

Districts and schools

Number of districts (CCD)	1993-94	2003-04
	296	296

Number of public schools (CCD)	1993-94	2003-04
Elementary	1,087	1,187
Middle	298	357
High	371	460
Combined	90	220
Other	14	17
Total	1,860	2,241

Number of charter schools (CCD) -

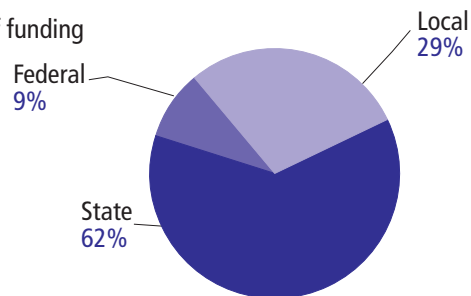
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,722,094	\$4,381,186
Noninstructional	287,699	357,911
Support	2,224,474	2,620,468
Total	6,234,267	7,359,565

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,807	\$7,252

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$157,166,797

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,087	11,352
K-8	655,337	687,896
9-12	255,528	322,101
Total (K-12)	910,865	1,009,997

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	6	8
Black, non-Hispanic	4	6
Hispanic	7	12
White, non-Hispanic	80	71

Students with disabilities (OSEP) 9% 10%

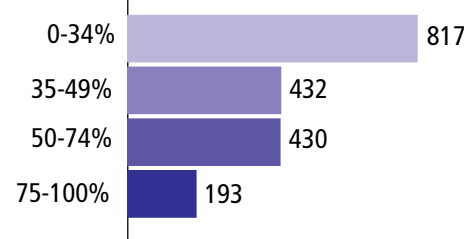
Students with limited English proficiency (NCELA) 3% 7%

Migrant students (OME) 3% 5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
26% 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 362,256

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]369 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	22,741	25,175
Middle	8,665	10,630
High	11,064	13,758
Combined	1,176	1,388
Other	246	417
Total	43,892	51,368

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	7,940	10,051
Instructional coordinators	656	546
Administrators	3,455	3,662
Other	30,391	42,211
Total	42,442	56,470

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

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	80%	69
College-going rate (IPEDS/NCES)	57	45

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	27%	35%
Basic level or above	59	69
Math, Grade 8		
Proficient level or above	26%	36%
Basic level or above	67	75

Statewide Accountability Information

See Appendix B for Washington's definitions of proficient for Reading and mathematics for grades 4, 7, and high school.

See <http://reportcard.ospi.k12.wa.us/Reports/WASLTrend.aspx?&schoold=1&reportLevel=State> for more details on the statewide accountability system.

State assessment for NCLB accountability: Washington Assessment of Student Learning
State student achievement levels: Level 1, Level 2, Level 3, Level 4

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	52.2%	52.2%
	Mathematics	29.7	29.7
Grade 7	Reading	30.1	30.1
	Mathematics	17.3	17.3
High school	Reading	48.6	48.6
	Mathematics	24.8	24.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	866 (89%)	2,042 (86%)	267 (90%)
Identified for improvement:			
Year 1	39 (4%)	120 (5%)	29 (10%)
Year 2	17 (2%)	21 (1%)	0
Corrective action	15 (2%)	15 (1%)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	6 (1%)	6 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or progress toward unexcused absence rate of 1% or less	Met
High school indicator: Graduation rate	66% or higher	Met

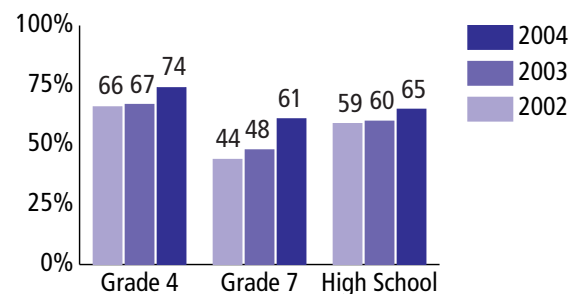
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	377	1%
Supplemental educational services:	250	2%

Student Achievement 2003-04

Washington Assessment of Student Learning, used for NCLB accountability Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	74%	61%	65%
Economically disadvantaged students	62	43	46
Migrant students	43	26	28
Students with disabilities	39	16	15
Students with limited English proficiency	37	17	17
Black, non-Hispanic	62	42	43
Hispanic students	54	38	41
White, non-Hispanic	80	66	70

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 7	High school
All students	60%	46%	44%
Economically disadvantaged students	45	27	25
Migrant students	32	13	11
Students with disabilities	29	8	6
Students with limited English proficiency	27	8	10
Black, non-Hispanic	38	21	16
Hispanic students	39	22	20
White, non-Hispanic	66	52	49

Student achievement trend: Mathematics percent proficient level or above

