

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,750
Number of districts <small>(CCD, 2001-02)</small>	296
Number of charter schools <small>(CCD, 2001-02)</small>	—

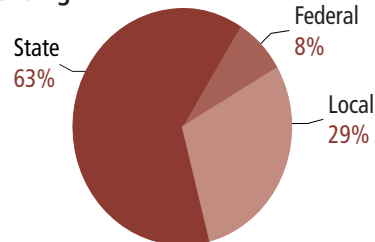
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,077	1,177
Middle	293	351
High	301	454
Combined	78	155
Total	1,749	2,137

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	22,683	25,689
Middle School	8,655	10,286
High School	10,757	13,382
Combined	1,086	1,159
Total	43,181	50,516

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	64%	65%
Math	49	55
Science	83	79
Social Studies	75	77

Sources of funding

District average
(CCD, 2000-01)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	5,087	655,337	255,528	910,865
	8,102	688,155	312,943	1,001,098

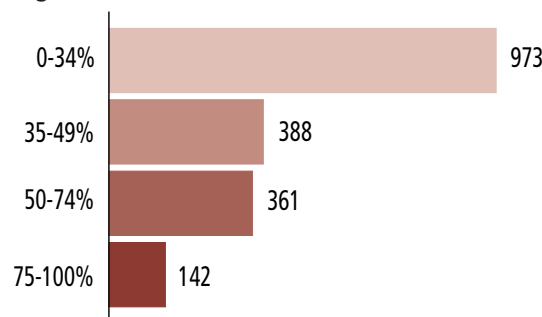
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	3%	3%		
Asian/Pacific Islander	6	8		
Black	4	5		
Hispanic	7	11		
White	80	74		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	9%	10%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	3%	5%		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	3%	6%		

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 306 schools did not report.

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

Statewide Goal for Schools on State Assessment

Long term goal: more than 80 percent of students will be at or above Meets Standards on assessment.

Expected School Improvement on Assessment

Increase performance to meet three-year goals and ten-year goals of students meeting standard.

Title I Adequate Yearly Progress (AYP) for Schools

Increase percent of students meeting standard (grades 4, 7 in reading, math) level 3, decrease percent at level 1.

Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	410	573	983
Schools meeting AYP goal	42%	58%	100%
Schools in need of improvement	n/a	n/a	n/a
	38	12	50
	76%	24%	5%

Title I allocation

\$140,050,821

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	33%
Basic level and above	67	76

Math, 2003

	Grade 4	Grade 8
Proficient level and above	36%	32%
Basic level and above	81	72

Student Achievement 2001-02

Assessment Washington Assessment of Student Learning.

State Definition of Proficient Meets or exceeds Standards.

Elementary School

Grade 4

Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	6%	28%	39%	27%
Title I Schools	9	40	35	16
Economically Disadvantaged Students				
Students with Limited English Proficiency	27	52	20	5
Migratory Students	21	50	23	6
Students with Disabilities	23	46	23	8

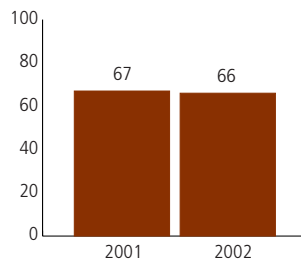
Grade 4

Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	21%	27%	27%	25%
Title I Schools	33	30	22	15
Economically Disadvantaged Students				
Students with Limited English Proficiency	54	28	13	6
Migratory Students	49	30	16	6
Students with Disabilities	51	26	15	8

Student Achievement Trend

Reading 4th grade Meets or Exceeds Standard



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 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Middle School

Grade 7

Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	16%	40%	30%	14%
Title I Schools	28	46	20	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	60	34	6	1
Migratory Students	48	41	9	2
Students with Disabilities	53	39	7	1

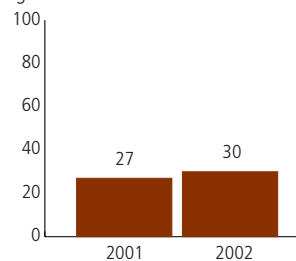
Grade 7

Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	53%	17%	17%	13%
Title I Schools	71	14	10	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	87	7	4	3
Migratory Students	85	10	4	1
Students with Disabilities	91	5	3	1

Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standard



High School

Grade 10

Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	21%	20%	15%	44%
Title I Schools	37	24	14	25
Economically Disadvantaged Students				
Students with Limited English Proficiency	61	26	8	5
Migratory Students	51	28	11	10
Students with Disabilities	63	24	7	6

Grade 10

Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	40%	23%	22%	16%
Title I Schools	62	19	13	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	80	12	6	3
Migratory Students	79	14	5	2
Students with Disabilities	87	9	3	1

High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01
 n/a —

Postsecondary enrollment 1994-95 2000-01
 57% 45%

(NCES, High school graduates enrolled in college)