

---

# Disaggregated Student Data for 2010-2011

## Important Technical Note

- The data used to identify student disaggregated subgroups for students identified as **Hispanics** or **Latinos** and **African-Americans** and **Blacks** (i.e. English speakers, Spanish speakers, Somali speakers, Oromo speakers, etc.) come from the enrollment Admissions Form which asks families to identify their “Primary” or “Home” language.
- It is the “Primary” or “Home” language which is used to identify student subgroups for this analysis.
- **Please note: this is an important and critical limitation of this study.**
- To illustrate, in this analysis, there might be students who are of Somali descent or national origin but whose primary or home language is English and not Somali. These students would be included in the count of “English” speakers and not “Somali” speakers in slides 12, 13, and 14.
- For students identified as Asians or Pacific-Islanders, more specific race data is collected as per state regulations. Please see this state website for more information: <http://www.k12.wa.us/cedars/CEDARSDataFormQA.aspx>



# Seattle Public Schools



Photos by Susie Fitzhugh

## Disaggregated Student Outcomes from 2010-2011

Mark Teoh, Executive Director  
mbteoh@seattleschools.org  
Research, Evaluation, and Assessment Department

November 29, 2011

---

# Agenda

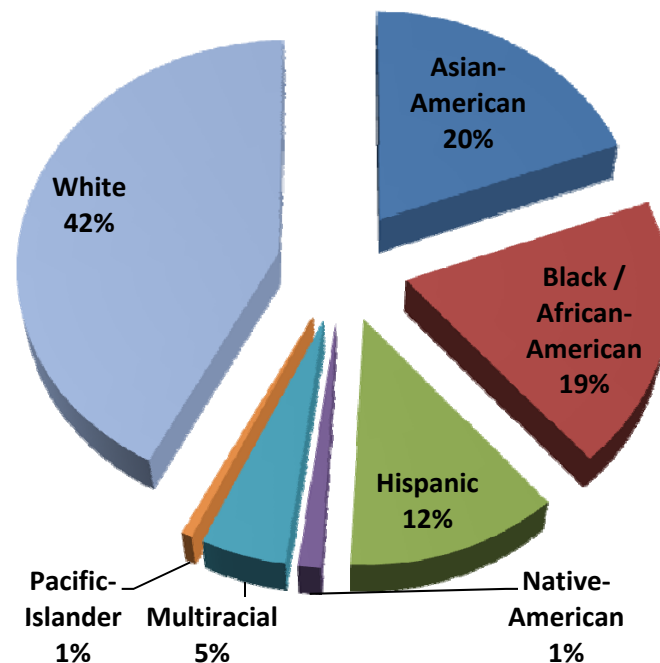
- **Demographic overview**
  - Admission form
- **Limitations of this data**
- **Asians and Pacific-Islanders**
  - English Language Learners & non-ELL
  - Math & Reading performance
  - Secondary School Risk Assessment Report
- **Hispanics & Latinos**
  - English Language Learners & non-ELL
  - Math & Reading performance
  - Secondary School Risk Assessment Report
- **Blacks & African-Americans**
  - English Language Learners & non-ELL
  - Math & Reading performance
  - Secondary School Risk Assessment Report
- **Questions**

# Demographic Overview

- Seattle Public Schools collects information about student demographics when they enroll and provide families an opportunity at the beginning of every school year to verify this information.
- The primary tool for collecting this information is the “Admission Form,” asking about race, ethnicity, country of origin or birth, home and primary languages

## 2010-2011 SPS Enrollment by Student Demographics

(Total = 46,172)



---

# Data Limitations

- Washington state and the federal government require school districts report race & ethnicity using seven categories:
  - Black or African-American
  - Native-American
  - Hispanic or Latino
  - Asian-American
  - Pacific-Islander
  - White
  - Multiracial (two or more races)
- The “Admission Form” also collects specific primary race data for Asians and Native-Americans and ethnicity for Hispanics per state regulations.
- This data is not collected in specific detail for Whites or Blacks / African-Americans.

# Asians and Pacific Islanders

## *Including ELL students*

- Total population from Kindergarten to grade 12 = 9,241
- Total in tested grades (3-8,10) = 5,717 and 5,283 in reading
- 23 total groups
- Only those with more than 30 students tested are represented here

Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
Chinese	1,516	87%	13%	1387	78%	22%
Vietnamese	1,436	75%	25%	1342	72%	28%
Filipino	1,061	67%	33%	975	71%	29%
Other Asian	716	57%	43%	658	61%	39%
Japanese	317	88%	12%	282	85%	15%
Korean	158	88%	12%	158	75%	25%
Asian Indian	158	66%	34%	146	73%	27%
Samoan	144	39%	61%	135	53%	47%
Cambodian	80	53%	48%	75	57%	43%
<b>District (including ELL)</b>	<b>27,515</b>	<b>66%</b>	<b>34%</b>	<b>25,729</b>	<b>72%</b>	<b>28%</b>



Test data from 2010-2011, Student race data using "Primary Race"

# Asians and Pacific Islanders

*Not including ELL students*

- When compared to the District average in both math and reading, there is wide variation among Asian and Pacific-Islanders.

Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
Chinese	1233	91%	9%	1093	90%	10%
Vietnamese	1064	82%	18%	945	86%	14%
Filipino	881	72%	28%	780	80%	20%
Other Asian	570	64%	36%	514	74%	26%
Japanese	308	89%	11%	271	88%	12%
Korean	149	87%	13%	141	81%	19%
Asian Indian	132	74%	26%	119	86%	14%
Samoan	126	44%	56%	120	58%	42%
Cambodian	60	58%	42%	53	70%	30%
<b>District (no ELL)</b>	<b>24,616</b>	<b>70%</b>	<b>30%</b>	<b>22,675</b>	<b>78%</b>	<b>22%</b>

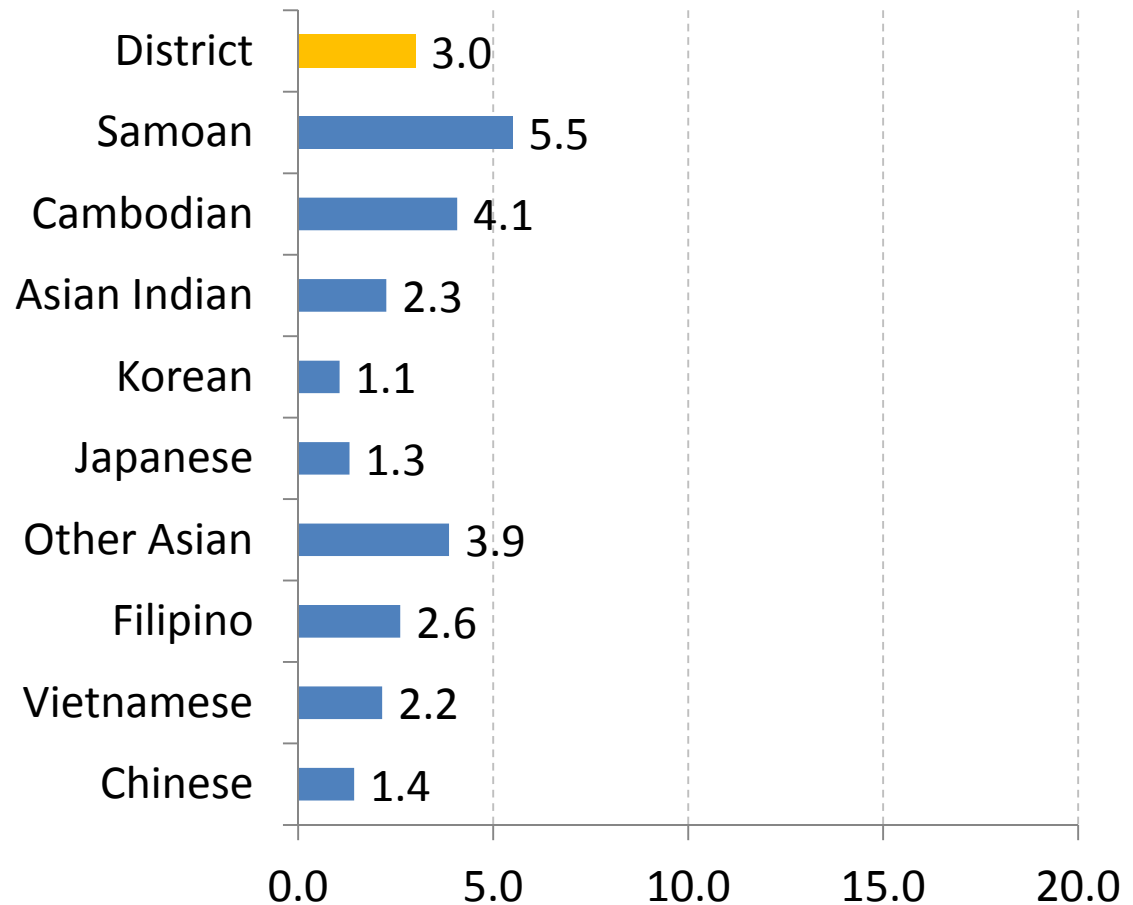


Test data from 2010-2011, Student race data using "Primary Race"

# Asians and Pacific-Islanders

## *Secondary School Risk Assessment*

- The Secondary School Risk Assessment provides a quick look at student status based on both academic and non-academic data (attendance, discipline, etc.)
- Students with a score of “0” show no risk factors while scores of “10” or above suggest a student is at risk of not successfully completing high school.





# Hispanics & Latinos

*Including ELL students*

- Total population from Kindergarten to grade 12 = 5,639
- Total in tested grades (3-8,10) = 3,408 in math and 3,276 in reading
- 23 total groups
- Only those with more than 30 students tested are represented here

Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
English	1,648	58%	42%	1560	68%	32%
Spanish	1,706	39%	61%	1663	49%	51%
<b>District (including ELL)</b>	<b>27,515</b>	<b>66%</b>	<b>34%</b>	<b>25,729</b>	<b>72%</b>	<b>28%</b>



# Hispanics & Latinos

*Not including ELL students*

- When not including students enrolled in English Language Learner programs, Hispanic or Latino students, students whose primary or home language is English perform slightly higher than those with Spanish as a primary or home language in math.

Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
English	1,644	58%	42%	1,556	68%	32%
Spanish	930	54%	46%	858	68%	32%
<b>District (no ELL)</b>	<b>24,616</b>	<b>70%</b>	<b>30%</b>	<b>22,675</b>	<b>78%</b>	<b>22%</b>



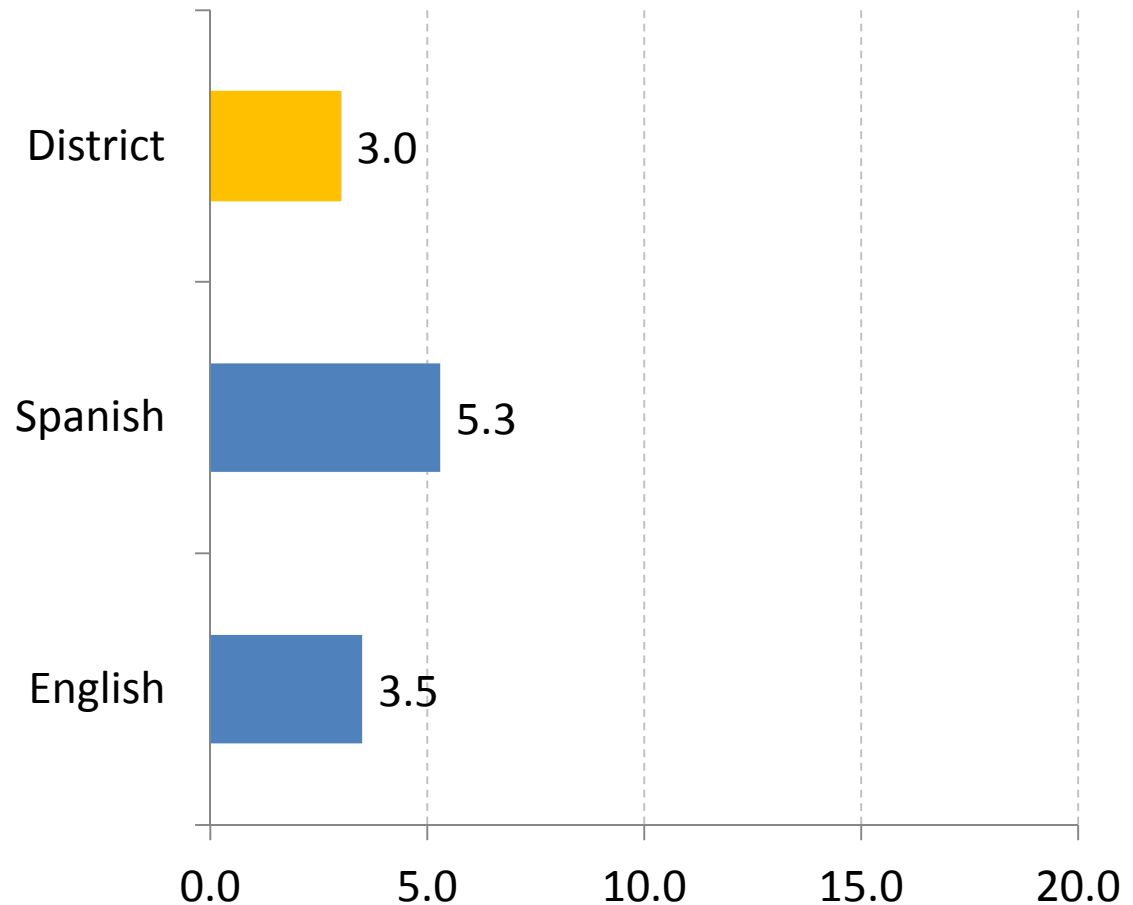
- There is no difference between these groups in reading.

*Test data from 2010-2011, Student ethnicity data using "Primary or Home Language"*

# Hispanic & Latinos

## *Secondary School Risk Assessment*

- Students with Spanish as a primary or home language exhibit a higher average risk value (5.3) when compared to students with English as a home or primary language (3.5).
- A score of “10” or more suggests a student might be at risk for not completing high school.



# Blacks & African-Americans

*Including ELL students*

- Total population from Kindergarten to grade 12 = 8,887
- Total in tested grades (3-8,10) = 5,517 and 5,243 in reading
- 30 total groups
- Only those with more than 30 students tested are represented here

Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
English	3831	36%	64%	3578	56%	44%
Somali	978	28%	72%	970	40%	60%
Amharic	238	51%	49%	229	53%	47%
Tigrinya (Tigrigna)	165	46%	54%	164	44%	56%
Oromo (Ethiopia)	166	39%	61%	164	41%	59%
<b>District (including ELL)</b>	<b>27,515</b>	<b>66%</b>	<b>34%</b>	<b>25,729</b>	<b>72%</b>	<b>28%</b>



# Blacks & African-Americans

*Not including ELL students*

- Among non-ELL program students, those who indicate Amharic as a primary or home language have the highest test results in both math and reading.

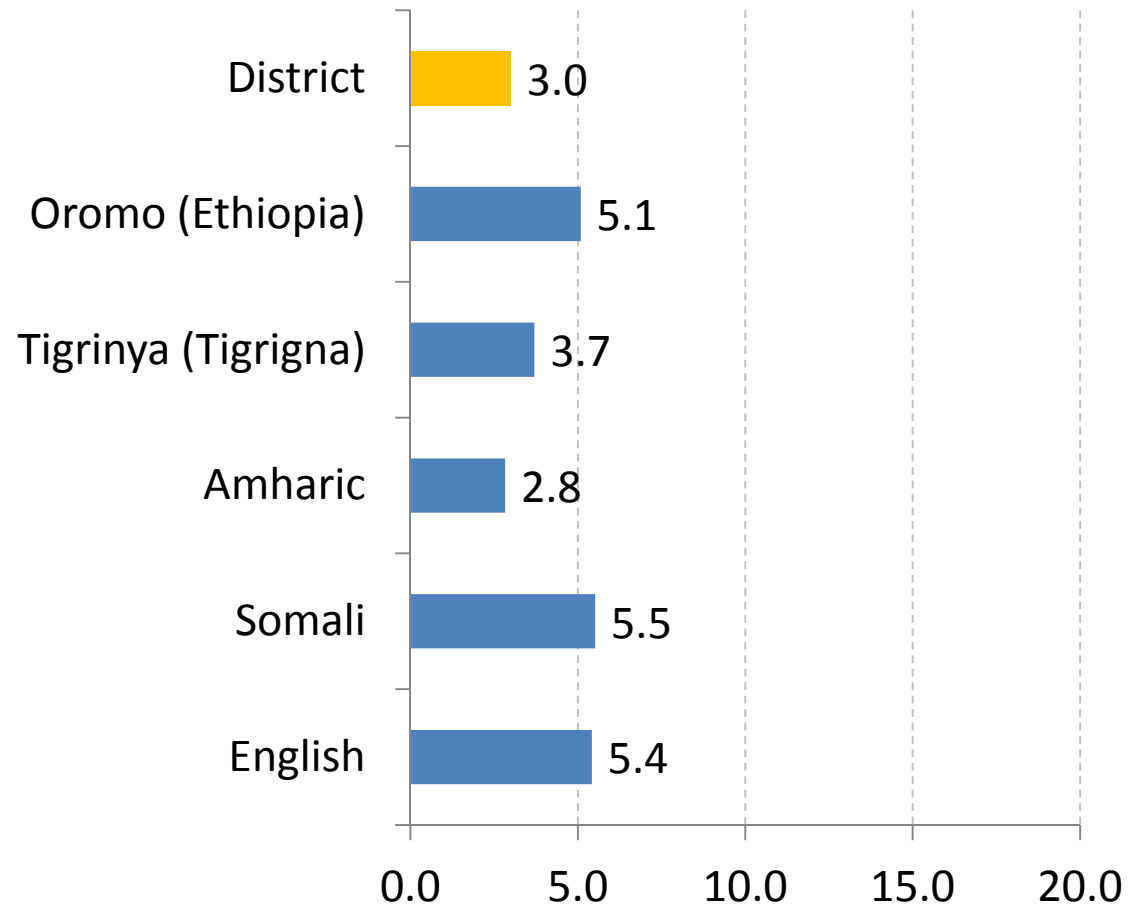
Group	Math			Reading		
	Tested Students	% Met	% Not Met	Tested Students	% Met	% Not Met
English	3831	36%	64%	3578	56%	44%
Somali	447	47%	53%	412	67%	33%
Amharic	143	62%	38%	126	74%	26%
Tigrinya (Tigrigna)	106	58%	42%	91	65%	35%
Oromo (Ethiopia)	94	53%	47%	85	68%	32%
<b>District (no ELL)</b>	<b>24,616</b>	<b>70%</b>	<b>30%</b>	<b>22,675</b>	<b>78%</b>	<b>22%</b>



# Blacks & African-Americans

## *Secondary School Risk Assessment*

- Students with a score of “0” show no risk factors while scores of “10” or above suggest a student is at risk of not successfully completing high school.



---

# Questions & Follow-up

- **Contact information**

**Mark Teoh**

Executive Director

Research, Evaluation, and Assessment Department

252-0120

[mbteoh@seattleschools.org](mailto:mbteoh@seattleschools.org)

[research@seattleschools.org](mailto:research@seattleschools.org)

- **Follow-up**

- Data session in mid-January to be held at the John Stanford Center.
- Topic: Using data from OSPI that's publicly available
- Sign-up sheet – Research staff will contact participants directly via email.