

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	296	296
Number of public schools (CCD)		
Elementary	1,087	1,180
Middle	298	358
High	371	476
Combined	90	154
Other	14	39
Total	1,860	2,207

Number of charter schools (CCD) —

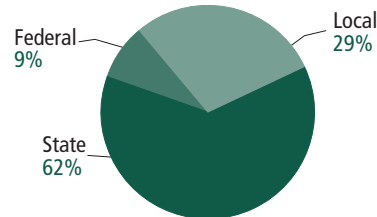
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,739,586	\$4,227,572
Noninstructional	289,051	345,126
Support	2,234,928	2,531,023
Total	6,263,564	7,103,721

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) \$6,839 2001-02 \$7,039

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$142,698,964

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	2002-03
Pre-K	5,087	9,802
K-8	655,337	687,389
9-12	255,528	317,607
Total (K-12)	910,865	1,004,996

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	6	8
Black, non-Hispanic	4	6
Hispanic	7	12
White, non-Hispanic	80	73

Students with disabilities (OSEP) 9% 2002-03 10%

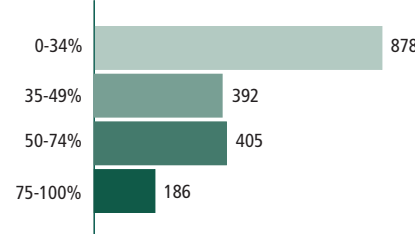
Students with limited English proficiency (NCELA) 3% 2002-03 7%

Migrant students (OME) 3% 2002-03 5%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 347,562

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]346 schools did not report.

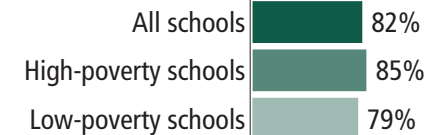
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	22,655	25,666
Middle	8,655	10,760
High	10,728	13,460
Combined	979	1,087
Other	2,507	1,980
Total	45,524	52,953

Number of FTE non-teacher staff (CCD)	1994	2000
Instructional aides	7,940	10,116
Instructional coordinators	656	2,394
Administrators	3,455	3,754
Other	30,391	43,523
Total	42,442	59,787

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, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

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

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	27%	33%
Basic level or above	59	67
Math, Grade 8		
Proficient level or above	26%	32%
Basic level or above	67	72

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 (WASL)

State student achievement levels: Level 1, Level 2, Level 3, Level 4

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
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

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	725 (79%)	1,563 (72%)	173 (66%)
Identified for improvement:			
Year 1	11 (1%)	17 (1%)	0
Year 2	30 (3%)	30 (1%)	0
Corrective action	4 (*)	4 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	13 (1%)	13 (1%)	0

Other indicator, 2002-03

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Attendance	Meet or progress toward unexcused absence rate of 1% or less	Met
High school indicator: Graduation rate	73% or higher	Met

NCLB choice participation

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

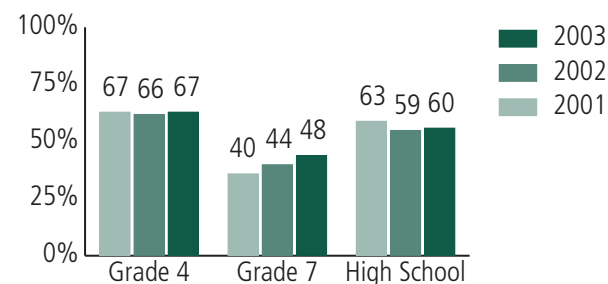
Student Achievement 2002-03

Washington Assessment of Student Learning, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	67%	48%	60%
Economically disadvantaged students	52	30	43
Migrant students	30	13	29
Students with disabilities	31	10	12
Students with limited English proficiency	24	7	12
Black, non-Hispanic students	52	28	37
Hispanic students	41	24	35
White, non-Hispanic students	73	53	65

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 7	High school
All students	55%	37%	40%
Economically disadvantaged students	40	20	24
Migrant students	24	8	16
Students with disabilities	25	5	4
Students with limited English proficiency	20	6	8
Black, non-Hispanic students	36	14	14
Hispanic students	31	15	16
White, non-Hispanic students	62	42	44

Student achievement trend: Mathematics percent proficient level or above

