

## School and Teacher Demographics

Per Pupil Expenditures \$6,110

(CCD, 1998–1999)

Number of districts 296

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,160	349	437	135	2,111

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,308	9,885	13,000	1,075	48,702

Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	655,337	255,528	915,952
1999–2000	687,628	308,633	1,002,361
Pre-K	5,087		6,100

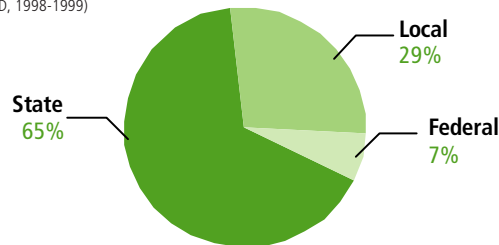
(CCD)

(By state definition)

## Sources of funding

District average

(CCD, 1998–1999)



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
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## Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	23,390	26,228
	3%	3%
Asian/Pacific Islander	56,427	71,924
	6%	7%
Black	40,534	51,779
	4%	5%
Hispanic	63,313	96,246
	7%	10%
White	732,288	756,184
	80%	75%
Other	n/a	n/a
	—	—

(CCD, K–12)

Students with disabilities (OSEP) 82,811 99,636  
 9% 10%

Students with Limited English proficiency (ED /NCBE, K–12) 30,461 55,709  
 3% 6%

Migrant (OME, K–12) 31,025 n/a  
 3% —

## All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999–2000)

data not available

## Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

### Statewide Goal for Schools on State Assessment

Long term goal: above 80 percent of students meet standard (proficient level)

### Expected School Improvement on Assessment

Increase performance to meet 3-year goals and 10-year goal of students meeting standard

### Indicators for School Accountability

Assessment scores, attendance, dropout rate, mobility and poverty rates

### Title I Adequate Yearly Progress (AYP) for Schools

Increase percent of students meeting standard (gr. 4, 7 in Reading, Math) level 3, decrease percent at level 1

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	374	574	948
	39%	61%	100%
Schools Meeting AYP Goal	363	554	917
	97%	97%	97%
Schools Identified for Improvement	13	20	33
	3%	3%	3%

(ED Consolidated Report, 1999–2000)

Title I allocation \$127,850,409

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	29%	32%
Basic level and above	63%	77%
<b>Math, 2000:</b>		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

## Student Achievement 1999–2000

### Assessment

Washington Assessment of Student Learning  
(Percents do not total 100% because of students not tested)

### State Definition of Proficient

Meets or exceeds Level 3

## Elementary School

### Grade 4

#### Reading/Language Arts

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	5%	27%	43%	22%
Title I Schools	9	37	38	13
High Poverty Schools	13	42	32	9
Students with Limited English Proficiency				
English Proficiency	25	51	19	2
Migratory Students	23	51	22	2
Students with Disabilities	23	45	23	4

#### Mathematics

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	31%	25%	22%	19%
Title I Schools	46	25	17	11
High Poverty Schools	55	23	13	7
Students with Limited English Proficiency				
English Proficiency	69	17	8	3
Migratory Students	72	16	8	2
Students with Disabilities	63	19	10	4

## Middle School

### Grade 7

#### Reading/Language Arts

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	16%	39%	28%	14%
Title I Schools	30	40	18	7
High Poverty Schools	40	39	12	4
Students with Limited English Proficiency				
English Proficiency	63	28	5	1
Migratory Students	56	34	8	1
Students with Disabilities	56	32	6	1

#### Mathematics

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	54%	15%	16%	12%
Title I Schools	69	12	11	6
High Poverty Schools	79	9	6	3
Students with Limited English Proficiency				
English Proficiency	88	5	3	1
Migratory Students	88	7	2	1
Students with Disabilities	89	4	2	1

## High School

### Grade 10

#### Reading/Language Arts

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	12%	20%	22%	38%
Title I Schools	19	24	21	24
High Poverty Schools	25	24	18	16
Students with Limited English Proficiency				
English Proficiency	55	23	7	5
Migratory Students	43	29	12	6
Students with Disabilities	47	24	10	4

#### Mathematics

Students in:	Proficient ↻			
	Level I	Level II	Level III	Level IV
All Schools	35%	23%	20%	15%
Title I Schools	49	21	13	6
High Poverty Schools	60	17	8	3
Students with Limited English Proficiency				
English Proficiency	73	13	6	2
Migratory Students	77	13	4	1
Students with Disabilities	76	9	3	1

## High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	28,619	29,726
	61%	55%

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 High Poverty Schools = 75-100% students receiving free/reduced lunch