAEP measures the reading comprehension of students in grades 4, 8, and 12.

In 2002, the reading framework was updated to provide more explicit details about the assessment design and content. During that process, some of the terms used to describe elements of the reading assessment were changed. The following description of the reading framework incorporates these changes. It should be noted, however, that the revision in the framework does not represent a change in the design or content of the NAEP reading assessment that was first administered in 1992.

According to the framework, developed by the National Assessment Governing Board, NAEP assesses three contexts for reading: reading for literary experience, reading for information, and reading to perform a task (reading to perform a task at grades 8 and 12 only). In addition to reading within different contexts, NAEP reading comprehension questions are developed to engage the different approaches that readers may take in the process of trying to understand what is being read.

Three different contexts for reading were assessed:	Students were assessed on four different aspects of reading:
• **Reading for literary experience:** Readers explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths, and folktales. • **Reading for information:** Readers gain information to understand the world by reading materials such as magazines, newspapers, textbooks, essays, and speeches. • **Reading to perform a task:**[4] Readers apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, tax forms (grade 12), maps, and so on.	• **Forming a general understanding:**[1] The reader must consider the text as a whole and provide a global understanding of it. • **Developing interpretation:** The reader must extend initial impressions to develop a more complete understanding of what was read. • **Making reader/text connections:**[2] The reader must connect information in the text with knowledge and experience. • **Examining content and structure:**[3] This requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

[1]This aspect of reading was formerly referred to as "Forming an initial understanding" in previous versions of the reading framework.
[2]This aspect of reading was formerly referred to as "Personal reflection and response" in previous versions of the reading framework.
[3]This aspect of reading was formerly referred to as "Demonstrating a critical stance" in previous versions of the reading framework.
[4]Reading to perform a task is not assessed at grade 4.

The reading framework specifies the distribution of questions for each context of reading and each aspect of reading. Demonstration booklets for the 2005 reading assessment are available in

PDF for grade 4 (744K PDF), grade 8 (665K PDF), and grade 12 (796K PDF).

For more detailed information about the objectives of the reading assessment, explore the reading framework (available in HTML or 436K PDF file; requires Adobe Acrobat Reader).

Last updated 05 February 2007 (RF)

Exhibit X

Washington

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	A
Return on Investment	A
Truth in Advertising About Student Proficiency	C
Rigor of Standards	C
Postsecondary and Workforce Readiness	C
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	A

Academic Achievement
Student performance in Washington state is very strong—the state ranks among the highest in the nation. Eighth graders stand 8 percentage points above the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students
Compared with the rest of the country, Washington state posts high marks in this category. Twenty-seven percent of African-American 8th graders score at or above the proficient level on the NAEP reading exam. The national average for African-American 8th graders is 11%.

Return on Investment
Student achievement in Washington state is very strong relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This high return on investment earns the state an A in our ranking.

Truth in Advertising About Student Proficiency
Washington state gets middling marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards
Washington state receives a modest grade for the rigor of its standards. While the state's English and math curriculum standards earn very poor marks, the state has enacted a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness
Washington state earns a moderate grade in this category. While the state's 11th and 12th graders perform very well on core Advanced Placement exams, only 30% of 9th graders who finish high school in four years go on to college.

21st Century Teaching Force
Washington state earns very good marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy
The state receives a higher than average grade on how much freedom and flexibility it gives its schools and principals. The state has established a virtual school, and 94% of principals report a major degree of influence over new teacher hiring.

Data Quality
Washington state gets excellent marks for its efforts to collect and report high-quality education data. Unlike most other states, Washington state collects student-level transcript information.

Exhibit Y

How the Report Card Was Created

The following section gives an overview of each of the nine measures on which we graded the states. It explains what data we used and how we calculated grades in every category. Each explanation is accompanied by a table comparing the performance of the states on that measure.

A technical explanation of the methodology can be found at www.uschamber.com/reportcard.

Note: States earning a given letter grade are not listed alphabetically within the tables in every category. Where relevant, the states are ranked from highest to lowest depending on how well they performed on that measure.

1. Academic Achievement

To grade each state's overall achievement, we relied on the National Assessment of Educational Progress (NAEP). The federally sponsored NAEP, the only available metric for comparing performance across states, has four achievement levels: below basic, basic, proficient, and advanced. We compared the percentage of students scoring at or above the proficient level because this level indicates that the student has solid mastery of the knowledge and skills needed for work at grade level.

To grade each state, we first created a NAEP index by averaging the percentage of 4th and 8th grade students scoring at or above the proficient level on math and reading on NAEP in 2005. We then distributed grades based on a curve: The top 10 states received As, the next 10 states received Bs, and so forth.

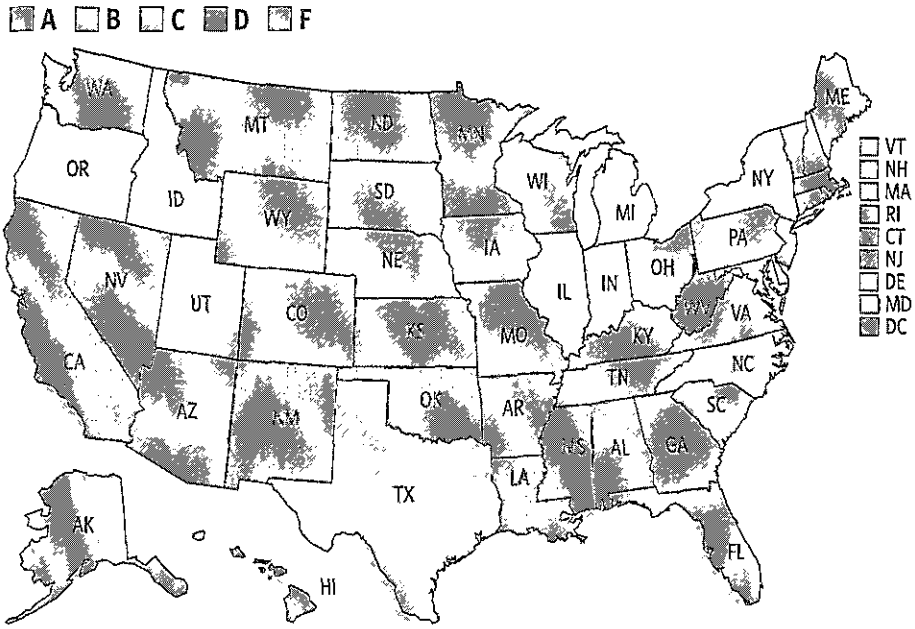


Exhibit Z

The Nation's Report Card

State **Mathematics 2005**

Washington
Grade 8
Public Schools

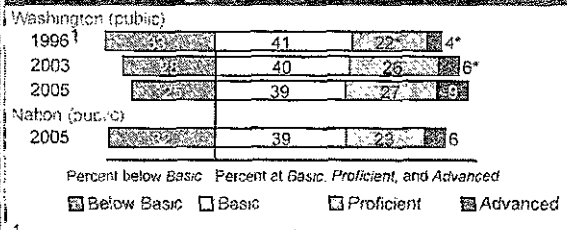
Short Subject Report

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500

Overall Mathematics Results for Washington

- In 2005, the average scale score for eighth-grade students in Washington was 285. This was higher[1] than their average score in 2003 (281), and was higher than their average score in 1996 (276).
- Washington's average score (285) in 2005 was higher than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions[2] that participated in the 2005 eighth-grade assessment, students' average scale scores in Washington were higher than those in 35 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (32 percent), and was greater than that in 1996 (26 percent).
- The percentage of students in Washington who performed at or above the NAEP *Basic* level was 75 percent in 2005. This percentage was not significantly different from that in 2003 (72 percent), and was greater than that in 1996 (67 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

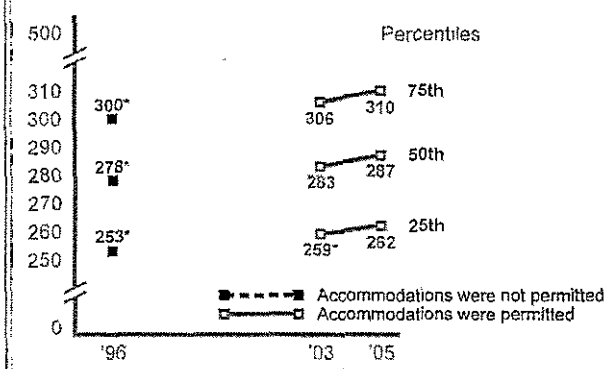
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	51	285	26	74	37	9
Female	49	285	24	76	35	8
White	74	289	20	80	39	10
Black	4	265	44	56	15	1
Hispanic	10	262	50	50	15	2
Asian/Pacific Islander	8	294	19	81	45	15
American Indian/Alaska Native	2	273	36	64	26	4
Eligible for free/reduced-price school lunch	31	269	40	60	20	3
Not eligible for free/reduced-price school lunch	62	294	16	84	44	12

Average Score Gaps Between Selected Groups

- In 2005, male students in Washington had an average score that was not found to be significantly different from that of female students. In 1996, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 23 points. This performance gap was narrower than that of 1996 (38 points).
- In 2005, Hispanic students had an average score that was lower than that of White students by 27 points. In 1996, the average score for Hispanic students was lower than that of White students by 33 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 25 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1996, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points.

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003 ↓ Significantly lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (3% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1996–2005 Mathematics Assessments.

The Nation's Report Card

State **Mathematics 2005**

Washington
Grade 4
Public Schools

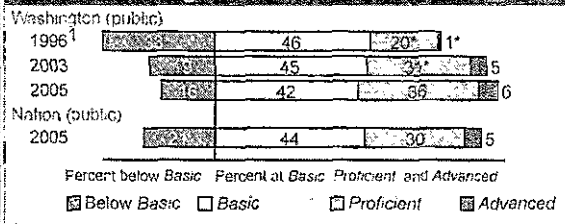
Student Report

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Washington

- In 2005, the average scale score for fourth-grade students in Washington was 242. This was higher[1] than their average score in 2003 (238), and was higher than their average score in 1996 (225).
- Washington's average score (242) in 2005 was higher than that of the Nation's public schools (237)
- Of the 52 states and other jurisdictions[2] that participated in the 2005 fourth-grade assessment, students' average scale scores in Washington were higher than those in 28 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 42 percent in 2005. This percentage was greater than that in 2003 (36 percent), and was greater than that in 1996 (21 percent).
- The percentage of students in Washington who performed at or above the NAEP *Basic* level was 84 percent in 2005. This percentage was not significantly different from that in 2003 (81 percent), and was greater than that in 1996 (67 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment

NOTE: The NAEP mathematics achievement levels correspond to the following scale points. Below *Basic*: 213 or lower. *Basic*: 214–248. *Proficient*: 249–281. *Advanced*: 282 or above.

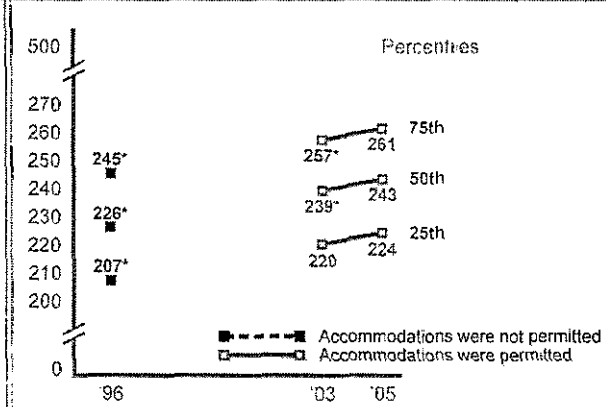
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	50	242	15	85	43	6
Female	50	241↑	17	83	41↑	6
White	69	246↑	11	89	48↑	7
Black	6	231↑	26	74	26	2
Hispanic	15	224	34	66	17	1
Asian/Pacific Islander	8	245	16	84	46	9
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	39	231↑	26	74	26↑	2
Not eligible for free/reduced-price school lunch	56	250	8	92	53↑	9

Average Score Gaps Between Selected Groups

- In 2005, male students in Washington had an average score that was not found to be significantly different from that of female students. In 1996, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 15 points. This performance gap was narrower than that of 1996 (27 points).
- In 2005, Hispanic students had an average score that was lower than that of White students by 22 points. In 1996, the average score for Hispanic students was lower than that of White students by 25 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 19 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points. In 1996, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005.
↑ Significantly higher than 2003. ↓ Significantly lower than 2003

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (2% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1996–2005 Mathematics Assessments.

Exhibit AA

2. Academic Achievement of Low-Income and Minority Students

To produce a disadvantaged student achievement score for each state, we created several NAEP subgroup indices by averaging the percentage of 4th and 8th grade students scoring at or above the proficient level on math and reading on the 2005 NAEP for the African-American, Hispanic, and low-income subgroups.[2] We then averaged these indices to create a ranking and, as with overall student achievement, graded the states on a curve. Every state reported sufficient data for its low-income students. States that reported enough data for either African-Americans or Hispanics to meet NAEP sampling requirements are included here; states that did not have adequate data for both subgroups did not receive a grade.

Under this methodology, we did not look at achievement gaps between subgroups. We believe that the most important question in judging the performance of minority and disadvantaged students in a state is what percentage are scoring at or above the proficient level, not how much distance there is between African-American, Hispanic, and low-income students and other subgroups.

■ A □ B □ C ▨ D □ F □ No grade

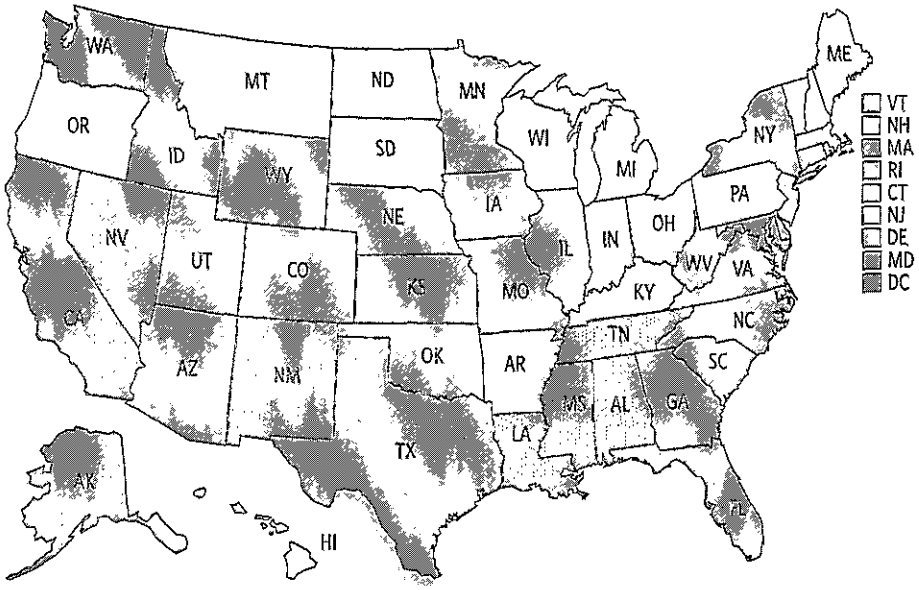


Exhibit BB

The Nation's Report Card

State **Reading 2005**

Washington
Grade 8
Public Schools

Snapshot Report

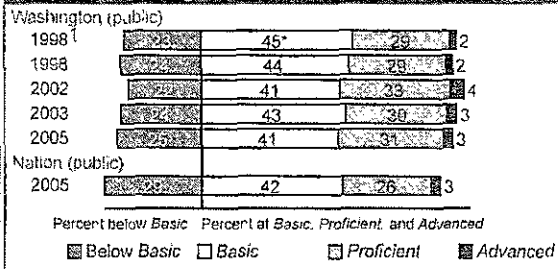
NCES 2005-464WA

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Washington

- In 2005, the average scale score for eighth-grade students in Washington was 265. This was not significantly different from[1] their average score in 2003 (264), and was not significantly different from their average score in 1998 (264).
- Washington's average score (265) in 2005 was higher than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions[2] that participated in the 2005 eighth-grade assessment, students' average scale scores in Washington were higher than those in 22 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 11 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 34 percent in 2005. This percentage was not significantly different from that in 2003 (33 percent), and was not significantly different from that in 1998 (32 percent).
- The percentage of students in Washington who performed at or above the NAEP *Basic* level was 75 percent in 2005. This percentage was not significantly different from that in 2003 (76 percent), and was not significantly different from that in 1998 (76 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below *Basic*, 242 or lower. *Basic*, 243–280. *Proficient*, 281–322. *Advanced*, 323 or above.

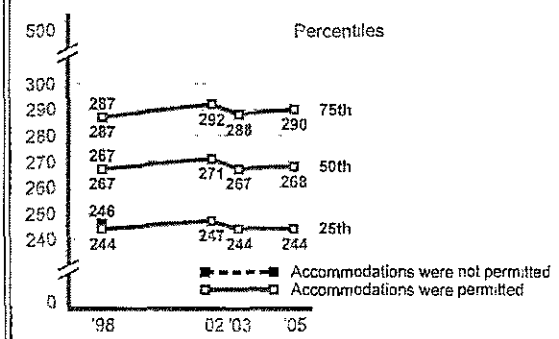
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	50	260	29	71	29	2
Female	50	269	20	80	39	4
White	75	268	22	78	38	4
Black	6	255	33	67	27	1
Hispanic	10	245	45	55	15	2
Asian/Pacific Islander	7	270	18	82	36	5
American Indian/Alaska Native	3	255	33	67	24	2
Eligible for free/reduced-price school lunch	30	251	38	62	20	1
Not eligible for free/reduced-price school lunch	63	272	17	83	42	5

Average Score Gaps Between Selected Groups

- In 2005, male students in Washington had an average score that was lower than that of female students by 9 points. This performance gap was narrower than that of 1998 (16 points in favor of females).
- In 2005, Black students had an average score that was lower than that of White students by 13 points. In 1998, the average score for Black students was lower than that of White students by 25 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 23 points. In 1998, the average score for Hispanic students was lower than that of White students by 27 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 24 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005.
† Significantly higher than 2003. ↓ Significantly lower than 2003

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.

The Nation's Report Card

State **Reading 2005**

Washington
Grade 4
Public Schools

Snapshot Report

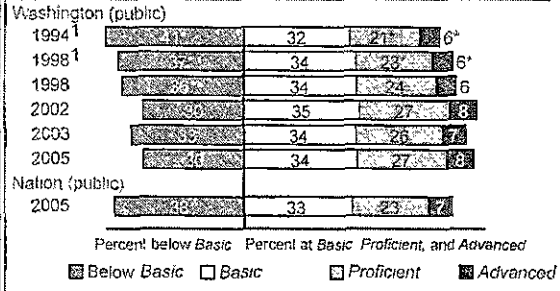
NCES 2005-462WA

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Washington

- In 2005, the average scale score for fourth-grade students in Washington was 223. This was not significantly different from[1] their average score in 2003 (221), and was higher than their average score in 1994 (213).
- Washington's average score (223) in 2005 was higher than that of the Nation's public schools (217).
- Of the 52 states and other jurisdictions[2] that participated in the 2005 fourth-grade assessment, students' average scale scores in Washington were higher than those in 25 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (33 percent), and was greater than that in 1994 (27 percent).
- The percentage of students in Washington who performed at or above the NAEP *Basic* level was 70 percent in 2005. This percentage was not significantly different from that in 2003 (67 percent), and was greater than that in 1994 (59 percent).

Student Percentage at NAEP Achievement Levels



[1] Accommodations were not permitted for this assessment.

NOTE The NAEP reading achievement levels correspond to the following scale points. Below *Basic*: 207 or lower; *Basic*: 208–237; *Proficient*: 238–267; *Advanced*: 268 or above.

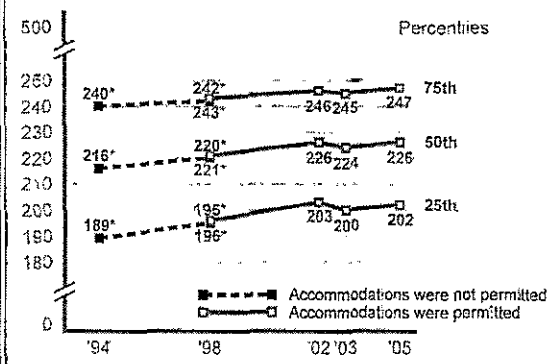
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent at or above *Proficient*	Percent *Advanced*
Male	50	219	34	66	30	6
Female	50	228	26	74	41	10
White	71	228	25	75	40	10
Black	5	212	43	57	20	4
Hispanic	13	202	55	45	14	2
Asian/Pacific Islander	8	230↑	22↓	78↑	40	9
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	38	213	42	58	23	4
Not eligible for free/reduced-price school lunch	57	231	22	78	44	11

Average Score Gaps Between Selected Groups

- In 2005, male students in Washington had an average score that was lower than that of female students by 9 points. In 1994, the average score for male students was lower than that of female students by 8 points.
- In 2005, Black students had an average score that was lower than that of White students by 16 points. In 1994, the average score for Black students was lower than that of White students by 19 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. In 1994, the average score for Hispanic students was lower than that of White students by 32 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 18 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 22 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was narrower than that of 1994 (50 points).

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero

‡ Reporting standards not met

* Significantly different from 2005.

↑ Significantly higher than 2003 ↓ Significantly lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1994–2005 Reading Assessments.

Exhibit CC

3. Return on Investment

To determine the return that various states get for their education expenditures, we created a return on investment index by dividing state expenditures into student achievement, after first controlling for student poverty, the percentage of students with special needs, and cost of living. Specifically, we divided the percentage of students scoring at or above the proficient level on the 4th and 8th grade NAEP reading and math tests in 2003 by 2004 state expenditures. The expenditures were adjusted for cost of living and students' needs. We then graded the states on a curve.

If two states had the same expenditures and one state had better achievement than the other, the higher-achieving state received a higher index score.

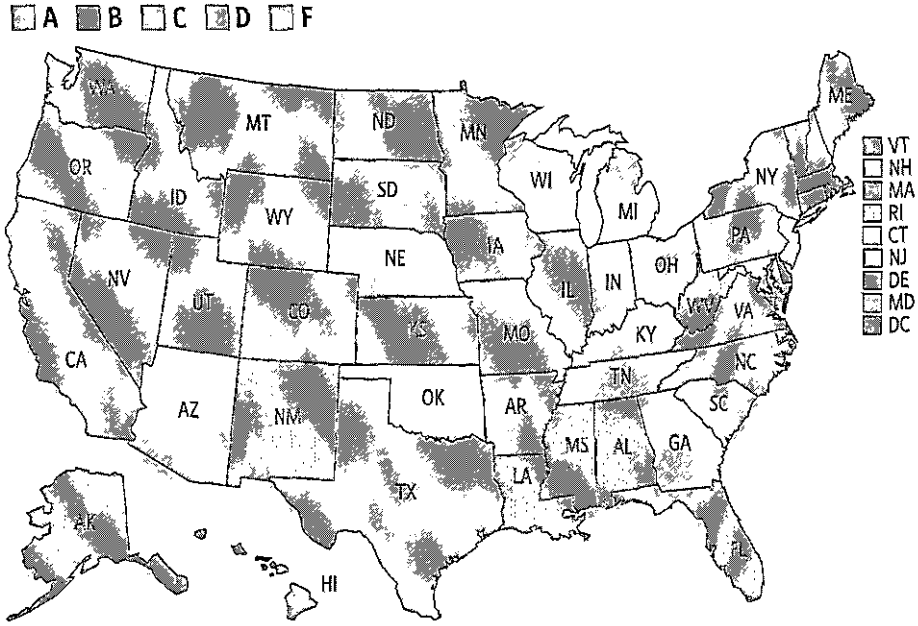


Exhibit DD

4. Truth in Advertising About Student Proficiency

To grade the states in this area, we depended on a study by Paul E. Peterson and Frederick M. Hess titled *Keeping an Eye on State Standards*. The authors calculated a grade for each state based on the difference between the percentage of students deemed proficient by the state and the percentage identified as proficient on the NAEP in 2005. States that had large gaps did poorly; states that had small gaps received higher scores.[3] Minnesota, New Hampshire, and Vermont did not test their students in the 4th or 8th grades in 2005, so we gave them hash marks (—). We also removed the pluses and minuses that had accompanied each state's grade in the original report.

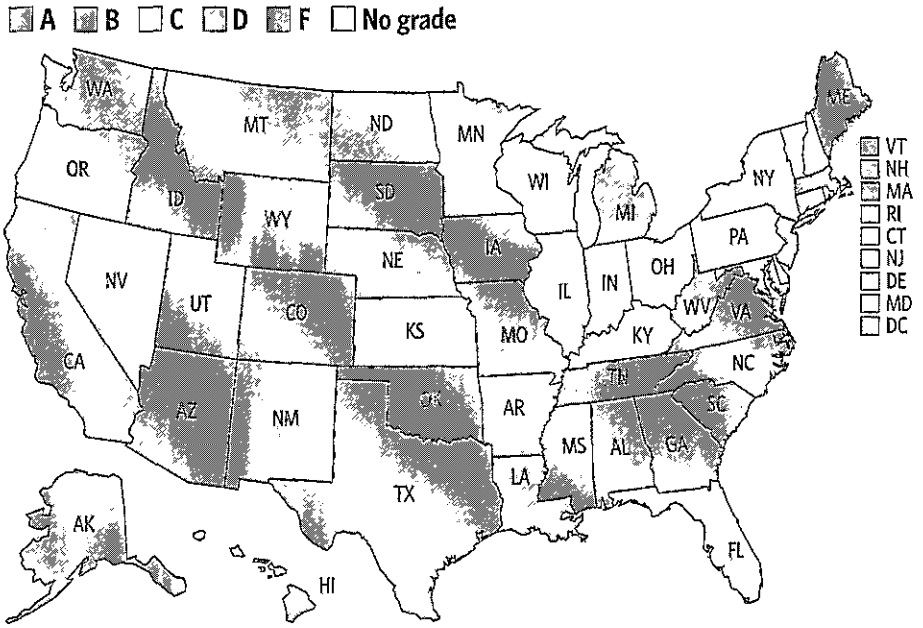


Exhibit EE

6. Postsecondary and Workforce Readiness

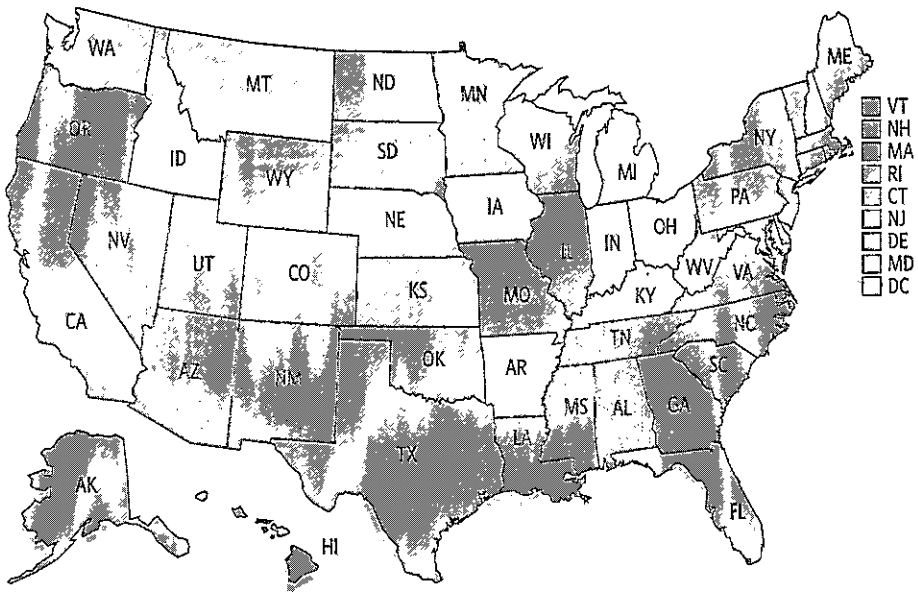
To examine how well states are preparing graduates for college and the workplace, we examined the performance of the states in three areas that measure college readiness and also serve as an indirect proxy for workforce readiness: performance on Advanced Placement (AP) exams, high school graduation rates, and students' chances for college attendance by age 19. To grade the states, we averaged the indicators together and then distributed grades based on a curve.

AP quotient: students passing core AP tests divided by high school upperclassmen
The AP program offers challenging college-level courses to high school students, measuring their success by using rigorous exams on which a score of 3 out of 5 is considered a passing grade. To examine what states are doing to ensure college readiness, we created an "AP quotient" by first reporting the number of students passing AP exams in core subject areas. Next we divided the number of public school 11th and 12th graders in 2005 who passed AP Biology, AP Calculus AB, AP English Language, and AP U.S. History by the total number of public school 11th and 12th graders in the state that year. This approach has the desirable effect of rewarding states that work harder to have significant numbers of students pass AP exams without penalizing states that push large numbers of students to take challenging AP courses.

Percentage of students graduating from high school
For this project, we declined to use notoriously unreliable official state graduation rate data. Instead, we included an estimated four-year cohort graduation rate measure created by Christopher Swanson, the research director of *Education Week*. He calculated this data in 2006. The estimate relies on grade-by-grade enrollment counts from the National Center for Education Statistics Common Core of Data to approximate how many 9th graders make it to graduation four years later.

Ninth graders' chances for college attendance by age 19
This information is compiled by Thomas Mortenson, a Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education, and serves as a measure of students' persistence from high school to college. To calculate the figure, Mortenson looks at the number of fall first-time freshmen enrolled anywhere in the United States in 2004 and then divides by the number of 9th graders four years earlier in each state. The data do not account for high school transfers out of state or students who drop out of high school and earn a GED (General Education Diploma).

☐ A ☐ B ☐ C ☒ D ☐ F ☐ No grade



Postsecondary and Workforce Readiness

States	Grade	AP quotient: students passing core AP tests divided by high school upperclassmen	Percentage of students graduating from high school in four years with a regular diploma	Percentage of 9th graders who finish high school in four years and attend college
New Jersey	A	1.89	85%	54%
Connecticut	A	2.13	79	46
Massachusetts	A	2.12	72	47
Maryland	A	2.59	74	43
Virginia	A	2.48	75	42
Utah	A	1.92	77	35
Minnesota	A	1.01	79	55
North Carolina	A	1.91	66	41
South Dakota	A	1.14	75	56
Illinois	A	1.45	76	42
Vermont	B	1.46	81	36
Texas	B	1.94	67	35
New York	B	2.50	63	39
California	B	1.80	71	30
Wisconsin	B	1.30	81	46
Pennsylvania	B	1.02	79	46
Colorado	B	1.67	73	42
North Dakota	B	0.56	83	57
Maine	B	1.48	74	38
New Hampshire	B	1.06	78	42
Iowa	C	0.55	83	50
Indiana	C	1.20	73	43
Idaho	C	1.03	78	38
Arkansas	C	1.23	72	42
Nebraska	C	0.40	78	50
Montana	C	0.86	76	45
Kansas	C	0.86	75	46
Washington	C	1.35	68	30
Ohio	C	0.90	77	40
Michigan	C	1.04	66	40
Rhode Island	D	0.91	72	40
Wyoming	D	0.48	74	44
West Virginia	D	0.95	73	39
Alaska	D	1.45	64	28
Georgia	D	1.36	56	35
Oklahoma	D	1.01	71	39
Missouri	D	0.57	75	40
South Carolina	D	1.41	53	35
Florida	D	1.77	58	30
Kentucky	D	0.96	70	37
Delaware	F	1.26	61	36
Nevada	F	1.32	56	28
Arizona	F	0.85	70	31
Oregon	F	0.73	69	33
New Mexico	F	0.95	57	38
Tennessee	F	0.81	62	30
Louisiana	F	0.26	61	37
Alabama	F	0.66	61	37
Hawaii	F	0.74	64	33
Mississippi	F	0.39	61	35
District of Columbia	—	0.93	59	—

—State did not receive a grade in this category.

SOURCES: U.S. Chamber of Commerce, unpublished tabulations from College Board, 2006; U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Editorial Projects in Education, *Diploma Counts 2006*, June 2006; and Thomas Mortensen, *Postsecondary Education Opportunity*, 2004. The author provided updated data on November 20, 2006.

Exhibit FF

Accelerating Achievement

2007

January

Conference

1/11/07 –

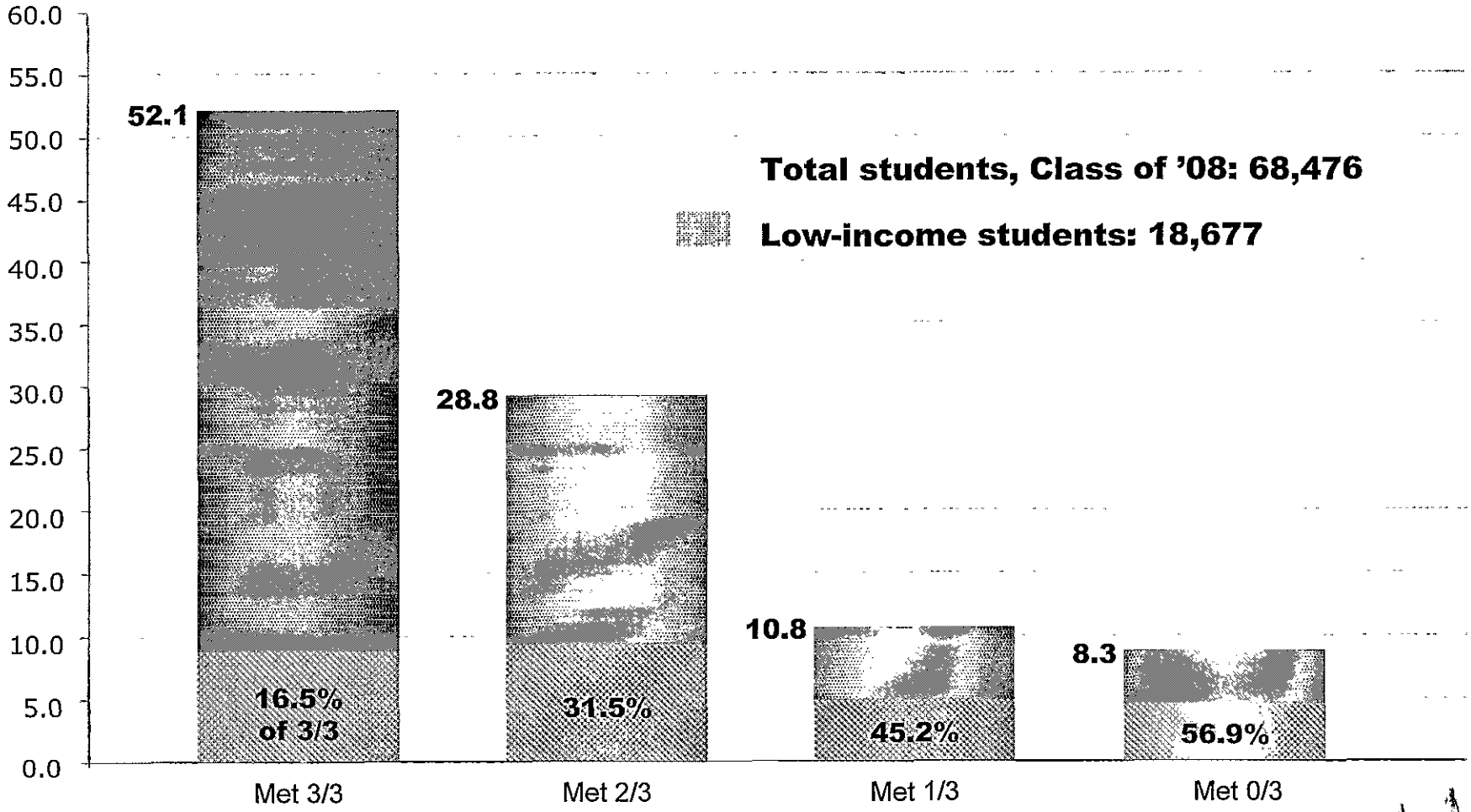
1/12/07

Dr. Terry Bergeson

Office of Superintendent of Public Instruction

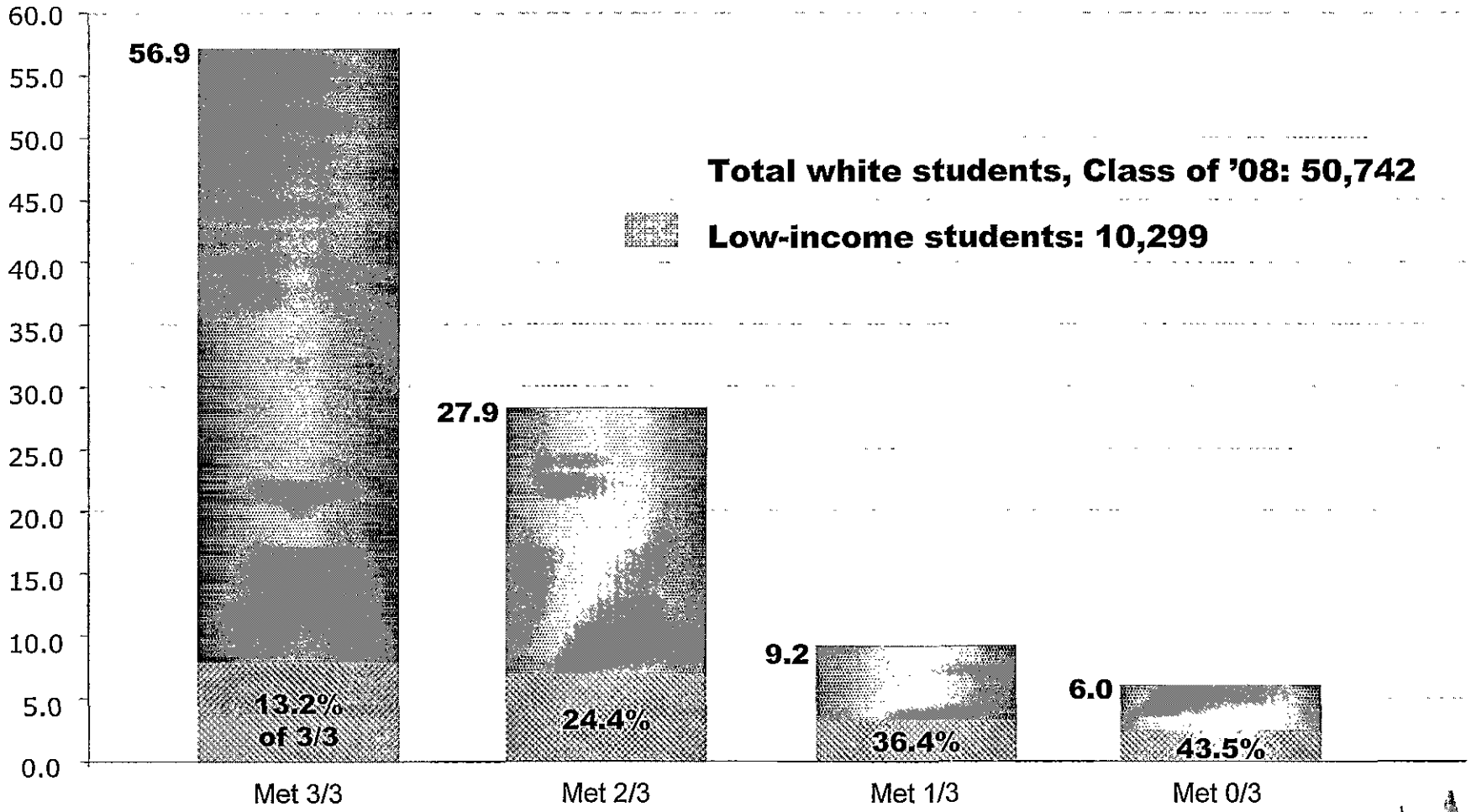
2006 WASL: All students

10th-grade students meeting standard in one or more subject areas



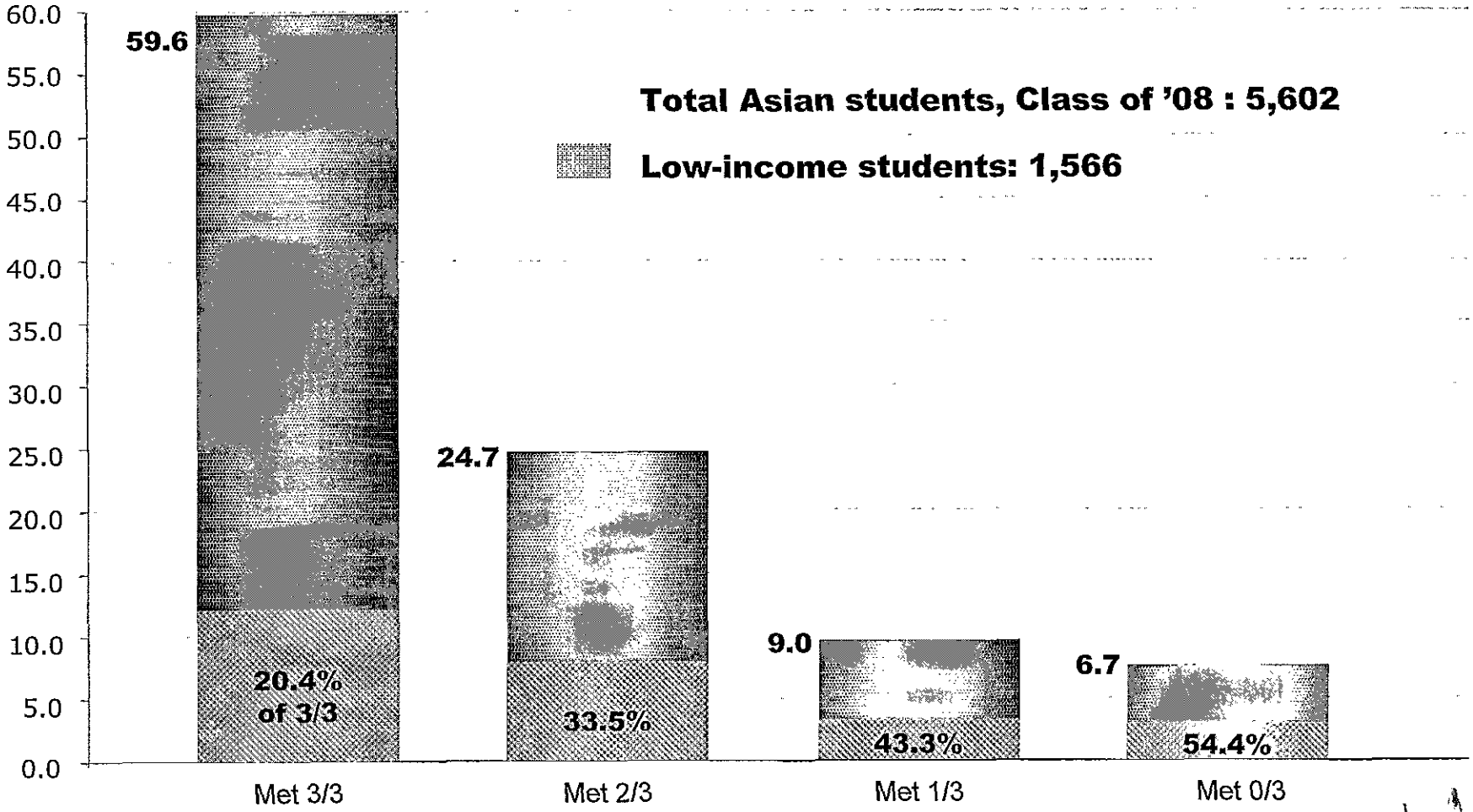
2006 WASL: White students

10th-grade students meeting standard in one or more subject areas



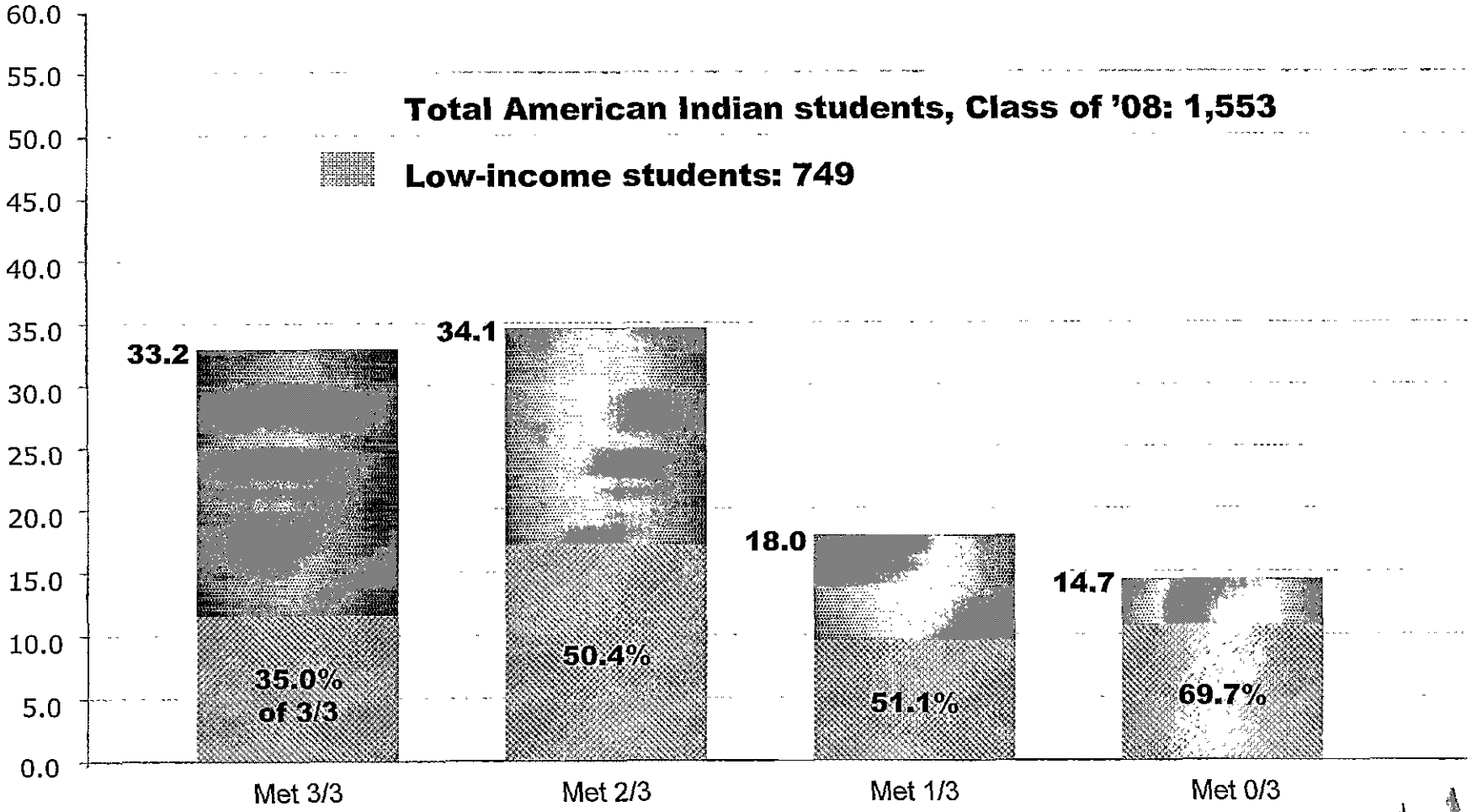
2006 WASL: Asian/Pacific Islander students

Asian/Pacific Islander students meeting standard in one or more subject areas



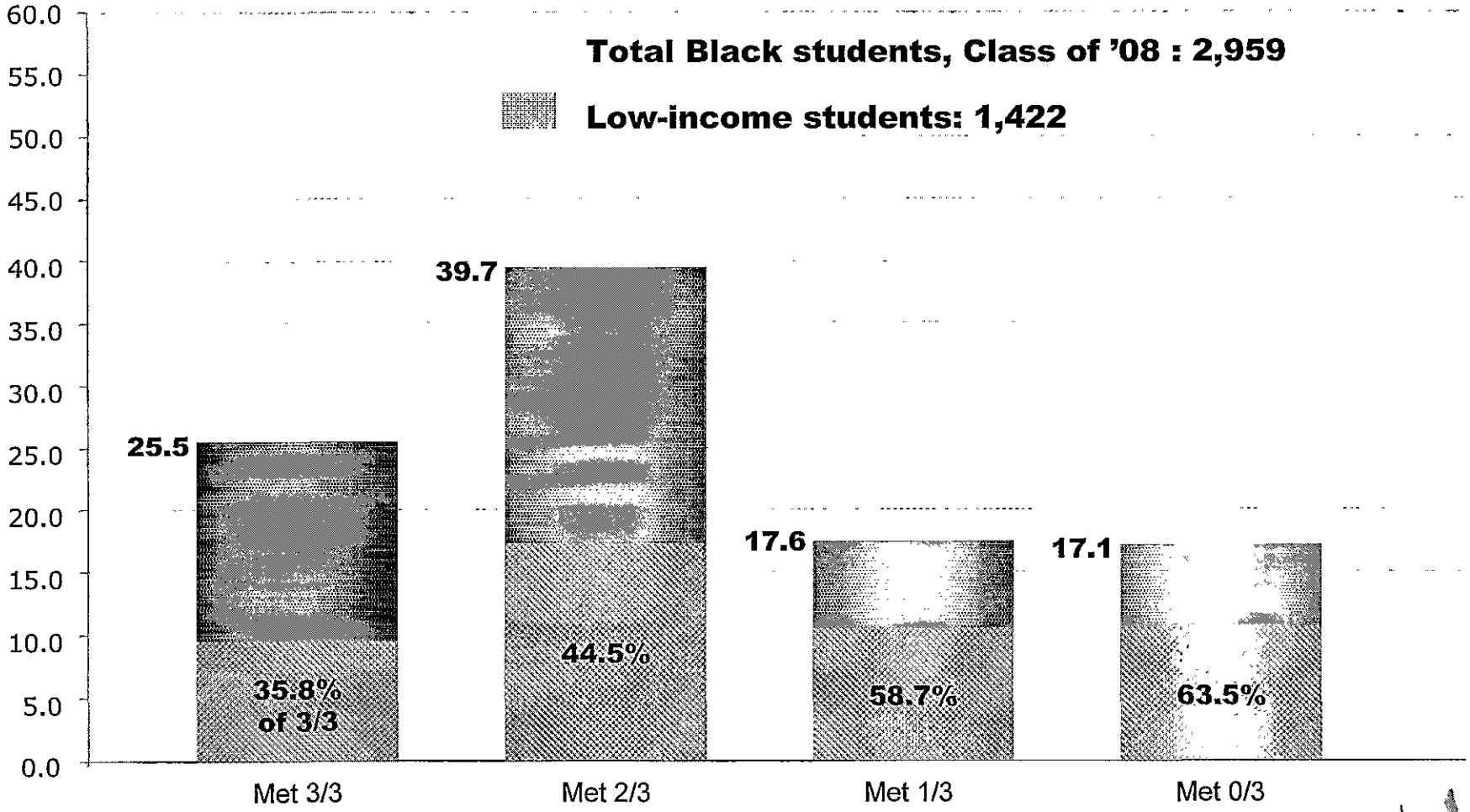
2006 WASL: American Indian students

10th-grade students meeting standard in one or more subject areas



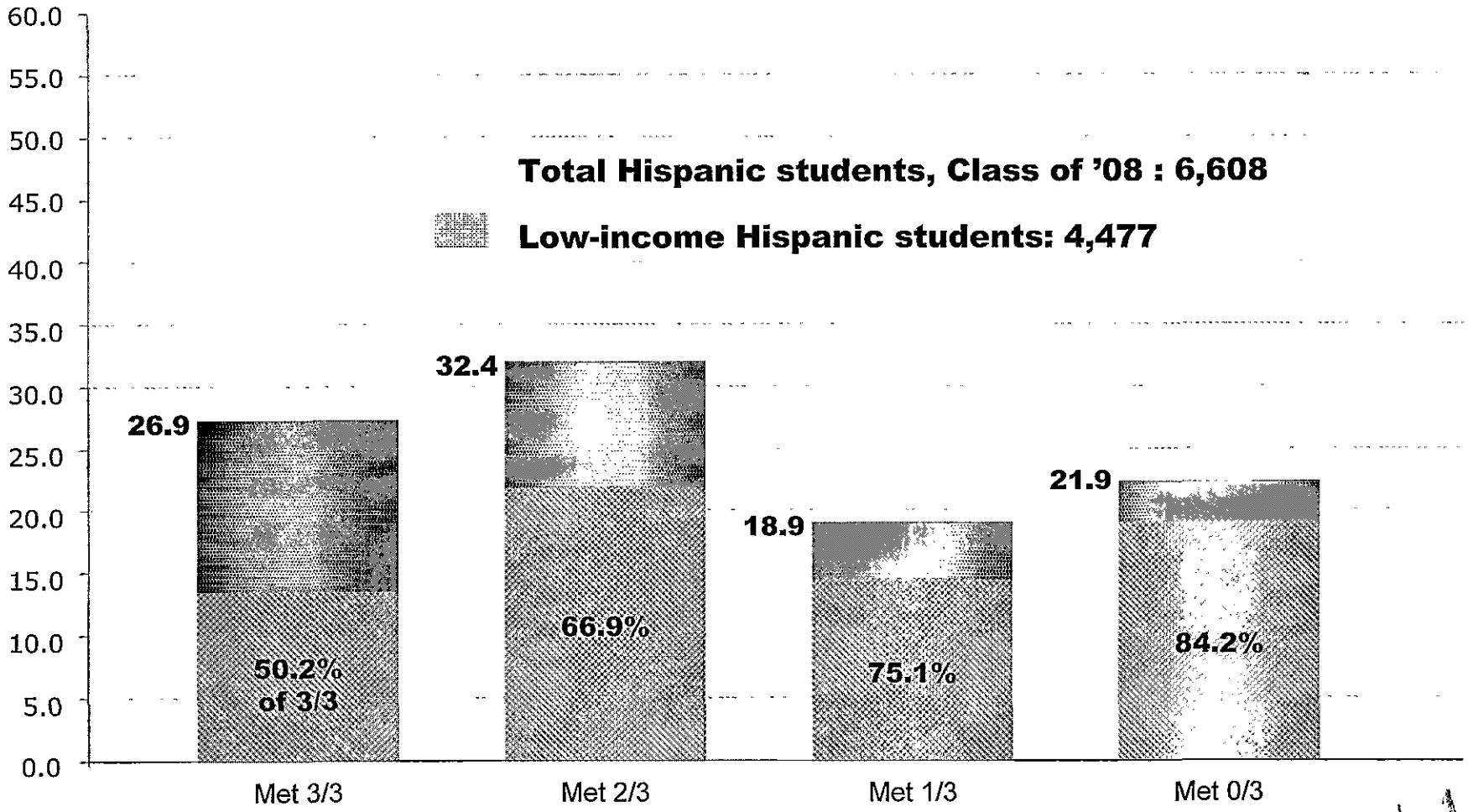
2006 WASL: Black students

10th-grade students meeting standard in one or more subject areas



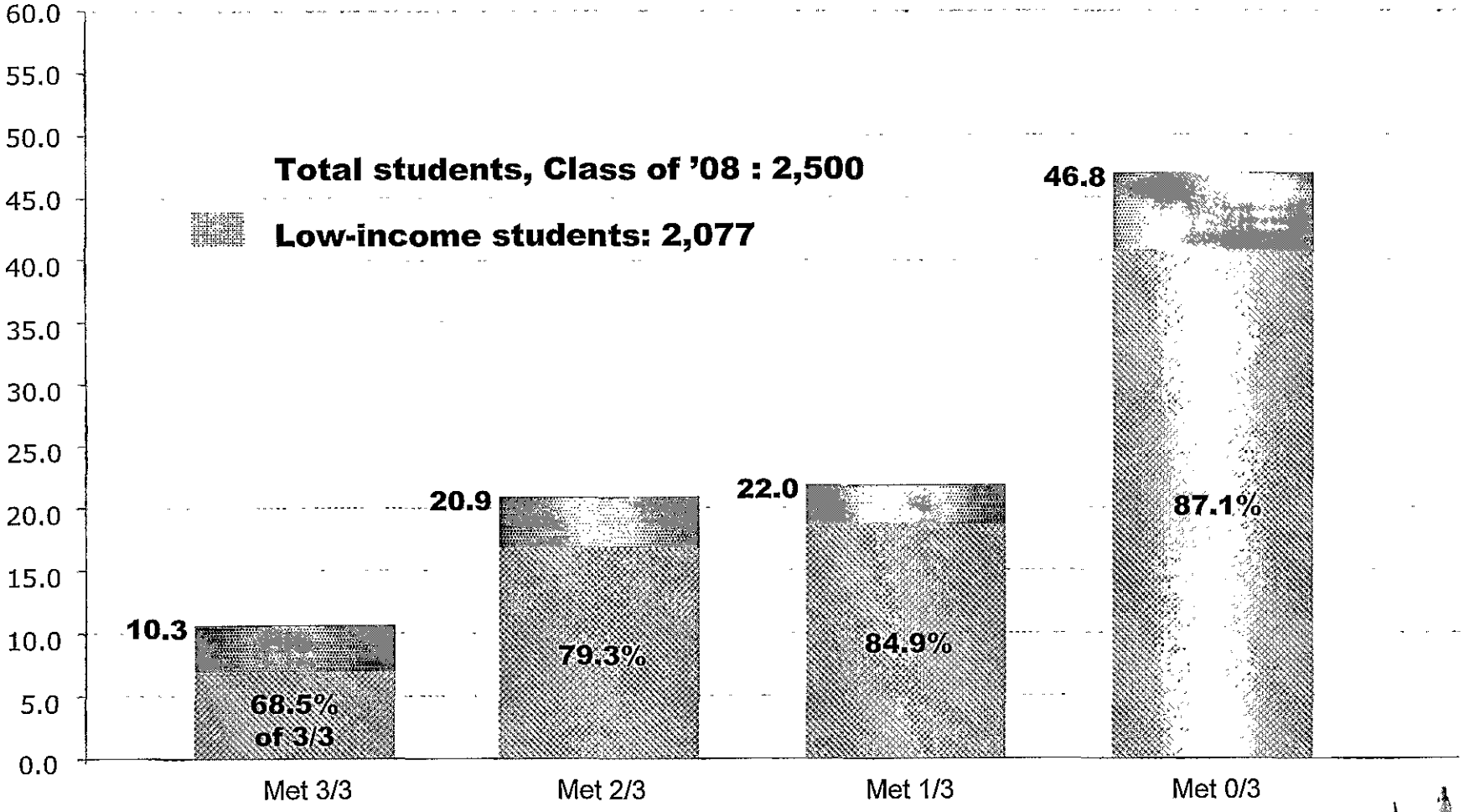
2006 WASL: Hispanic students

10th-grade students meeting standard in one or more subject areas



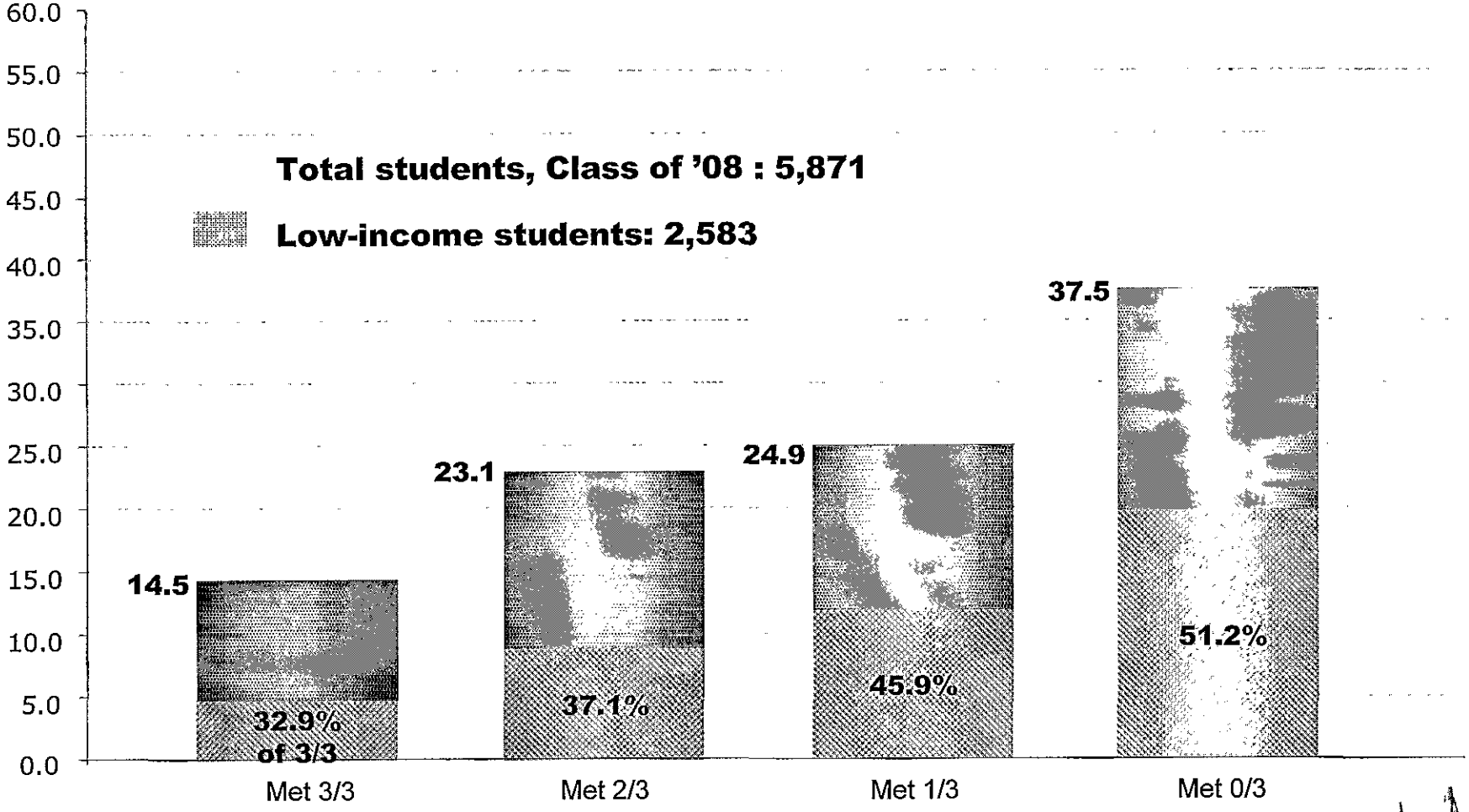
2006 WASL: ELL students

10th-grade students meeting standard in one or more subject areas



2006 WASL: students in special education

10th-grade students meeting standard in one or more subject areas



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Superintendent Dr. Terry Bergeson
(360) 725-6000

Old Capitol Building 600 South Washington Olympia 98504

This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th All 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	61,183	82.0%
Level 4 (exceeds standard)	43,718	58.6%
Level 3 (met standard)	17,187	23.0%
MO (met standard)	278	0.4%
Not Meeting Standard	13,436	18.0%
Level 2 (below standard)	7,476	10.0%
Level 1 (well below standard)	2,889	3.9%
No Score	3,071	4.1%
Unexcused Absence, Refusal	1,697	2.3%
Other*	1,374	1.8%
Total	74,619	100%
Meeting Standard excluding No Score		85.5%
Alternate Assessment (see WAAS)	2,180	
WAAS Portfolio	468	
WAAS DAW**	1,712	
Not included in test calculations	5,167	
Excused Absence	2,632	
Exempted***	2,535	
Total Enrollment	81,966	

Math - Grade 10

	Number	Percent
Meeting Standard	37,928	51.0%
Level 4 (exceeds standard)	13,680	18.4%
Level 3 (met standard)	24,119	32.5%
MO (met standard)	129	0.2%
Not Meeting Standard	36,383	49.0%
Level 2 (below standard)	17,767	23.9%
Level 1 (well below standard)	14,866	20.0%
No Score	3,750	5.0%
Unexcused Absence, Refusal	1,953	2.6%
Other*	1,797	2.4%
Total	74,311	100%
Meeting Standard excluding No Score		53.8%
Alternate Assessment (see WAAS)	2,392	
WAAS Portfolio	466	
WAAS DAW**	1,926	
Not included in test calculations	5,263	
Excused Absence	2,920	
Exempted***	2,343	
Total Enrollment	81,966	

Writing - Grade 10

	Number	Percent
Meeting Standard	59,480	79.8%
Level 4 (exceeds standard)	30,660	41.1%
Level 3 (met standard)	28,525	38.3%
MO (met standard)	295	0.4%
Not Meeting Standard	15,094	20.2%
Level 2 (below standard)	8,941	12.0%
Level 1 (well below standard)	2,744	3.7%
No Score	3,409	4.6%
Unexcused Absence, Refusal	1,749	2.3%
Other*	1,660	2.2%
Total	74,574	100%
Meeting Standard excluding No Score		83.6%

Alternate Assessment (see WAAS)	2,259
WAAS Portfolio	483
WAAS DAW**	1,776
Not included in test calculations	5,133
Excused Absence	2,679
Exempted***	2,454
Total Enrollment	81,966

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
51.8%	28.4%	10.3%	9.5%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
45.1%	27.9%	12.6%	14.4%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	25,622	35.0%
Level 4 (exceeds standard)	1,747	2.4%
Level 3 (met standard)	23,822	32.5%
MO (met standard)	53	0.1%
Not Meeting Standard	47,666	65.0%
Level 2 (below standard)	15,788	21.5%
Level 1 (well below standard)	26,341	35.9%
No Score	5,537	7.6%
Unexcused Absence, Refusal	2,991	4.1%
Other*	2,546	3.5%
Total	73,288	100%
Meeting Standard excluding No Score		37.8%
Alternate Assessment (see WAAS)	2,024	
WAAS Portfolio	484	
WAAS DAW**	1,540	
Not included in test calculations	6,654	
Excused Absence	4,305	
Exempted***	2,349	
Total Enrollment	81,966	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th American Indian 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	1,266	67.8%
Level 4 (exceeds standard)	766	41.0%
Level 3 (met standard)	479	25.7%
MO (met standard)	21	1.1%
Not Meeting Standard	601	32.2%
Level 2 (below standard)	312	16.7%
Level 1 (well below standard)	126	6.7%
No Score	163	8.7%
Unexcused Absence, Refusal	90	4.8%
Other*	73	3.9%
Total	1,867	100%
Meeting Standard excluding No Score		74.3%
Alternate Assessment (see WAAS)	113	
WAAS Portfolio	24	
WAAS DAW**	89	
Not included in test calculations	205	
Excused Absence	101	
Exempted***	104	
Total Enrollment	2,185	

Math - Grade 10

	Number	Percent
Meeting Standard	567	30.1%
Level 4 (exceeds standard)	148	7.9%
Level 3 (met standard)	414	22.0%
MO (met standard)	5	0.3%
Not Meeting Standard	1,315	69.9%
Level 2 (below standard)	481	25.6%
Level 1 (well below standard)	600	31.9%
No Score	234	12.4%
Unexcused Absence, Refusal	118	6.3%
Other*	116	6.2%
Total	1,882	100%
Meeting Standard excluding No Score		34.4%
Alternate Assessment (see WAAS)	117	
WAAS Portfolio	24	
WAAS DAW**	93	
Not included in test calculations	186	
Excused Absence	121	
Exempted***	65	
Total Enrollment	2,185	

Writing - Grade 10

	Number	Percent
Meeting Standard	1,227	65.6%
Level 4 (exceeds standard)	423	22.6%
Level 3 (met standard)	787	42.1%
MO (met standard)	17	0.9%
Not Meeting Standard	643	34.4%
Level 2 (below standard)	335	17.9%
Level 1 (well below standard)	125	6.7%
No Score	183	9.8%
Unexcused Absence, Refusal	101	5.4%
Other*	82	4.4%
Total	1,870	100%
Meeting Standard excluding No Score		72.7%

Alternate Assessment (see WAAS)	113
WAAS Portfolio	24
WAAS DAW**	89
Not included in test calculations	202
Excused Absence	103
Exempted***	99
Total Enrollment	2,185

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
31.9%	33.8%	17.3%	17.0%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
24.6%	29.3%	19.4%	26.7%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	334	18.1%
Level 4 (exceeds standard)	7	0.4%
Level 3 (met standard)	326	17.7%
MO (met standard)	1	0.1%
Not Meeting Standard	1,508	81.9%
Level 2 (below standard)	312	16.9%
Level 1 (well below standard)	908	49.3%
No Score	288	15.6%
Unexcused Absence, Refusal	149	8.1%
Other*	139	7.5%
Total	1,842	100%
Meeting Standard excluding No Score		21.5%
Alternate Assessment (see WAAS)	104	
WAAS Portfolio	24	
WAAS DAW**	80	
Not included in test calculations	239	
Excused Absence	174	
Exempted***	65	
Total Enrollment	2,185	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Asian 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	5,013	84.6%
Level 4 (exceeds standard)	3,628	61.2%
Level 3 (met standard)	1,369	23.1%
MO (met standard)	16	0.3%
Not Meeting Standard	914	15.4%
Level 2 (below standard)	562	9.5%
Level 1 (well below standard)	184	3.1%
No Score	168	2.8%
Unexcused Absence, Refusal	76	1.3%
Other*	92	1.6%
Total	5,927	100%
Meeting Standard excluding No Score		87.0%
Alternate Assessment (see WAAS)	86	
WAAS Portfolio	27	
WAAS DAW**	59	
Not included in test calculations	286	
Excused Absence	118	
Exempted***	168	
Total Enrollment	6,299	

Math - Grade 10

	Number	Percent
Meeting Standard	3,533	59.7%
Level 4 (exceeds standard)	1,535	25.9%
Level 3 (met standard)	1,996	33.7%
MO (met standard)	2	0.0%
Not Meeting Standard	2,383	40.3%
Level 2 (below standard)	1,243	21.0%
Level 1 (well below standard)	951	16.1%
No Score	189	3.2%
Unexcused Absence, Refusal	92	1.6%
Other*	97	1.6%
Total	5,916	100%
Meeting Standard excluding No Score		61.7%
Alternate Assessment (see WAAS)	96	
WAAS Portfolio	27	
WAAS DAW**	69	
Not included in test calculations	287	
Excused Absence	158	
Exempted***	129	
Total Enrollment	6,299	

Writing - Grade 10

	Number	Percent
Meeting Standard	5,000	84.5%
Level 4 (exceeds standard)	2,937	49.6%
Level 3 (met standard)	2,046	34.6%
MO (met standard)	17	0.3%
Not Meeting Standard	920	15.5%
Level 2 (below standard)	587	9.9%
Level 1 (well below standard)	149	2.5%
No Score	184	3.1%
Unexcused Absence, Refusal	84	1.4%
Other*	100	1.7%
Total	5,920	100%
Meeting Standard excluding No Score		87.2%

Alternate Assessment (see WAAS)	84
WAAS Portfolio	27
WAAS DAW**	57
Not included in test calculations	295
Excused Absence	128
Exempted***	167
Total Enrollment	6,299

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
59.8%	24.5%	8.9%	6.9%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
54.5%	24.5%	10.0%	11.0%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	2,345	40.2%
Level 4 (exceeds standard)	202	3.5%
Level 3 (met standard)	2,142	36.7%
MO (met standard)	1	0.0%
Not Meeting Standard	3,491	59.8%
Level 2 (below standard)	1,273	21.8%
Level 1 (well below standard)	1,956	33.5%
No Score	262	4.5%
Unexcused Absence, Refusal	117	2.0%
Other*	145	2.5%
Total	5,836	100%
Meeting Standard excluding No Score		42.1%
Alternate Assessment (see WAAS)	80	
WAAS Portfolio	27	
WAAS DAW**	53	
Not included in test calculations	383	
Excused Absence	248	
Exempted***	135	
Total Enrollment	6,299	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Black 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	2,283	66.2%
Level 4 (exceeds standard)	1,296	37.6%
Level 3 (met standard)	977	28.3%
MO (met standard)	10	0.3%
Not Meeting Standard	1,167	33.8%
Level 2 (below standard)	607	17.6%
Level 1 (well below standard)	260	7.5%
No Score	300	8.7%
Unexcused Absence, Refusal	158	4.6%
Other*	142	4.1%
Total	3,450	100%
Meeting Standard excluding No Score		72.5%
Alternate Assessment (see WAAS)	155	
WAAS Portfolio	29	
WAAS DAW**	126	
Not included in test calculations	361	
Excused Absence	170	
Exempted***	191	
Total Enrollment	3,966	

Math - Grade 10

	Number	Percent
Meeting Standard	796	23.2%
Level 4 (exceeds standard)	141	4.1%
Level 3 (met standard)	652	19.0%
MO (met standard)	3	0.1%
Not Meeting Standard	2,640	76.8%
Level 2 (below standard)	886	25.8%
Level 1 (well below standard)	1,428	41.6%
No Score	326	9.5%
Unexcused Absence, Refusal	173	5.0%
Other*	153	4.5%
Total	3,436	100%
Meeting Standard excluding No Score		25.6%
Alternate Assessment (see WAAS)	167	
WAAS Portfolio	29	
WAAS DAW**	138	
Not included in test calculations	363	
Excused Absence	234	
Exempted***	129	
Total Enrollment	3,966	

Writing - Grade 10

	Number	Percent
Meeting Standard	2,253	65.4%
Level 4 (exceeds standard)	875	25.4%
Level 3 (met standard)	1,368	39.7%
MO (met standard)	10	0.3%
Not Meeting Standard	1,191	34.6%
Level 2 (below standard)	666	19.3%
Level 1 (well below standard)	200	5.8%
No Score	325	9.4%
Unexcused Absence, Refusal	150	4.4%
Other*	175	5.1%
Total	3,444	100%
Meeting Standard excluding No Score		72.2%

Alternate Assessment (see WAAS)	143
WAAS Portfolio	29
WAAS DAW**	114
Not included in test calculations	379
Excused Absence	192
Exempted***	187
Total Enrollment	3,966

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
24.9%	39.3%	17.2%	18.6%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
20.0%	33.7%	18.2%	28.1%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	405	12.0%
Level 4 (exceeds standard)	5	0.1%
Level 3 (met standard)	400	11.9%
MO (met standard)	0	0.0%
Not Meeting Standard	2,969	88.0%
Level 2 (below standard)	570	16.9%
Level 1 (well below standard)	1,931	57.2%
No Score	468	13.9%
Unexcused Absence, Refusal	245	7.3%
Other*	223	6.6%
Total	3,374	100%
Meeting Standard excluding No Score		13.9%
Alternate Assessment (see WAAS)	146	
WAAS Portfolio	29	
WAAS DAW**	117	
Not included in test calculations	446	
Excused Absence	315	
Exempted***	131	
Total Enrollment	3,966	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Hispanic 2005-06 Numbers

10th Grade WASL

Reading - Grade 10	Number	Percent
Meeting Standard	4,681	62.6%
Level 4 (exceeds standard)	2,576	34.5%
Level 3 (met standard)	2,081	27.8%
MO (met standard)	24	0.3%
Not Meeting Standard	2,793	37.4%
Level 2 (below standard)	1,452	19.4%
Level 1 (well below standard)	812	10.9%
No Score	529	7.1%
Unexcused Absence, Refusal	251	3.4%
Other*	278	3.7%
Total	7,474	100%
Meeting Standard excluding No Score		67.4%
Alternate Assessment (see WAAS)	331	
WAAS Portfolio	43	
WAAS DAW**	288	
Not included in test calculations	755	
Excused Absence	312	
Exempted***	443	
Total Enrollment	8,560	

Math - Grade 10	Number	Percent
Meeting Standard	1,911	25.4%
Level 4 (exceeds standard)	444	5.9%
Level 3 (met standard)	1,461	19.4%
MO (met standard)	6	0.1%
Not Meeting Standard	5,602	74.6%
Level 2 (below standard)	1,961	26.1%
Level 1 (well below standard)	2,980	39.7%
No Score	661	8.8%
Unexcused Absence, Refusal	280	3.7%
Other*	381	5.1%
Total	7,513	100%
Meeting Standard excluding No Score		27.9%
Alternate Assessment (see WAAS)	341	
WAAS Portfolio	44	
WAAS DAW**	297	
Not included in test calculations	706	
Excused Absence	355	
Exempted***	351	
Total Enrollment	8,560	

Writing - Grade 10	Number	Percent
Meeting Standard	4,490	59.9%
Level 4 (exceeds standard)	1,579	21.1%
Level 3 (met standard)	2,893	38.6%
MO (met standard)	18	0.2%
Not Meeting Standard	3,002	40.1%
Level 2 (below standard)	1,648	22.0%
Level 1 (well below standard)	776	10.4%
No Score	578	7.7%
Unexcused Absence, Refusal	238	3.2%
Other*	340	4.5%
Total	7,492	100%
Meeting Standard excluding No Score		64.9%

Alternate Assessment (see WAAS)	339
WAAS Portfolio	46
WAAS DAW**	293
Not included in test calculations	729
Excused Absence	301
Exempted***	428
Total Enrollment	8,560

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
26.2%	31.8%	17.7%	24.3%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
21.8%	28.4%	18.7%	31.1%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	1,030	14.1%
Level 4 (exceeds standard)	31	0.4%
Level 3 (met standard)	996	13.6%
MO (met standard)	3	0.0%
Not Meeting Standard	6,290	85.9%
Level 2 (below standard)	1,244	17.0%
Level 1 (well below standard)	4,117	56.2%
No Score	929	12.7%
Unexcused Absence, Refusal	480	6.6%
Other*	449	6.1%
Total	7,320	100%
Meeting Standard excluding No Score		16.1%
Alternate Assessment (see WAAS)	302	
WAAS Portfolio	46	
WAAS DAW**	256	
Not included in test calculations	938	
Excused Absence	589	
Exempted***	349	
Total Enrollment	8,560	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th White 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	46,859	86.5%
Level 4 (exceeds standard)	34,761	64.1%
Level 3 (met standard)	11,893	21.9%
MO (met standard)	205	0.4%
Not Meeting Standard	7,338	13.5%
Level 2 (below standard)	4,313	8.0%
Level 1 (well below standard)	1,370	2.5%
No Score	1,655	3.1%
Unexcused Absence, Refusal	877	1.6%
Other*	778	1.4%
Total	54,197	100%
Meeting Standard excluding No Score		89.2%
Alternate Assessment (see WAAS)	1,423	
WAAS Portfolio	335	
WAAS DAW**	1,088	
Not included in test calculations	2,891	
Excused Absence	1,774	
Exempted***	1,117	
Total Enrollment	58,511	

Math - Grade 10

	Number	Percent
Meeting Standard	30,643	56.5%
Level 4 (exceeds standard)	11,252	20.7%
Level 3 (met standard)	19,280	35.5%
MO (met standard)	111	0.2%
Not Meeting Standard	23,615	43.5%
Level 2 (below standard)	12,873	23.7%
Level 1 (well below standard)	8,547	15.8%
No Score	2,195	4.0%
Unexcused Absence, Refusal	1,166	2.1%
Other*	1,029	1.9%
Total	54,258	100%
Meeting Standard excluding No Score		58.9%
Alternate Assessment (see WAAS)	1,595	
WAAS Portfolio	332	
WAAS DAW**	1,263	
Not included in test calculations	2,658	
Excused Absence	1,923	
Exempted***	735	
Total Enrollment	58,511	

Writing - Grade 10

	Number	Percent
Meeting Standard	45,466	83.9%
Level 4 (exceeds standard)	24,430	45.1%
Level 3 (met standard)	20,808	38.4%
MO (met standard)	228	0.4%
Not Meeting Standard	8,696	16.1%
Level 2 (below standard)	5,448	10.1%
Level 1 (well below standard)	1,365	2.5%
No Score	1,883	3.5%
Unexcused Absence, Refusal	934	1.7%
Other*	949	1.8%
Total	54,162	100%
Meeting Standard excluding No Score		87.0%

Alternate Assessment (see WAAS)	1,503
WAAS Portfolio	346
WAAS DAW**	1,157
Not included in test calculations	2,846
Excused Absence	1,788
Exempted***	1,058
Total Enrollment	58,511

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
56.7%	27.6%	8.8%	7.0%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
50.3%	27.8%	11.3%	10.7%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	21,189	39.5%
Level 4 (exceeds standard)	1,478	2.8%
Level 3 (met standard)	19,663	36.6%
MO (met standard)	48	0.1%
Not Meeting Standard	32,468	60.5%
Level 2 (below standard)	12,167	22.7%
Level 1 (well below standard)	16,887	31.5%
No Score	3,414	6.4%
Unexcused Absence, Refusal	1,853	3.5%
Other*	1,561	2.9%
Total	53,657	100%
Meeting Standard excluding No Score		42.2%
Alternate Assessment (see WAAS)	1,314	
WAAS Portfolio	347	
WAAS DAW**	967	
Not included in test calculations	3,540	
Excused Absence	2,846	
Exempted***	694	
Total Enrollment	58,511	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Limited English 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	1,038	35.5%
Level 4 (exceeds standard)	304	10.4%
Level 3 (met standard)	724	24.8%
MO (met standard)	10	0.3%
Not Meeting Standard	1,886	64.5%
Level 2 (below standard)	858	29.3%
Level 1 (well below standard)	777	26.6%
No Score	251	8.6%
Unexcused Absence, Refusal	99	3.4%
Other*	152	5.2%
Total	2,924	100%
Meeting Standard excluding No Score		38.8%
Alternate Assessment (see WAAS)	99	
WAAS Portfolio	10	
WAAS DAW**	89	
Not included in test calculations	436	
Excused Absence	114	
Exempted***	322	
Total Enrollment	3,459	

Math - Grade 10

	Number	Percent
Meeting Standard	378	12.8%
Level 4 (exceeds standard)	76	2.6%
Level 3 (met standard)	301	10.2%
MO (met standard)	1	0.0%
Not Meeting Standard	2,569	87.2%
Level 2 (below standard)	624	21.2%
Level 1 (well below standard)	1,696	57.6%
No Score	249	8.4%
Unexcused Absence, Refusal	105	3.6%
Other*	144	4.9%
Total	2,947	100%
Meeting Standard excluding No Score		14.0%
Alternate Assessment (see WAAS)	99	
WAAS Portfolio	11	
WAAS DAW**	88	
Not included in test calculations	413	
Excused Absence	121	
Exempted***	292	
Total Enrollment	3,459	

Writing - Grade 10

	Number	Percent
Meeting Standard	956	32.9%
Level 4 (exceeds standard)	158	5.4%
Level 3 (met standard)	788	27.1%
MO (met standard)	10	0.3%
Not Meeting Standard	1,954	67.1%
Level 2 (below standard)	980	33.7%
Level 1 (well below standard)	691	23.7%
No Score	283	9.7%
Unexcused Absence, Refusal	89	3.1%
Other*	194	6.7%
Total	2,910	100%
Meeting Standard excluding No Score		36.4%

Alternate Assessment (see WAAS)	105
WAAS Portfolio	10
WAAS DAW**	95
Not included in test calculations	444
Excused Absence	121
Exempted***	323
Total Enrollment	3,459

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
9.9%	20.3%	21.2%	48.6%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
8.2%	17.0%	19.5%	55.3%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	128	4.4%
Level 4 (exceeds standard)	3	0.1%
Level 3 (met standard)	124	4.3%
MO (met standard)	1	0.0%
Not Meeting Standard	2,758	95.6%
Level 2 (below standard)	288	10.0%
Level 1 (well below standard)	2,100	72.8%
No Score	370	12.8%
Unexcused Absence, Refusal	152	5.3%
Other*	218	7.6%
Total	2,886	100%
Meeting Standard excluding No Score		5.1%
Alternate Assessment (see WAAS)	84	
WAAS Portfolio	10	
WAAS DAW**	74	
Not included in test calculations	489	
Excused Absence	198	
Exempted***	291	
Total Enrollment	3,459	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Special Education 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	2,188	41.6%
Level 4 (exceeds standard)	686	13.0%
Level 3 (met standard)	1,226	23.3%
MO (met standard)	276	5.2%
Not Meeting Standard	3,076	58.4%
Level 2 (below standard)	1,368	26.0%
Level 1 (well below standard)	1,167	22.2%
No Score	541	10.3%
Unexcused Absence, Refusal	250	4.7%
Other*	291	5.5%
Total	5,264	100%
Meeting Standard excluding No Score		46.3%
Alternate Assessment (see WAAS)	2,149	
WAAS Portfolio	462	
WAAS DAW**	1,687	
Not included in test calculations	578	
Excused Absence	377	
Exempted***	201	
Total Enrollment	7,991	

Math - Grade 10

	Number	Percent
Meeting Standard	600	11.8%
Level 4 (exceeds standard)	85	1.7%
Level 3 (met standard)	387	7.6%
MO (met standard)	128	2.5%
Not Meeting Standard	4,502	88.2%
Level 2 (below standard)	755	14.8%
Level 1 (well below standard)	3,067	60.1%
No Score	680	13.3%
Unexcused Absence, Refusal	318	6.2%
Other*	362	7.1%
Total	5,102	100%
Meeting Standard excluding No Score		13.6%
Alternate Assessment (see WAAS)	2,358	
WAAS Portfolio	460	
WAAS DAW**	1,898	
Not included in test calculations	531	
Excused Absence	401	
Exempted***	130	
Total Enrollment	7,991	

Writing - Grade 10

	Number	Percent
Meeting Standard	1,984	38.3%
Level 4 (exceeds standard)	316	6.1%
Level 3 (met standard)	1,376	26.6%
MO (met standard)	292	5.6%
Not Meeting Standard	3,191	61.7%
Level 2 (below standard)	1,445	27.9%
Level 1 (well below standard)	1,068	20.6%
No Score	678	13.1%
Unexcused Absence, Refusal	258	5.0%
Other*	420	8.1%
Total	5,175	100%
Meeting Standard excluding No Score		44.1%

Alternate Assessment (see WAAS)	2,221
WAAS Portfolio	477
WAAS DAW**	1,744
Not included in test calculations	595
Excused Absence	404
Exempted***	191
Total Enrollment	7,991

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
7.8%	18.3%	19.9%	53.9%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
11.0%	19.1%	23.1%	46.8%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	297	5.6%
Level 4 (exceeds standard)	7	0.1%
Level 3 (met standard)	237	4.5%
MO (met standard)	53	1.0%
Not Meeting Standard	5,016	94.4%
Level 2 (below standard)	430	8.1%
Level 1 (well below standard)	3,695	69.5%
No Score	891	16.8%
Unexcused Absence, Refusal	409	7.7%
Other*	482	9.1%
Total	5,313	100%
Meeting Standard excluding No Score		6.7%
Alternate Assessment (see WAAS)	1,986	
WAAS Portfolio	478	
WAAS DAW**	1,508	
Not included in test calculations	692	
Excused Absence	565	
Exempted***	127	
Total Enrollment	7,991	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
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This displays student performance information for the Washington State Assessment of Student Learning (WASL).

Select: 10th Low Income 2005-06 Numbers

10th Grade WASL

Reading - Grade 10

	Number	Percent
Meeting Standard	14,178	68.1%
Level 4 (exceeds standard)	8,194	39.4%
Level 3 (met standard)	5,859	28.2%
MO (met standard)	125	0.6%
Not Meeting Standard	6,632	31.9%
Level 2 (below standard)	3,595	17.3%
Level 1 (well below standard)	1,747	8.4%
No Score	1,290	6.2%
Unexcused Absence, Refusal	609	2.9%
Other*	681	3.3%
Total	20,810	100%
Meeting Standard excluding No Score		72.6%
Alternate Assessment (see WAAS)	1,161	
WAAS Portfolio	216	
WAAS DAW**	945	
Not included in test calculations	1,790	
Excused Absence	982	
Exempted***	808	
Total Enrollment	23,761	

Math - Grade 10

	Number	Percent
Meeting Standard	6,376	30.4%
Level 4 (exceeds standard)	1,581	7.5%
Level 3 (met standard)	4,757	22.7%
MO (met standard)	38	0.2%
Not Meeting Standard	14,575	69.6%
Level 2 (below standard)	5,674	27.1%
Level 1 (well below standard)	7,157	34.2%
No Score	1,744	8.3%
Unexcused Absence, Refusal	860	4.1%
Other*	884	4.2%
Total	20,951	100%
Meeting Standard excluding No Score		33.2%
Alternate Assessment (see WAAS)	1,240	
WAAS Portfolio	216	
WAAS DAW**	1,024	
Not included in test calculations	1,570	
Excused Absence	1,147	
Exempted***	423	
Total Enrollment	23,761	

Writing - Grade 10

	Number	Percent
Meeting Standard	13,604	65.4%
Level 4 (exceeds standard)	5,013	24.1%
Level 3 (met standard)	8,464	40.7%
MO (met standard)	127	0.6%
Not Meeting Standard	7,204	34.6%
Level 2 (below standard)	4,113	19.8%
Level 1 (well below standard)	1,587	7.6%
No Score	1,504	7.2%
Unexcused Absence, Refusal	649	3.1%
Other*	855	4.1%
Total	20,808	100%
Meeting Standard excluding No Score		70.5%

Alternate Assessment (see WAAS)	1,195
WAAS Portfolio	224
WAAS DAW**	971
Not included in test calculations	1,758
Excused Absence	992
Exempted***	766
Total Enrollment	23,761

Overall: Percent Meeting Standard, Based on Students Who Were Tested in All Subjects:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
30.7%	32.5%	16.9%	20.0%

The table above shows the percent of the 10th grade class meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table only includes students with a test score on all three tests. Students missing a test score on one or more tests (due to absence, refusal, medical exemption, etc.) are not included in this table. This table includes students taking the WASL, and students in special education taking the Modified WASL (Level 2).

Overall: Percent Meeting Standard, Based on Total Enrollment:			
3-of-3 Subjects	**2-of-3 Subjects**	**1-of-3 Subject**	**0-of-3 Subjects**
25.3%	29.5%	19.0%	26.1%

The table above shows the percent of students meeting standard on 3-of-3 tests, 2-of-3 tests, etc., on the reading, writing, and mathematics tests. This table is based on total student enrollment during the March administration of reading and writing, and includes students who have a missing score on one or more tests. (Students who were no longer enrolled in the state before the math administration in April have been excluded.) This table includes students taking the WASL and students in special education taking an alternate: Modified WASL (Level 2), WAAS-DAW, or WAAS-Portfolio.

Science - Grade 10	Number	Percent
Meeting Standard	3,576	17.4%
Level 4 (exceeds standard)	130	0.6%
Level 3 (met standard)	3,433	16.7%
MO (met standard)	13	0.1%
Not Meeting Standard	16,950	82.6%
Level 2 (below standard)	3,840	18.7%
Level 1 (well below standard)	10,586	51.6%
No Score	2,524	12.3%
Unexcused Absence, Refusal	1,332	6.5%
Other*	1,192	5.8%
Total	20,526	100%
Meeting Standard excluding No Score		19.9%
Alternate Assessment (see WAAS)	1,084	
WAAS Portfolio	225	
WAAS DAW**	859	
Not included in test calculations	2,151	
Excused Absence	1,754	
Exempted***	397	
Total Enrollment	23,761	

Note:

* Other (No Score) includes No Booklet, CSRS but No Booklet, Incomplete, Invalidated and Out of Grade Level.
** WAAS Developmentally-Appropriate WASL (DAW)
*** Exempted includes Not Enrolled During Testing Window, Partial Enrollment, Medical Exempt, Previously Passed and LEP Exempt.

Exhibit GG

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1128

Chapter 522, Laws of 2007

(partial veto)

60th Legislature
2007 Regular Session

FISCAL MATTERS

EFFECTIVE DATE: 05/15/07

Passed by the House April 22, 2007
Yeas 60 Nays 36

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 22, 2007
Yeas 31 Nays 17

BRAD OWEN

President of the Senate

Approved May 15, 2007, 3:39 p.m., with the exception of vetoed sections 113 (9); 127(14); 127(29); 129(11); 141(1); 214(13); 222, page 105, line 12; 307 (23); 307(24); 307(30); 402, page 147, line 33; 949; 1608(4) and (5); and 1621 (4) which are vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1128** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

May 16, 2007

Secretary of State
State of Washington

PART XIV
EDUCATION

Sec. 1401. 2006 c 372 s 501 (uncodified) is amended to read as follows:

FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION

(1) STATE AGENCY OPERATIONS

General Fund--State Appropriation (FY 2006) $13,452,000

General Fund--State Appropriation (FY 2007) . . . . . ((~~$17,151,000~~)) $17,376,000

General Fund--Federal Appropriation . . . . . ((~~$23,090,000~~)) $23,090,000

Pension Funding Stabilization Account Appropriation $165,000

TOTAL APPROPRIATION . . . . . ((~~$53,693,000~~)) $54,083,000

The appropriations in this section are subject to the following conditions and limitations:

(a) $10,835,000 of the general fund--state appropriation for fiscal year 2006 and ((~~$10,980,000~~)) $10,990,000 of the general fund--state appropriation for fiscal year 2007 are provided solely for the operation and expenses of the office of the superintendent of public instruction. Within the amounts provided in this subsection, the superintendent shall recognize the extraordinary accomplishments of four students who have demonstrated a strong understanding of the civics essential learning requirements to receive the Daniel J. Evans civic education award. The students selected for the award must demonstrate understanding through completion of at least one of the classroom-based civics assessment models developed by the superintendent of public instruction, and through leadership in the civic life of their communities. The superintendent shall select two students from eastern Washington and two students from western Washington to receive the award, and shall notify the governor and legislature of the names of the recipients.

(b) $428,000 of the general fund--state appropriation for fiscal year 2006 and ((~~$547,000~~)) $597,000 of the general fund--state appropriation for fiscal year 2007 are provided solely for the

operation and expenses of the state board of education, including basic education assistance activities.

(c) $509,000 of the general fund--state appropriation for fiscal year 2006 and ((~~$504,000~~)) $554,000 of the general fund--state appropriation for fiscal year 2007 are provided solely for the operation and expenses of the Washington professional educator standards board. Within the amounts provided in this subsection, the Washington professional educator standards board shall pursue the implementation of recent study recommendations including: (i) Revision of teacher mathematics endorsement competencies and alignment of teacher tests to the updated competencies, and (ii) development of mathematics specialist endorsement.

(d) $607,000 of the general fund--state appropriation for fiscal year 2006 and ((~~$592,000~~)) $992,000 of the general fund--state appropriation for fiscal year 2007 are provided solely for increased attorney general fees related to *School Districts' Alliance for Adequate Funding of Special Education et al. v. State of Washington et al.*, Thurston County Superior Court Cause No. 04-2-02000-7 and other education funding lawsuits.

(e) ((~~$1,900,000~~)) $1,615,000 of the general fund--state appropriation is for replacement of the apportionment system, which includes the processes that collect school district budget and expenditure information, staffing characteristics, and the student enrollments that drive the funding process.

(f)(i) $45,000 of the general fund--state appropriation for fiscal year 2006 is provided solely for the office of the superintendent of public instruction and the department of health to collaborate and develop a work group to assess school nursing services in class I school districts. The work group shall consult with representatives from the following groups: School nurses, schools, students, parents, teachers, health officials, and administrators. The work group shall:

(A) Study the need for additional school nursing services by gathering data about current school nurse-to-student ratios in each class I school district and assessing the demand for school nursing services by acuity levels and the necessary skills to meet those demands. The work group also shall recommend to the legislature best practices in school nursing services, including a dedicated, sustainable funding model that would best meet the current and future

Exhibit HH

Curriculum and Instruction

WASHINGTON
State Standards

Essential Academic Learning Requirements
and Grade Level Expectations

Washington State Learning Goals

1. **Read** with comprehension, **write** with skill, and **communicate** effectively and responsibly in a variety of ways and settings.
2. **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. **Understand** the importance of work and how performance, effort, and decisions directly affect **future career and educational opportunities.**

This page provides updated documents on all learning standards. The Essential Academic Learning Requirements (EALRs) for all content areas were initially developed beginning with the Basic Education Act of 1993. The EALRs describe the learning standards for grades K-10 at three benchmark levels; elementary, middle, and high school. The Grade Level Expectations (GLEs) represent a new degree of specificity being developed for each content area for grades K-10.

Content Area	EALRs	GLEs	
Reading	(Word) (pdf)	On-line (Word) (pdf)	Order Copies
Mathematics	(Word) (pdf)	On-line (Draft)	
Science	(Word) (pdf)	On-line (pdf)	Order Copies
Writing	(Word) (pdf)	On-line (pdf)	Order Copies
Communication	(Word) (pdf)	On-line (pdf)	Order Copies
Social Studies	Civics Economics Geography History	Available 2008	
Arts	(Word) (pdf)	Available 2008-09	
Health and Fitness	(Word) (pdf)	Available 2009-10	

Timeline for EALRs with Grade Level Expectations (Word)

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