

Annual Report of the
Highly Capable Students Program

Educating Highly Capable Students in Washington State

School Year 2002-2003



Dr. Terry Bergeson
State Superintendent of
Public Instruction

August 2004

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Gayle Pauley
E-mail: gpauley@ospi.wednet.edu
Phone: 360-725-6100

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Dr. Terry Bergeson
State Superintendent of Public Instruction

Mary Alice Heuschel
Deputy Superintendent, Learning and Teaching

Robert H. Harmon
Assistant Superintendent, Special Programs

Gayle Pauley
Director, Title I/LAP/Title V

Pete Bylsma, Director
Research and Evaluation

Lisa Ireland, Data Analyst
Research and Evaluation

Gia T. Tran
Program Specialist, Title I/V

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Office of Superintendent of Public Instruction

Old Capitol Building, PO Box 47200, Olympia WA 98504-7200

Dr. Terry Bergeson, State Superintendent

Mary Alice Heuschel, Deputy Superintendent, Learning and Teaching

Robert H. Harmon, Assistant Superintendent, Special Programs

Gayle Pauley, Director, Title I/LAP/Title V

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Gayle Pauley, Director
Title I/LAP/Title V
Office of Superintendent of Public Instruction
PO BOX 47200
Olympia, WA 98504-7200
E-mail: gpauley@ospi.wednet.edu
Phone: 360-725-6100

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Acronyms:

HCP	Highly Capable Program
HCS	Highly Capable Student
FTE	Full-Time Equivalent
OSPI	Office of Superintendent of Public Instruction
WASL	Washington Assessment of Student Learning

EXECUTIVE SUMMARY

Background As Washington moves to provide appropriate educational opportunities for all of the state's students, the *Highly Capable Students Program* provides funding to school districts to institute educational opportunities that meet the unique academic needs of this student population. Students who are highly capable often have high levels of academic performance; however, their academic needs are not adequately met in the traditional classroom. Programs for highly capable students are needed in order to challenge these students to meet their academic potential. As greater emphasis is placed on ensuring that all students meet high standards and on addressing the needs of low-performing students, issues related to meeting the needs of Highly Capable Program (HCP) students are receiving more scrutiny. The Legislature requires the Office of Superintendent of Public Instruction to report on the program as defined in **RCW 28A.185.050 Program review and monitoring -- Reports to the legislature**. The 2002–2003 school year was the first year that this report was required.

Results in Brief The state program provides funding to districts for services to HCP students. In school year 2002–2003, the state provided \$6,229,000 for the program. Districts supplemented state funding with approximately \$16,233,639 in local funds. Hence, districts spent \$22,462,639 in state and local funds educating HCP students in 2002-03. The federal government provides states with the opportunity to access two funding sources. Title V funds may be used by districts to supplement their state funds (use of funds is a district decision).

A total of 230 school districts out of 244, who received HCP funds, completed the 2002-2003 End-of-Year Report by the date this report was written. According to reports 49,476 HCP students were served statewide. School Districts reported that most of their HCP students were served in Part Time Groupings (113), Advanced Subject Placement options (107) or in Honors/Advanced Placement programs (102). Students were also served in Resource/Pull-Out programs (90), Independent Study (89), Regular Classroom (81) or in Self-Contained Classrooms (58).

Funding Data Districts were required to provide information on the "Percent of Total Dollars" provided from local funds. One hundred and ninety-four districts reported; of those 91 stated that they provided 50.1% or more in local funds towards their HCP. Fifty-seven (57) reported that the district funded from 0 to 10% of the HCP costs. Districts also reported the following: fourteen (14) districts provided 10.1% to 20%; nine (9) districts provided 20.1% to 30%; and nine (9) districts provided 30.1% to 40%.

Funds allocated for educating HCP students were spent for program activities. These included: identification of HCP students, staff salaries and benefits, learning resource materials, entrance and training fees for competitions, and teacher professional development opportunities. This general information is collected from district applications, which will be collected in greater detail in the 2003-2004 HCP End-of Year Report.

Students Served

In 2002–2003 the program served a total of 49,476 HCP students. Data were collected on gender and race for those students identified for the HCP in kindergarten through grade twelve. School District staff reported that 25,203 of the students identified were female and 24,273 were male. Reports on race include: 39,682 White; 1,019 Black; 3,989 Asian; 3,693 Hispanic; and 600 American Indian. Racial identification was not reported for 493 students.

Length of Program

Districts were required to provide information on the number of years that the HCP had been offered in the district. The information was gathered in the following categories (*duplicated count*): 0-1 year (6 districts), 2-5 years (15), 6-10 years (26), 11-14 years (21), 15 or greater years (137) and No Response (25). Districts were also required to identify their Stage of Program Development. Of the districts reporting (*duplicated count*), 29 indicated that they were in the "Planning Stage", 62 were "Beginning Implementation", and 131 indicated "Totally Implemented K-12". Twenty-four (24) school districts did not complete this section of the report.

INTRODUCTION

SECTION 1

BACKGROUND

The state defines a highly capable student (WAC 392-170-170) as a student who exhibits high capability in intellectual and/or creative areas, possesses an unusual leadership capacity, or excels in specific academic fields, who requires services beyond the basic programs provided by schools. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Highly capable students generally possess these learning characteristics:

- 1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- 2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- 3) Ability to make unusual connections among ideas and concepts;
- 4) Ability to learn very quickly in their area(s) of intellectual strength;
- 5) Capacity for intense concentration and/or focus.

WASHINGTON'S PROGRAM GUIDELINES FOR HCP STUDENTS

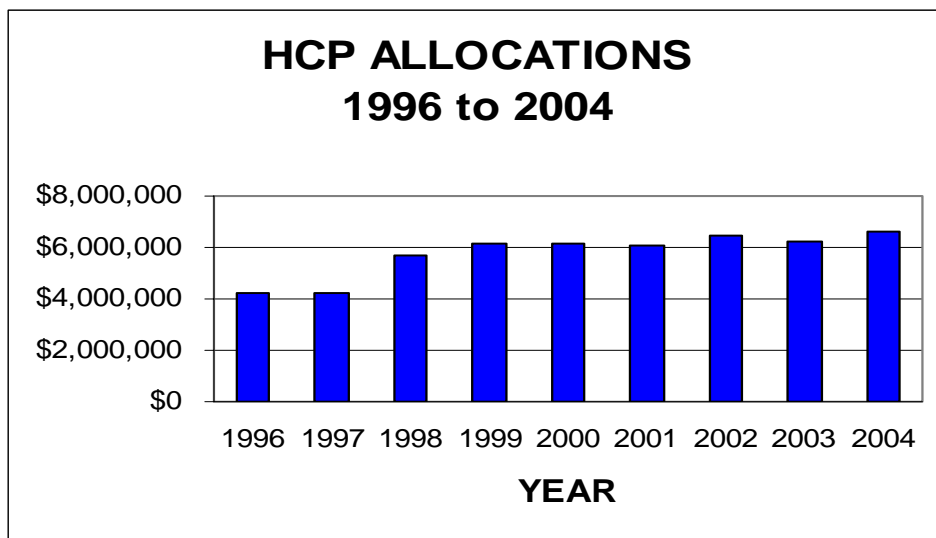
Educating HCP students is both a state and local responsibility. Districts rely on the state to provide funding for students who have been identified for highly capable program services. The state's HCP provides extra funding to districts for developing and implementing programs that will meet the advanced educational needs of identified highly capable students. Districts have authority to determine if they will apply for a HCP grant from OSPI. If the district does apply, the district must meet all guidelines as provided in WAC 392-170. The guidance requires districts to institute a formal identification process using a variety of standardized assessment measures to determine eligibility of the student. Part of the formal plan must include a team of educators that have knowledge of HCP student characteristics. This team is responsible for placement of students into the program. Districts are required to develop learning plans for HCP students. These plans must address the academic talents of the students and provide appropriate educational alternatives. The WAC also requires that districts provide program evaluation data to OSPI in the HCP End-Of-Year Report.

Program Funding

Districts receive state funding for two percent (2%) of their total FTE students. In school year 2002–03, the state provided \$313.07 that equals two percent (2%) of a district’s total FTE. The per-pupil amount is adjusted annually and was eight percent (8%) more than the unenhanced basic education amount provided for all students.

In school year 2002–03, the state provided a total of \$6,229,000 for the program, a four percent (4%) decrease from the previous year. Figure 1.1 shows the state funding for the program over the last nine (9) years.

Figure 1.1: State Funding for Highly Capable Program



The state is not the only source of revenue for the program. Districts can choose to supplement their state program funds with funds raised at the local level for HCP programs. In school year 2002–2003, districts used approximately \$16,233,639 in local funding to educate HCP students. In some cases districts used part of their ESEA Title V funding to support HCP activities. However, this source of federal funding is minimal compared to state and local funding. (From the districts receiving Title V funds, only 10% identified this fund source for HCP students.)

Program Eligibility

Students who are placed into the HCP must meet specific testing criteria as defined in **WAC 392-170-040 Multiple criteria for determination of superior intellectual ability**. Multiple criteria for the determination of students with superior intellectual ability are required for placement into a Highly Capable Program. Students must be assessed by three different measures or a combination

of these measures to obtain HCP services. The three areas are defined in the administrative code as follows:

(1) "Cognitive ability" is defined as the complete range of intellectual functions referred to as intellect, intelligence, or mental abilities and includes such psychological concepts as thinking, abstract reasoning, problem solving, verbal comprehension, and numerical facility.

(2) "Specific academic achievement in one or more major content areas" is defined as obtained results on an achievement test appropriate to discriminate academic performance at high levels of achievement in one or more of the following content areas:

- (a) Reading
- (b) Mathematics
- (c) Social studies
- (d) Language arts
- (e) Science

(3) "Exceptional creativity" is the demonstration of unique or outstanding creative products and/or the demonstration of unusual problem solving ability or other learning characteristics which indicate to teachers, parents, or classmates that the student has the intellectual potential to perform academically at a level significantly higher than the norm for the chronological grade level.

Once the student assessment results have been obtained, districts are required to have a team of general education/highly capable program experts in place to identify students in most need of HCP placement (WAC 392-170-070).

The district is then required to develop individual student learning plans that will address the results of the assessed academic needs of that student (WAC 392-170-080). Districts are also required to provide appropriate program options and once services are started, "a continuum of services shall be provided and may include kindergarten through twelfth grade" (WAC 392-170-078).

OBJECTIVES, SCOPE, AND METHODOLOGY

The Legislature requires the Office of Superintendent of Public Instruction (OSPI) to review the program and report every five years on the results of that review. This report provides information on the HCP in school year 2002–2003 as well as historical funding information. Specifically, this report discusses the following topics:

- State and district demographic data.
- Program options offered to HCP students.
- HCP evaluation models used by districts.
- Baseline academic data for 2003 WASL results.

To address these topics, data was examined from 230 of the 244 districts that had an approved state grant application for HCP students in school year 2002–2003. The data were provided on the district annual reports. This data will be used as the baseline data for the next required legislative report in 2008.

School-level data are not collected on the program; the report provides data aggregated at the state and district levels. Districts reported the number of HCP students and information on the types of program options used to educate HCP students fall of 2003 as required by RCW28A-185-050.

State and District Demographic Data

SECTION 2

Washington State School Districts serve over 49,476 students in highly capable programs. Of those students, there are 924 fewer males served than females. Districts are in varying stages of program implementation across the state from planning to full implementation. Highly Capable Student Programs are funded at different levels dependent upon state and local funds - 51% of the reporting districts provided additional funding at 30% or more for actual program costs.

Total Highly Capable Student Enrollment

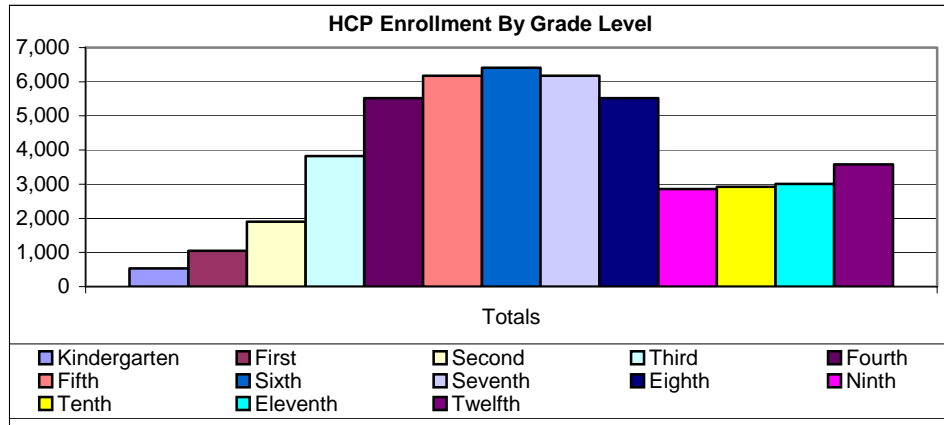
In 2002-2003, a total of 49,476 students were reported by 230 school districts as receiving HCP services. The program served slightly more females (25,203) than males (24,273). There were 39,682 (80%) White students served; 3,989 (8%) Asian; 3,693 (7%) Hispanic; 1,019 (2%) Black; and 600 (1%) American Indians.

Districts were required to provide information on the number of students identified for HCP services across grade levels. The following charts provide information on student enrollment at each grade level. Figure 2.1 shows the total number of students in the HCP by grade, while Figure 2.2 provides a graphic display of HCP student enrollment. The majority of students were served between grades four and eight. Districts have reported that it is difficult to find accurate identification instruments for young children, this could account for the lower numbers of students participating in grades Kindergarten through grade two. Districts have also stated that many of their high school students are taking advanced coursework but have not gone through a formal identification process.

Figure 2.1: Number of HCP Students in Kindergarten through Grade 12

Grade	Number	Grade	Number
K	532	7	6,178
1	1,049	8	5,520
2	1,900	9	2,855
3	3,823	10	2,922
4	5,517	11	3,004
5	6,179	12	3,583
6	6,414	Total	49,476

Figure 2.2: HCP Enrollment by Grade Level



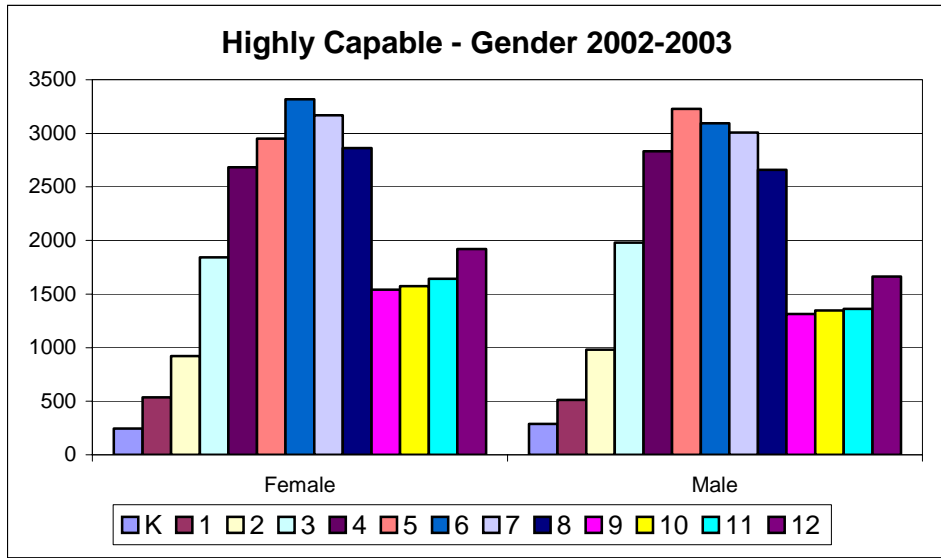
Highly Capable Student Enrollment by Gender

Districts reported that there were 25,203 females and 24,273 males served in highly capable programs during the 2002-2003 school year. Thus there is a 2% difference between gender groups with 51% of the total HCP students female and 49% of the total HCP students male. In their reports, districts provided gender data by grade level. Figure 2.3 and 2.4 demonstrate the HCP gender distribution in Kindergarten through grade twelve.

Figure 2.3: Number of HCP Students in Kindergarten through Grade 12 by Gender

Grade	Female	Male
Kindergarten	243	289
Grade 1	537	512
Grade 2	920	980
Grade 3	1,843	1,980
Grade 4	2,684	2,833
Grade 5	2,950	3,229
Grade 6	3,318	3,096
Grade 7	3,170	3,008
Grade 8	2,862	2,658
Grade 9	1,540	1,315
Grade 10	1,574	1,348
Grade 11	1,643	1,361
Grade 12	1,919	1,664
Totals	25,203	24,273

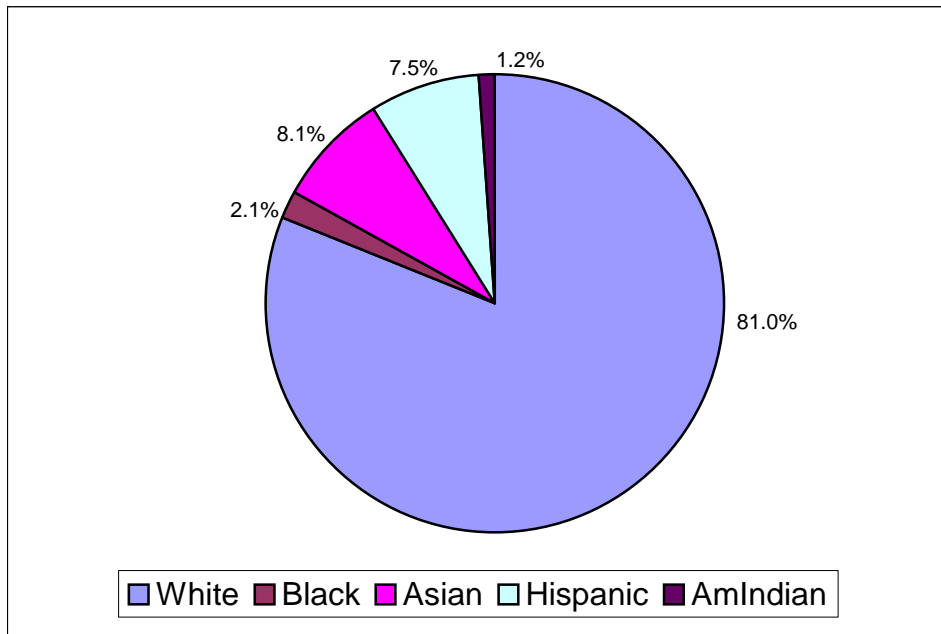
Figure 2.4: HCP Enrollment by Gender



Highly Capable Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels. Figure 2.5 displays the distribution of HCP student enrollment by race/ethnicity. As the graph illustrates, the majority of the students participating in district HCP are White (39,682). Other categories of race distribution are as follows: Asian (3,989); Hispanic (3,693); Black (1,019); and American Indian (600).

Figure 2.5: HCP Enrollment by Ethnicity/Race



The most recent demographic data available on the total student population for the state of Washington is for 2002. To put the racial distribution for HCP in context it is important to identify the state's total population disaggregated by the five racial groups for which data is collected. Figure 2.6 compares the HCP enrollment population to the state's total student population by race/ethnicity.

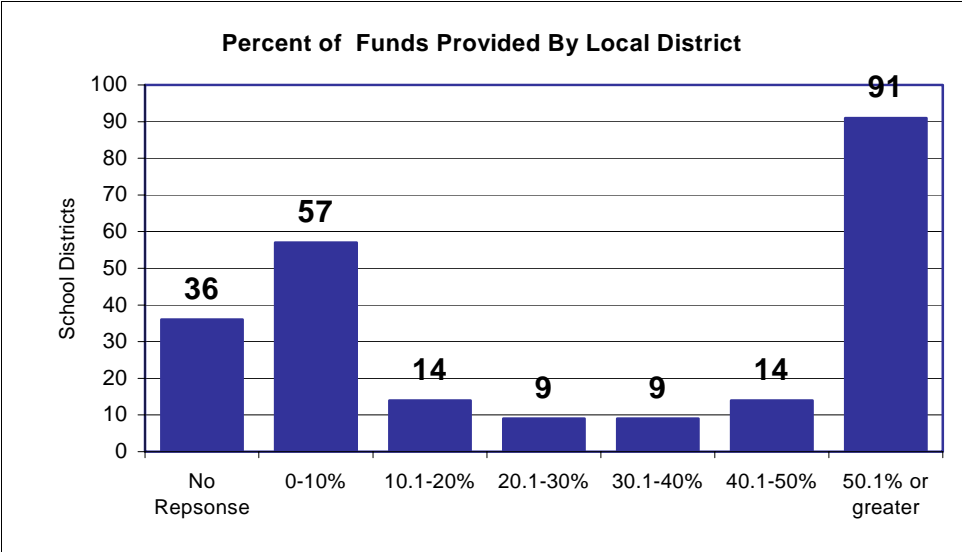
Figure 2.6: Comparison of HCP and State Population by Race/Ethnicity

Race/Ethnicity	HCP FTE	State FTE (Oct 02)	Percent of HCP
White	39,682	741,793	5.3%
Black	1,019	54,591	1.9%
Asian	3,989	75,919	5.3%
Hispanic	3,693	110,474	3.3%
Amer. Indian	600	27,647	2.2%
TOTAL	48,983	1,010,424	4.8%

District Fiscal Reporting Information

Districts reported that they spent \$22,462,639 during the 2002-2003 school year to support their Highly Capable Programs and provided the percent of local money used in support of district HCP. Figure 2.7 illustrates the percent of funds provided by local districts to support HCP. As illustrated in the graph below, the majority of the districts reporting spent more than 10% of local funds on their HCP.

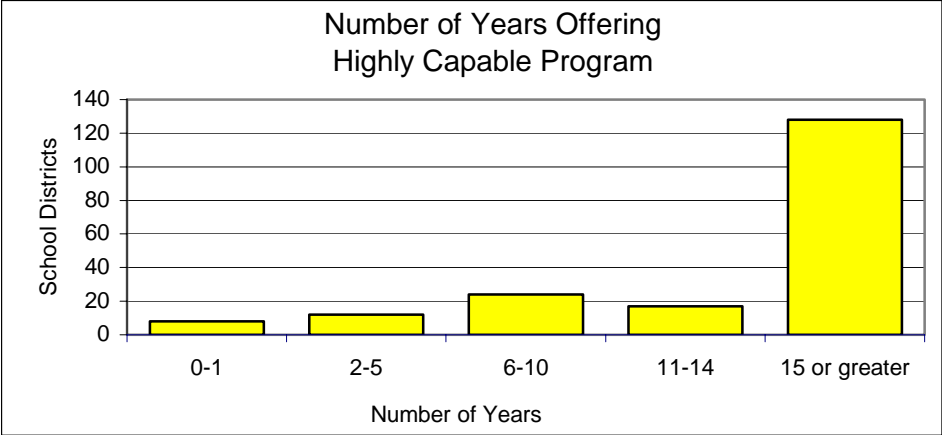
Figure 2.7: Percent of Funds Provided by Local Districts



Number of Years HCP Has Been in District

Districts reported the number of years that Highly Capable Programs have been offered in each of their districts. Figure 2.8 illustrates the number of years districts have offered HCP. The total ranges from one to greater than 15 years. The greatest number of the reporting districts (128) identified that the program has existed in their districts for more than 15 years. There were 25 non-responding districts.

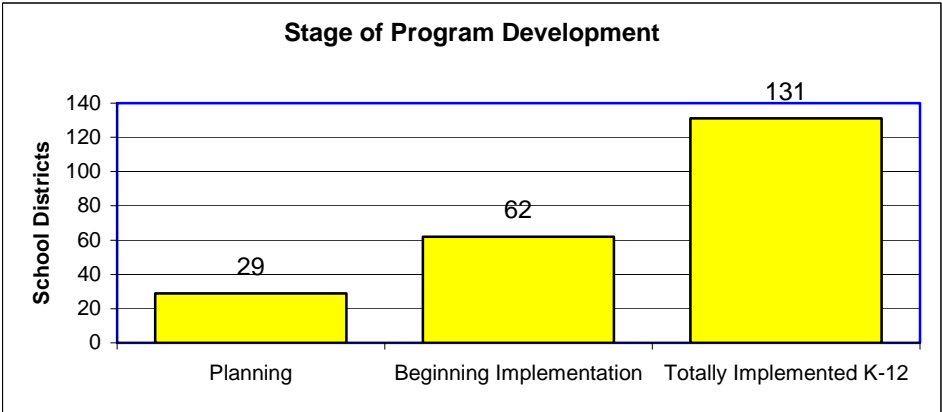
Figure 2.8: Number of Years Offering Highly Capable Program



Stages of Program Development

Districts also provided information, as displayed in Figure 2.9, that indicated the stage of their program development in the 2002-2003 school year. Data (*duplicated responses*) for program development indicates that of the 206 districts reporting, 131 have totally implemented HCP programs in their districts. Twenty-nine of the districts were in the planning stage and 62 were beginning to implement programs. Twenty-four districts did not respond to this question.

Figure 2.9: Stage of Program Development



Program Options

SECTION 3

Washington State School Districts provide a variety of program options to highly capable students. The largest number of districts provide, Part-Time Grouping as their primary program option. Over 209 of districts offered Advanced Subject Placement or Advanced Placement/International Baccalaureate programs. Of those districts reporting, 58 identified that they provide full time Self-Contained classes for the HCP students. The least used program option was Mentorships.

Program Options

In Washington, services provided to HCP students are described as learning opportunities that are shown by research and best practice data to be effective to meet the academic needs of highly capable students. These options must focus on a variety of components as follows (WAC 392-170-037):

1. Provide accelerated learning opportunities;
2. Provide grouping arrangements that allow HCP students time to work with their intellectual and interest group peers;
3. Provide opportunities for cooperative agreements between K-12 schools and institutions of higher education to provide concurrent enrollment, dual credit, or other advanced and/or post secondary options;
4. Provide programs that are designed to coordinate, combine and/or share resources, people and facilities within a district or building to access available resources to support advanced student learning; and
5. Provide mentorship and career exploration opportunities

Descriptions of Program Options

Program models describe the setting or circumstances in which HCP services are delivered. Districts report according to ten categories of program models, which are defined below. Figure 3.1 provides the number of districts offering specific program options.

1. **Self-Contained Classroom:** Students are in a HCP classroom that offers accelerated instruction. Identified HCP students from a specific grade level or from a range of grades make up the class enrollment. Elementary students work with the same teacher for all content area instruction. Middle and high school students may be placed into “block scheduled courses.” Example: HCP students in seventh grade are placed into a reading/social studies and/or math/science block to receive appropriate level instruction.

2. **Resource Program/Pull-Out:** Students have access to a designated area which provides a learning environment specifically tailored to the needs and objectives for education of the highly capable. This often involves the scheduling of students for extra classes or for transporting students to a HCP center operating in the district. Example: Elementary HCP students are bused one day a week to a district HCP center where differentiated instruction is used to teach higher order thinking skills.
3. **Part-Time Grouping:** Students are provided with time to meet together with their intellectual peers before, during, or after the regular school day. Instruction provides differentiated experiences which enrich the regular school program in order to accommodate the special educational needs of HCP students. Example: Middle School HCP students meet with a math coach to prepare for the Math Olympiad contest. Students who excel in mathematics are coached by an expert in mathematics to further advance their math interests and abilities.
4. **Advanced Subject Placement:** An HCP student or small group of students who have demonstrated that they are achieving at a higher level than their age peers are placed into an appropriate grade level or into a content area at a different grade level. Example: A second grade student is reading at an eighth grade level. The school has a cluster group of fourth grade HCP students working with their reading specialist. The second grade student meets with this reading group four times a week to receive appropriate level instruction.
5. **Independent Study:** A student or a small group of students do an in-depth study in an area of interest. Example: A high school HCP student has a keen interest in marine biology. She has taken the two biology classes offered in her high school and has proposed to study orca whales as an independent study project for additional credit. She will work with the local university's expert on marine mammals and will prepare a week course on the orca. She will then teach the unit in a ninth grade high school biology class demonstrating her knowledge.
6. **Individual Student Learning Plan (ISLP):** Districts have written ISLPs for the HCP students in their district. These plans will contain a variety of options that are based upon the assessment data for each student. Plans are developed in consultation with the regular classroom teacher, HCP teacher and the student.
7. **Regular Classroom:** HCP students remain in their regular classroom after identification. Assessment data is shared with the classroom teacher to drive the learning opportunities for the student. Curriculum and instructional strategies are differentiated to meet the academic needs of the student. In some districts, cluster grouping is used so that HCP students are grouped

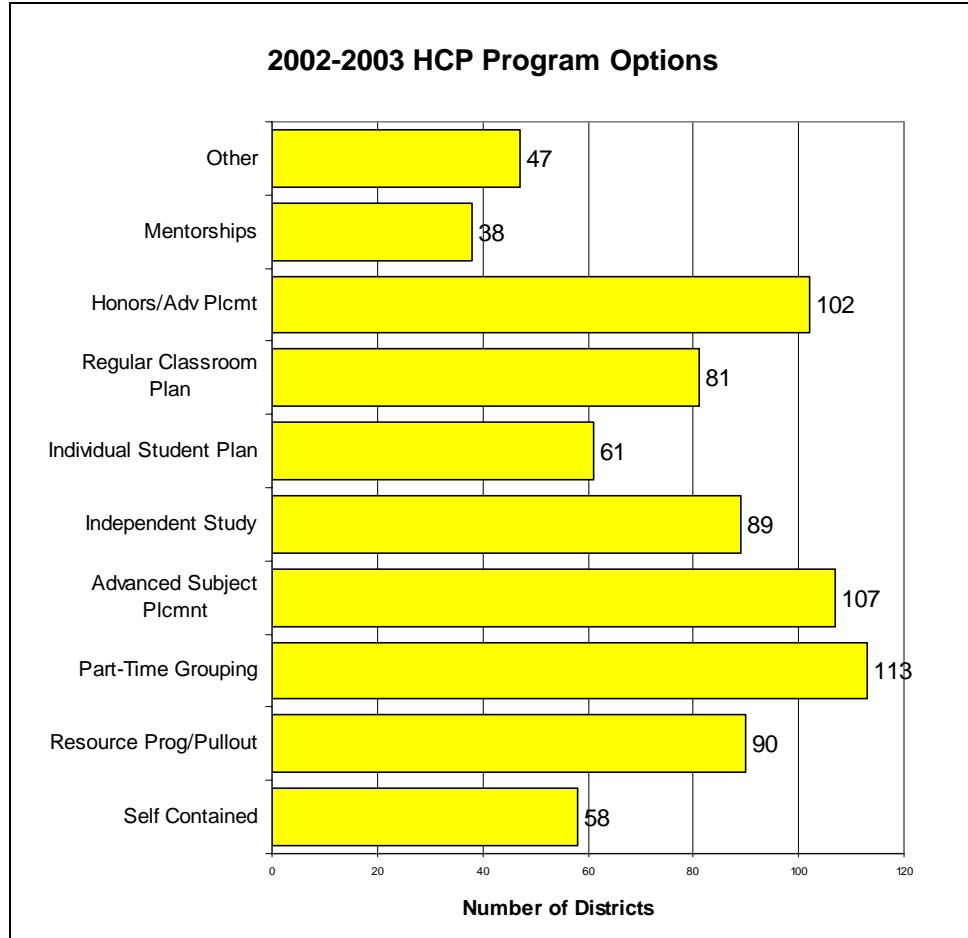
within a regular classroom so that there is not such a broad range of students within the class. Example: Elementary HCP students were identified in third grade. There are five third grade classrooms at the school; the teachers have arranged their classes so that one teacher has the seven identified HCP students in his classroom. This teacher has received professional development in differentiation and will be able to work effectively with these students.

8. **Honors/Advanced Placement:** HCP students are offered the opportunity to work in accelerated classes in specific content areas. Example: High School HCP has adopted AP courses in mathematics, literature and world languages. Students who excel in one or more of these areas participate in the AP courses, take an exam, and may receive both high school and college credits.

9. **Mentorships:** HCP students are provided with the opportunity to work with an expert in an academic or job related area. They receive academic credit for their work. Example: Middle School HCP has arranged for a student who excels in mathematics to work with a local architect. The school counselor, architect and student work together to design a plan in which the student will demonstrate his ability to apply his knowledge of mathematics while working on projects with the architect. The architect will evaluate the student's work and will meet with the middle school math teacher to determine a grade.

10. **Other:** This category is listed for districts to check for the many other types of activities they provide for their students. In some cases districts have checked this category because their students participate in workshops or academic contests like those provided by Centrum, Destination Imagination or future problem solving activities.

Figure 3.1: 2002-2003 HCP Program Options



HCP EVALUATION MODELS USED BY DISTRICTS SECTION 4

For the first time, districts were asked to identify the models that they used to determine the impact of their HCP programs on student achievement. Most of the districts used WASL data for those HCP students identified in grades four, seven and ten. For other grade levels, districts used a variety of evaluation strategies including student portfolios, classroom-based assessments and student, parent, teacher inventories. Data collected for 2002-2003 serve as a baseline for assessing the achievements of HCP programs in the future.

HCP Evaluation Guidelines

Districts were required to address the question of the impact of their HCP in meeting the academic needs of identified HCP students. The 2002–2003 school year was the first year that program assessment data was requested. This data will be used as baseline information to determine district HCP impact on student achievement in future years.

Districts were directed to provide information on HCP goals, indicators of success, and methods of assessments that were used to show academic growth and student progress. The following are sample responses provided by districts:

- On the WASL in grades four (4) and seven (7) the HCP students had the following results
 - ✓ Seventh grade students passed all four areas and
 - ✓ Fourth grade students – two students passed all four areas, one student passed three areas, and one student passed one area.
- WASL scores are evaluated to determine program effectiveness. 100% of HCP fourth grade students achieved Level Four; 75% of HCP seventh grade students achieved Level Four.
- In 2003, 87.5 % of the students in our self-contained HCP met reading and mathematics standards in grades four, seven and ten.
- Of the 17 HCP students who took the WASL, 100% met the standard in Reading and Mathematics. Sixth grade HCP students were at 90% or above on the ITBS.

HCP WASL DATA

SECTION 5

The state annually assesses all students in grades four, seven, and ten with the Washington Assessment of Student Learning. Students who have been identified as highly capable are reported on the WASL. The data collected for 2002–2003 indicates that the majority of students identified as highly capable are meeting or exceeding the standard. In fourth grade reading, 64.99% of the students were at Level Four with 32.3% in Level Three. The total of the two levels indicates that 97.36% of the fourth grade students met or exceeded the reading standard. Similar statistics were found across all assessed grade levels and content areas.

WASL and Highly Capable Program Comparison

WASL data was collected for HCP students in grades four (4), seven (7) and ten (10) for the 2002–2003 school year. This data is based on the districts' identification of HCP students on the WASL test booklet. (Districts identified HCP students by shading in the bullet designated for “gifted” students). WASL data indicates that 130 districts reported HCP students for fourth grade, 85 districts reported for seventh grade and 45 districts reported for tenth grade. There is a discrepancy between the number of students identified on the WASL and the number of students identified in the HCP End-of-Year Report. For fourth grade, 3,558 students were identified on the WASL as gifted and 5,041 students reported on the HCP report. For seventh grade, 3,749 students were identified on the WASL as gifted and 5,750 students reported on the HCP report. For tenth grade, 1,227 students were identified on the WASL as gifted and 2,652 students reported on the HCP report. The discrepancies in the two data sources are under review. OSPI will work with districts to improve the data collection for HCP students.

WASL DATA Reported for 2002–2003

OSPI's Research and Assessment Office provided the following WASL data that addresses information on the levels of achievement for those students identified as “gifted” on the WASL test booklets. Data are disaggregated by three content areas: Reading, Mathematics, and Writing. It is important to acknowledge that the majority of students received a Level Three or Level Four, therefore meeting or exceeding standards. In reading, 97.4% of fourth grade students met standard with 65.03% exceeding standard; 93.4% percent of seventh grade students met standard with 62.57% exceeding standard; and 95.4% of the tenth grade students met the standard with 87.49% exceeding standard. Figures 5.1-5.9 provide WASL data for HCP students in the three grade levels and three content areas.

2002–2003 HCP WASL RESULTS BY GRADE LEVEL AND CONTENT AREAS

Figure 5.1: Fourth Grade Reading

(97.4% Met WASL Reading Standard – Levels 3 & 4)

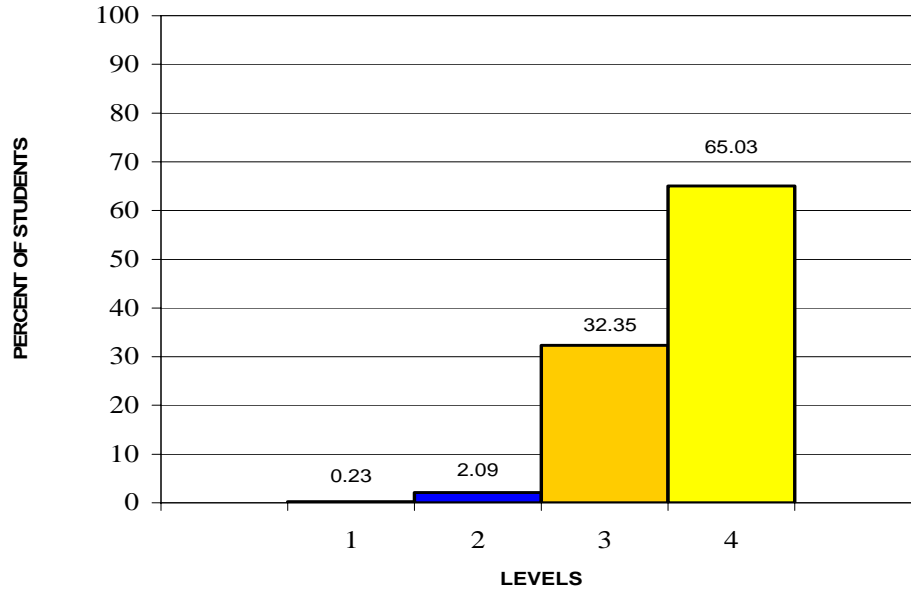


Figure 5.2: Fourth Grade Mathematics

(96.2% Met WASL Math Standard – Levels 3 & 4)

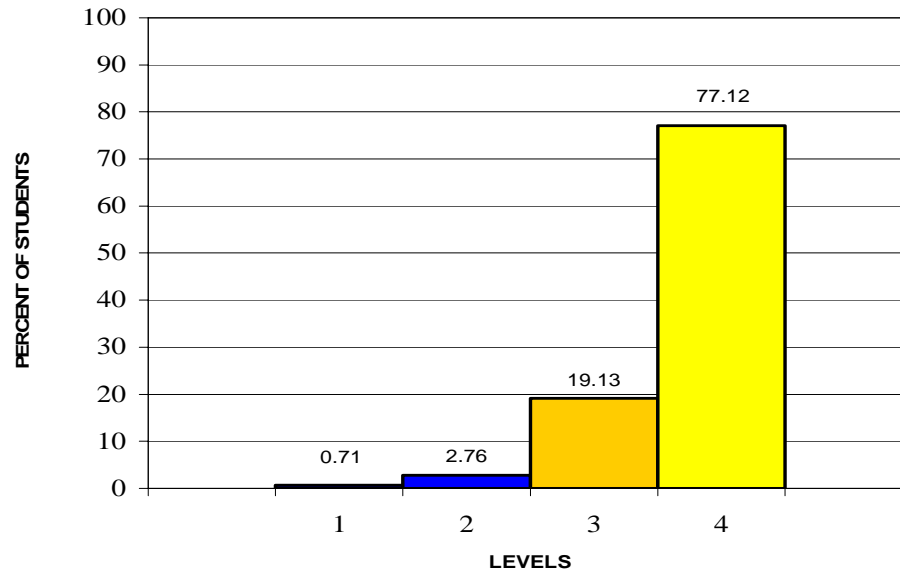


Figure 5.3: Fourth Grade Writing

(89.9% Met WASL Writing Standard)

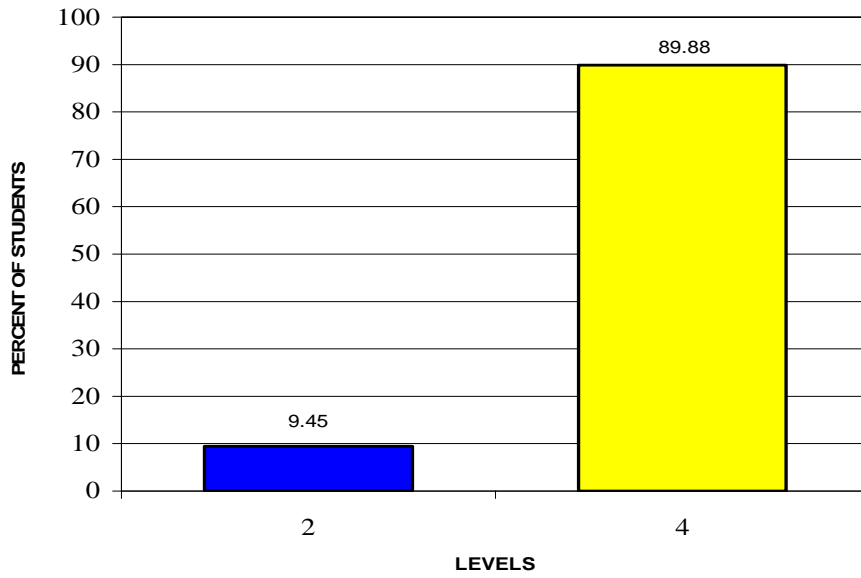


Figure 5.4: Seventh Grade Reading

(93.4% Met WASL Reading Standard – Levels 3 & 4)

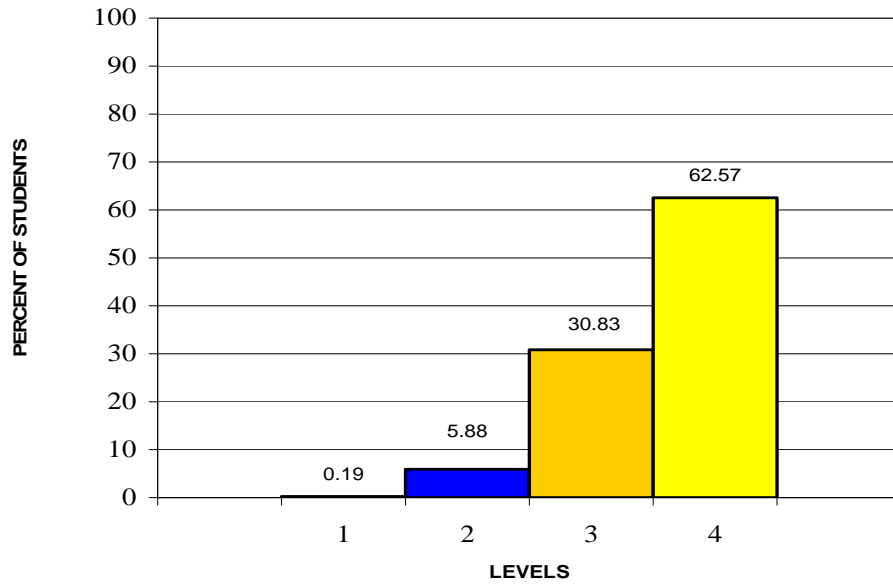


Figure 5.5: Seventh Grade Mathematics

(91.1% Met WASL Math Standard – Levels 3 & 4)

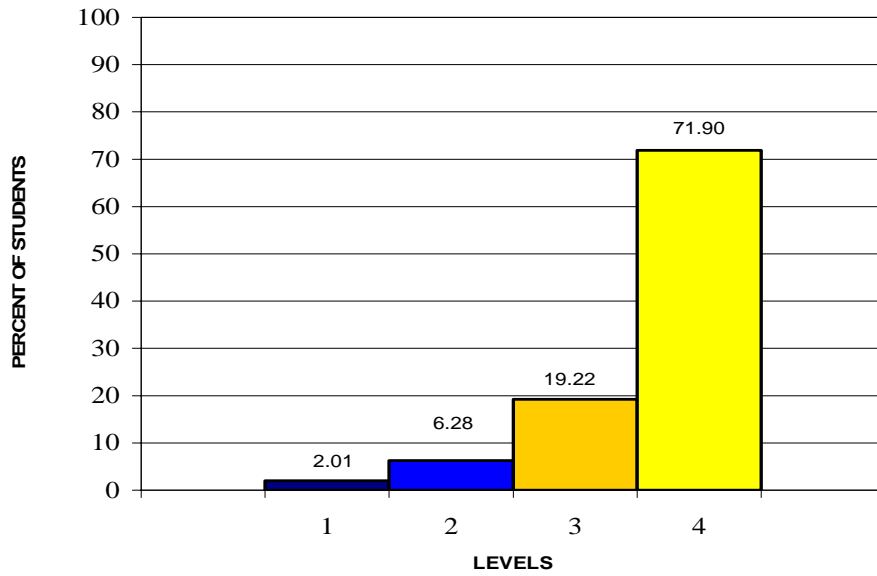


Figure 5.6: Seventh Grade Writing

(91.9% Met WASL Writing Standard)

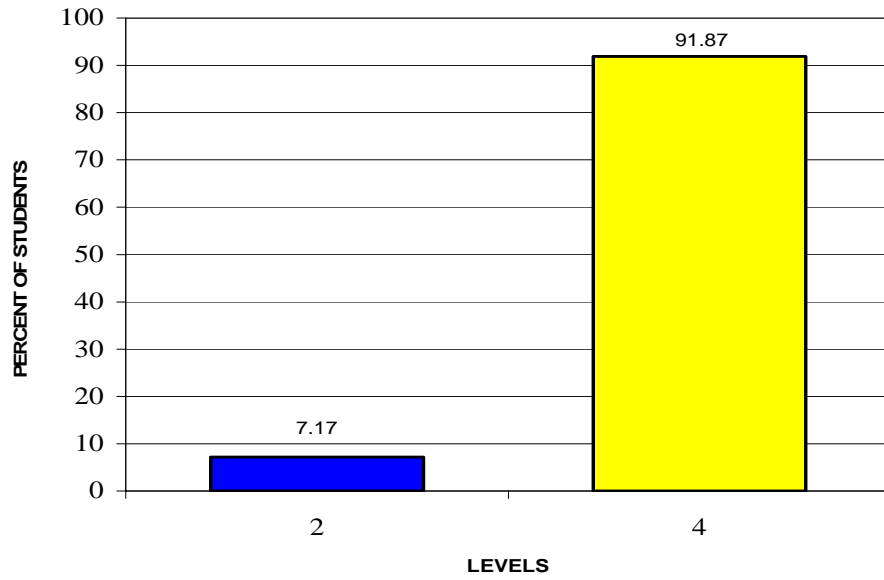


Figure 5.7: Tenth Grade Reading

(95.4% Met WASL Reading Standard – Levels 3 & 4)

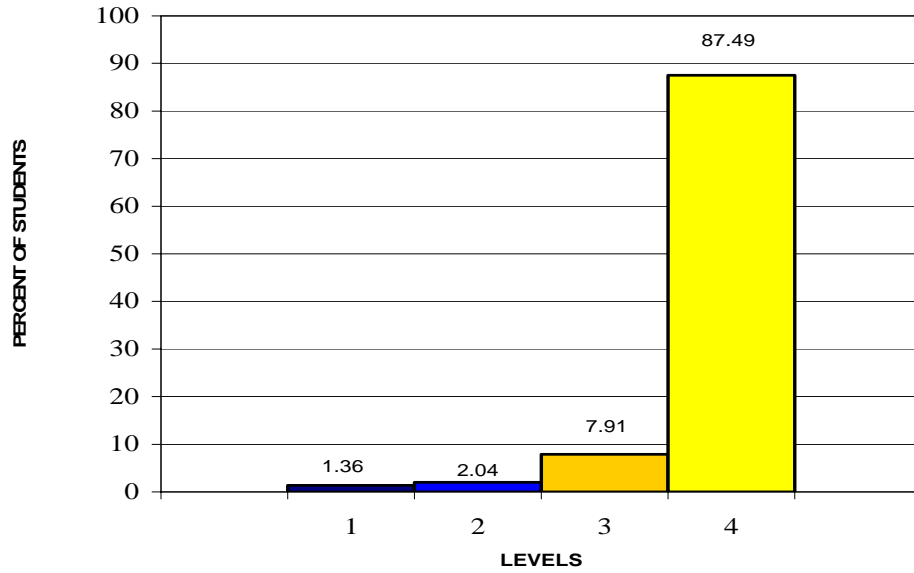


Figure 5.8: Tenth Grade Mathematics

(87.6% Met WASL Math Standard – Levels 3 & 4)

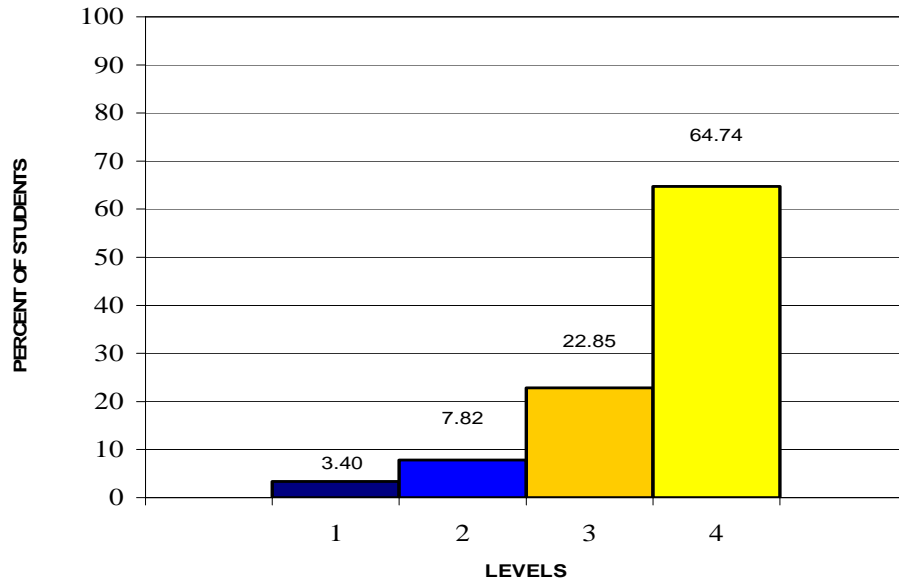


Figure 5.9: Tenth Grade Writing

(92.8% Met WASL Writing Standard)

