

# **Seattle Public Schools**

## **Data Profile: District Summary**

### **December 2012**

School Board Directors  
Michael DeBell, President  
Kay Smith-Blum, Vice-President  
Sherry Carr  
Marty McLaren  
Harium Martin-Morris  
Betty Patu  
Sharon Peaslee

José Banda  
Superintendent

Prepared by:  
Steven F. Wright, M.A.  
Lead Assessment Systems Analyst  
Department of Technology Services (DoTS)

Published by the  
Department of Technology Services (DoTS)  
P.O. Box 34165, MS 21-350  
Seattle, Washington 98124  
(206) 252-0146

[www.seattleschools.org/data](http://www.seattleschools.org/data)

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>4</b>
<b>INTRODUCTION.....</b>	<b>6</b>
<b>DEMOGRAPHIC DATA</b>	
<b>ENROLLMENT.....</b>	<b>9</b>
<b>LIVING CONDITION .....</b>	<b>18</b>
<b>STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE LUNCH .....</b>	<b>27</b>
<b>BILINGUAL STUDENTS .....</b>	<b>37</b>
<b>SPECIAL EDUCATION STUDENTS.....</b>	<b>42</b>
<b>ADVANCED PLACEMENT STUDENTS.....</b>	<b>49</b>
<b>STUDENT OUTCOME MEASURES</b>	
<b>ACADEMIC GRADES</b>	
Grade Distribution .....	54
Grade Point Average (GPA) .....	59
<b>STUDENT TEST SCORE ACHIEVEMENT .....</b>	<b>64</b>
Washington Assessment of Student Learning (WASL)/Measurement of Student Progress (MSP)/High School Proficiency Exam (HSPE)/ End of Course Exams (EoC).....	65
Scholastic Aptitude Test (SAT) .....	93
<b>ATTENDANCE.....</b>	<b>94</b>
<b>DISCIPLINE .....</b>	<b>101</b>
SHORT-TERM SUSPENSIONS.....	102
LONG-TERM SUSPENSIONS .....	109
EXPULSIONS .....	116
<b>TRUANCY.....</b>	<b>123</b>
<b>STUDENT EDUCATIONAL STATUS</b>	
GRADUATES AND DROPOUTS - Cumulative Cohort Method.....	128
ANNUAL DROPOUTS.....	131
<b>INDIVIDUAL SCHOOL SUMMARIES.....</b>	<b>138</b>

## **EXECUTIVE SUMMARY**

The 2012 Data Profile contains a wealth of information about the Seattle Public Schools and the performance of our students. Here are some highlights:

### **Demographics**

- The District's enrollment on October 1, 2012 is 49,864, an increase of 1,368 students from last year. Total enrollment in the Seattle Public Schools has risen over 10 percent since the 2007-2008 school year. The majority of our students, or 68.8 percent, live with both parents. Based on the income level of their parents, 40.1 percent of students are eligible for free or reduced lunch. In June 2012, 11,270 students, or 22.9 percent of the total enrollment, have non-English speaking backgrounds. Of these, 5,961, or 12.1 percent of total enrollment, were eligible for bilingual services. 14.6 percent of all students received special education services in June 2012. On October 1, 2012, 8.5 percent of all students were enrolled in Advanced Placement or Spectrum programs in the District.

### **Student Performance**

In general, Seattle Public Schools' students continue to make gains on a variety of assessments that measure academic achievement in Mathematics, Reading, Writing, and Science.

- Students are assessed every Spring on challenging performance assessments mandated by the State legislature. Students are tested in Mathematics in grades 3 through 8, in Reading in grades 3 through 8 and 10, in Writing in grades 4, 7, and 10, and in Science at grades 5 and 8 using the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE). End of Course (EoC) Mathematics exams in Algebra and Geometry and an EoC Science exam in Biology were also used at the secondary school level to measure student performance. Out of the four subject areas that were tested across all grades in both 2011 and 2012 (a total of 20), the percentage of students meeting standards improved in 14 of the 20 subject/grade areas (70%) from 2011 to 2012. In 2012, every grade tested in Mathematics improved their scores compared to 2011. Reading scores improved in the fourth, fifth, and seventh grade from 2011 to 2012. Both grades tested in Science (fifth and eighth) improved their scores from 2011 to 2012. The percentage of eighth graders meeting standard in Mathematics and Science have increased every year since 2006.
- District SAT scores for high school students were equal to or above both Washington State averages and above national averages in all three Verbal, Math and Writing sections of the test in 2011-2012. Seattle's 2011-2012 Verbal, Math and Writing scores on the SAT are 31, 16 and 24 points, respectively, above the national average.

## **Attendance and Discipline**

- Average daily attendance for all students was 92.8 percent in 2011-2012, the highest in eight years.
- The number and percentage of short-term suspensions at high schools is the lowest in 27 years of historical data. Short-term suspensions rose at middle schools but fell at elementary schools from 2010-2011 to 2011-2012.
- Long-term suspension rates fell in high schools at middle schools but rose at elementary schools from 2010-2011 to 2011-2012.
- The number and rate of expulsions at high schools in 2011-2012 were the lowest in 27 years of reporting these figures. Expulsions at middle schools rose in 2011-2012 from what had been an historic low in 2010-2011. There were no expulsions at elementary schools in 2011-2012.
- Truancy rates declined to the lowest level in seven years in 2011-2012 at the high school level. Middle school and elementary school truancies rose from 2010-2011 levels.

## **Student Educational Status**

- Annual dropouts at the high school level in 2011-2012 are the lowest in 30 years of available data. The number and percentage of annual dropouts at the middle school level rose from 2010-11 to 2011-2012. The high school annual dropout rate decreased from 7.4 percent in 2010-2011 to 6.2 percent in 2011-2012. The annual dropout rate at the middle school level rose from 4.9 percent in 2011-2012 to 5.1 percent in 2011-2012.
- Using the cumulative four-year cohort approach to track the Class of 2012, 73.6% of those who entered the class in the last four years graduated on time, while 15.6% dropped out during the four year period.

## INTRODUCTION

This is the 26th anniversary of a series of information profiles on the Seattle Public Schools. These reports are designed to provide information for several purposes, including:

- \* Baseline data for school-based planning and program monitoring;
- \* Information for researchers and grant proposal writers;
- \* Information pertaining to disproportionality and other issues facing Seattle Public Schools; and
- \* General District information for public awareness.

This report is comprised of three parts: 1) District-wide demographic information on students classified by several characteristics descriptive of the student population, 2) District-wide data that portray the educational outcomes for students, and 3) descriptive statistics for individual schools in the District.

This report is descriptive in nature, and no statistical tests or inferences about differences or changes in scores are made. A more extensive analysis would be necessary to make statistically supported inferences about program effects, differences in student outcomes for various subgroups of students, or changes from one year to the next.

This report presents student demographic data as of October 2012 and student outcome data for the 2011-2012 school year with comparative data from previous years. Data for each subject are reported in a table with six years of data and presented in two graphs with up to eighteen years of data, if available, with one graph showing trends based on absolute numbers and another graph showing trends based on relative percentages.

All students with valid data are included in this report, regardless of special needs (e.g., limited English proficiency) or handicapping conditions. This report includes students enrolled in 12 regular high schools, 9 regular middle schools, 10 K-8 schools, 59 elementary schools, and 11 self-contained service schools (including special education programs).

## Notes

Compared to previous editions of this Profile, there are major changes in how the Seattle Public Schools gathers and reports data by ethnic and racial categories. The new reporting categories are mandated by the Federal government and the Washington State Office of Public Instruction (OSPI).

Data before the 2010-2011 school year are presented in tables that contain the number and percent of students in five major ethnic groups previously used for reporting by the Office for Civil Rights. In these data, the term "American Indian" refers to any person having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. "Asian/Pacific Islander" refers to persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent (India), or the Pacific Islands. The "Hispanic/Latino" or "Hispanic" ethnic group is used for persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race. The terms

“African American” or “Black” refer to persons having origins in any of the African American racial groups who do not consider themselves as Latino. The term “White” refers to any person having origins in any of the original peoples of Europe, North Africa, or the Middle East who do not consider themselves as Latino or African American.

Starting with the 2010-2011 school year, the District collects student ethnicity and race information using a two part question. These questions are consistent with how the Census and other State and Federal agencies gather and report race and ethnicity. The first question asks parents whether their student is of Hispanic origin or not. The second question asks what race(s) do they consider their child to be. Within the question on race, the racial categories are arranged by the following five groups: Black/African American; White; Asian; Pacific Islander; and American Indian/Washington State Indian. Students are also asked to indicate a primary race. Students answering across more than one racial category are reported as Multiracial.

With the new ethnicity/race reporting structure, it is not possible to map directly to the previously reported nineteen ethnic groups for longitudinal reporting. Some of the older 19 ethnic codes are no longer asked or cannot be imputed from, or to, the new data. However, many Federal data reports using the new ethnicity/race information break these data into seven categories. Any student who is of Hispanic ethnicity is considered Hispanic, regardless of race. For students who are not of Hispanic origin, students are reported in the five racial groupings above, or as Multiracial. For the purposes of longitudinal reporting in this Profile, combining the Asian and newer Pacific Islander racial categories into one group as was done previously makes comparisons possible with the older five major ethnic groups, with the acknowledgement that students who are Multiracial in the new data would have been previously identified in one of the older five major ethnic groups.

In order to initiate a fuller reporting of ethnic/race data in future years, students reported since 2010 are reported by their ethnicity and primary race designations. Note that racial categories with less than 10 students at the District level have been excluded from the reporting and combined into the ‘Other’ subcategories as applicable.

## **DEMOGRAPHIC DATA**

- \* Enrollment
- \* Living Condition
- \* Eligibility for Free or Reduced-Price Lunch
- \* Bilingual Students
- \* Special Education Students
- \* Advanced Placement Students

# ENROLLMENT

## Definition

This section summarizes the number and percentage of students enrolled in the District by ethnic group. Subsequent charts show similar figures for high school, middle school and elementary school students separately. Six years of data are shown and eighteen years of data are graphed.

Enrollment figures used in this report are from the first week in October of each year. The October 1 enrollment count has traditionally served as the District enrollment baseline. By October 1, most students have arrived at school and student transfers between schools have stabilized. It also corresponds to the annual enrollment report done by the Office of the Superintendent of Public Instruction (OSPI). Yearly enrollment projections, used for funding, are also based, in part, on the October 1 count.

The enrollment figures used in this report are "head counts" of all students in grades Kindergarten to 12 reported to OSPI for basic apportionment funding. Headstart and preschool students are not counted here. Running Start students, part-time students and half-day kindergarten students are counted the same as other students.

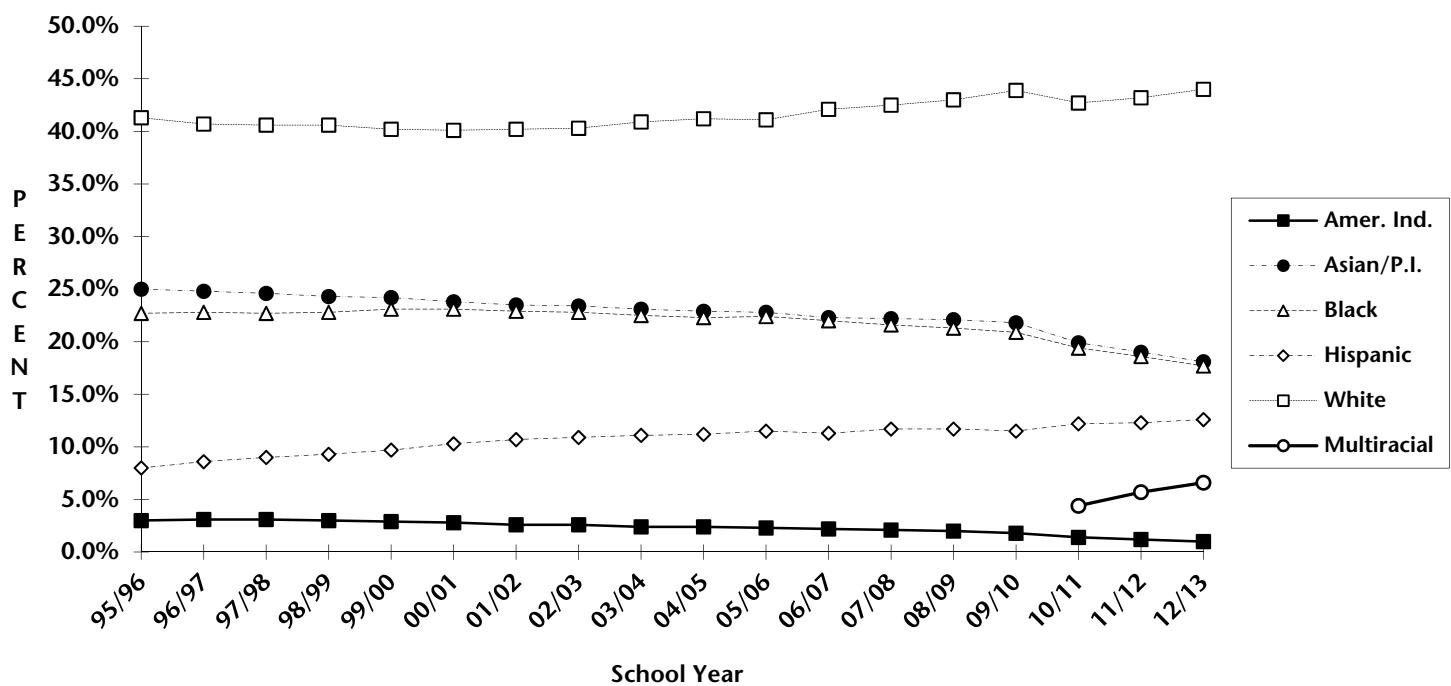
## Results

The overall October 1 enrollment for 2012-2013 was 49,864, an increase of 1,368 students from the 2011-2012 school year. Since the 2007-2008 school year, the total enrollment of the Seattle Public Schools has risen 4,588 students, or 10.1 percent.

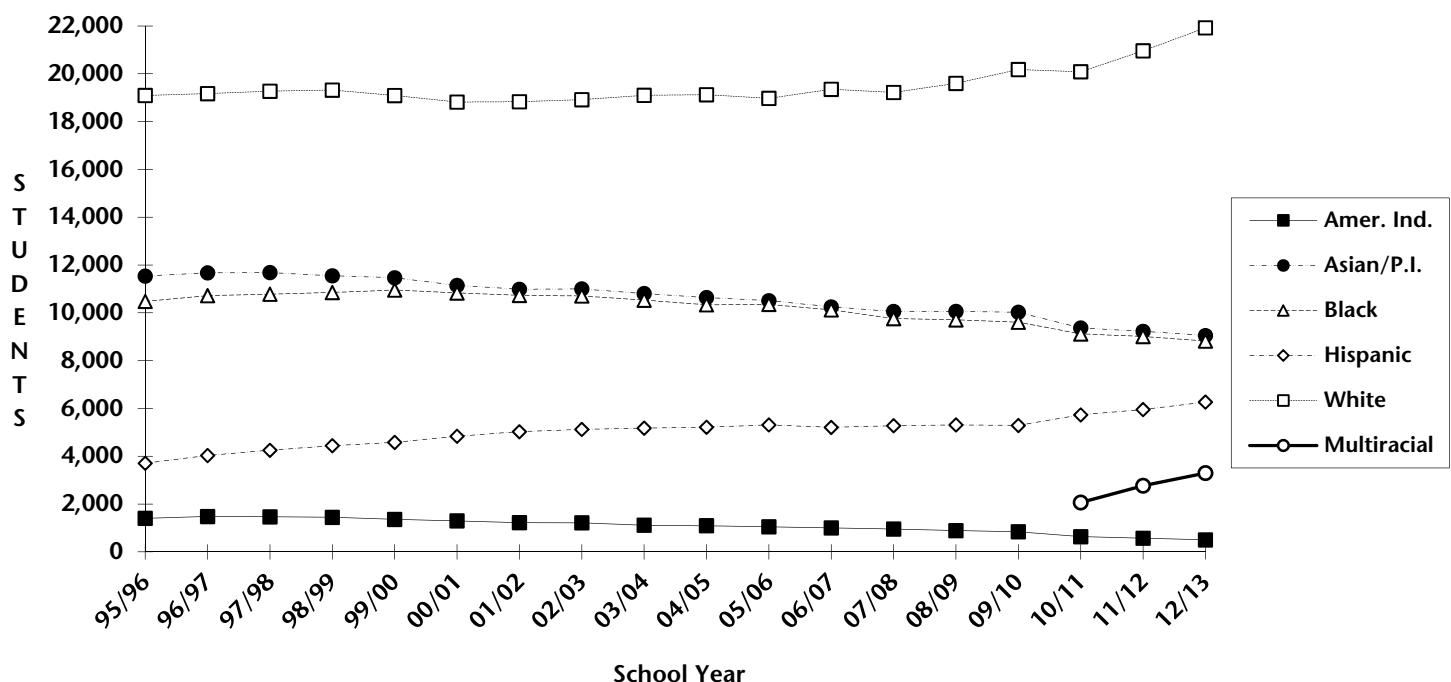
Total high school enrollment increased by 92 students between 2011-2012 and 2012-2013, the third year to year gain in overall high school enrollment since 2009-2010. Middle school enrollment rose by 149 students in 2012-2013 to 10,135 students, compared to 9,986 students in 2011-2012. This was also the third consecutive year of increasing total middle school enrollment, and the first time since the 2004-2005 school year that enrollment at the middle school level is over 10,000 students. Elementary school enrollment increased by 1,127 students from 2011-2012 to 2012-2013, the sixth straight increase in elementary enrollment since 2006-2007. Enrollment at the elementary level has risen by 18 percent from 2007-2008 to 2012-2013. At the elementary level, the number of White students in elementary schools had been gradually declining until 2003-2004, but since that time has been rising in both number and percentage of elementary enrollment. The number and percentage of Black/African American and Asian/Pacific Islander elementary students enrolled in Seattle Public Schools has been nearly similar since 1994-1995.



**Enrollment Trends by Percent of Ethnic Group**  
**All Students/Grades K - 12**  
**1995-1996 to 2012-2013**



**Enrollment Trends by Ethnic Group**  
**All Students/Grades K - 12**  
**1995-1996 to 2012-2013**



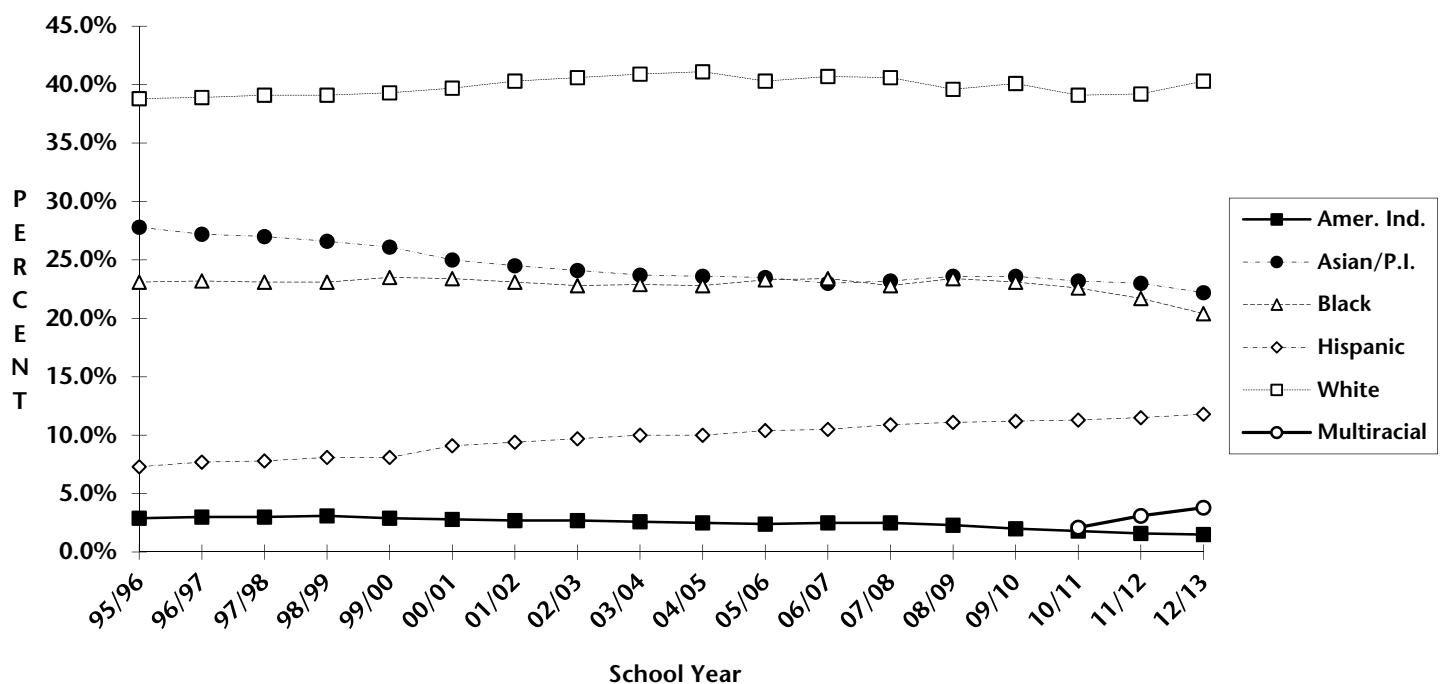
**District Summary**  
**Number and Percent of Students in each Ethnic Group**  
**All Students/Grades K - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	957	2.1%	890	2.0%	843	1.8%	638	1.4%	572	1.2%	504	1.0%
Asian/Pac. Islander	10,059	22.2%	10,064	22.1%	10,026	21.8%	9,368	19.9%	9,227	19.0%	9,050	18.1%
Black/Afr. American	9,760	21.6%	9,706	21.3%	9,608	20.9%	9,118	19.4%	9,010	18.6%	8,818	17.7%
Hispanic/Latino	5,280	11.7%	5,313	11.7%	5,289	11.5%	5,731	12.2%	5,955	12.3%	6,269	12.6%
White	19,220	42.5%	19,599	43.0%	20,178	43.9%	20,086	42.7%	20,962	43.2%	21,924	44.0%
Multiracial	--	--	--	--	--	--	2,067	4.4%	2,770	5.7%	3,299	6.6%
<b>TOTAL</b>	<b>45,276</b>	<b>100.0%</b>	<b>45,572</b>	<b>100.0%</b>	<b>45,944</b>	<b>100.0%</b>	<b>47,008</b>	<b>100.0%</b>	<b>48,496</b>	<b>100.0%</b>	<b>49,864</b>	<b>100.0%</b>

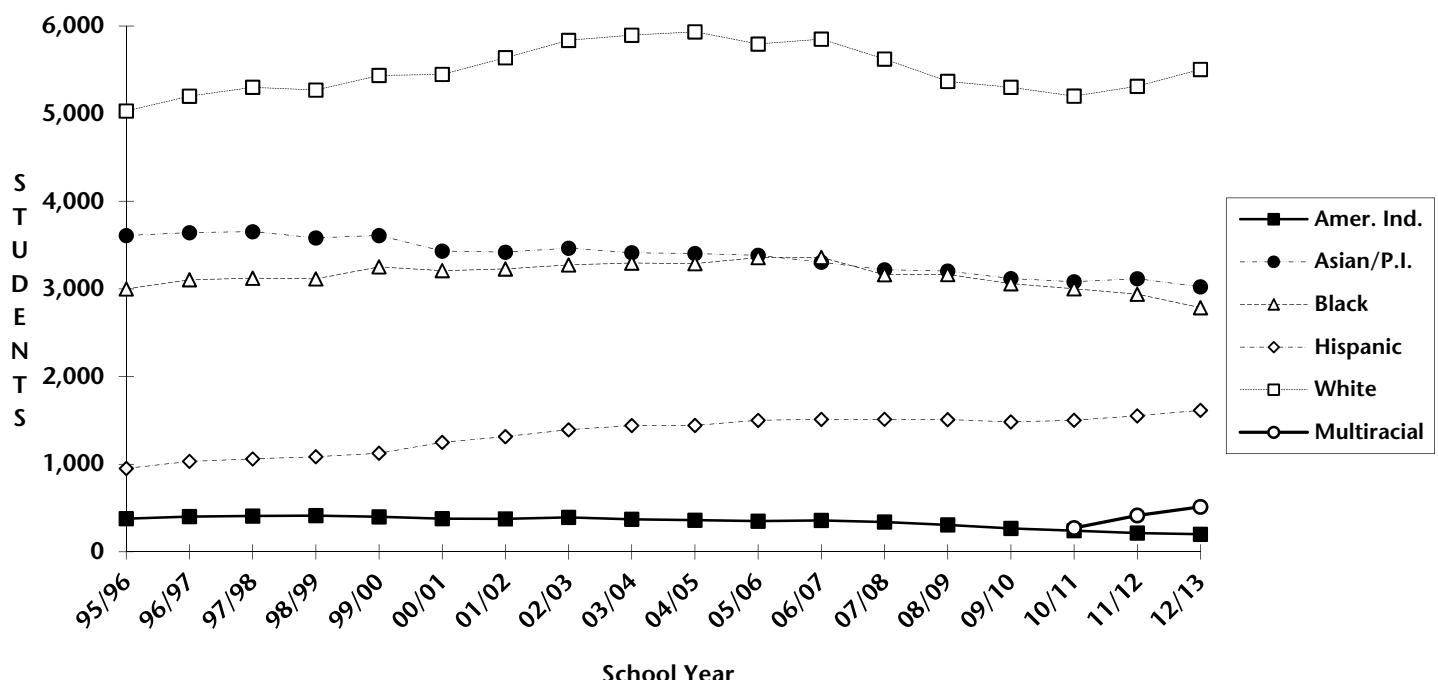
**Ethnicity and Primary Race Breakdown**  
**All Students/Grades K - 12**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	5,731	12.2%	5,955	12.3%	6,269	12.6%
	Not Hispanic/Latino	41,277	87.8%	42,541	87.7%	43,595	87.4%
<b>Race:</b>	<b>American Indian</b>						
	Alaskan Native	147	0.3%	154	0.3%	150	0.3%
	Other American Indian	3,065	6.5%	2,890	6.0%	2,711	5.4%
	Washington Indian	46	0.1%	54	0.1%	61	0.1%
	Total American Indian	3,258	6.9%	3,098	6.4%	2,922	5.9%
	<b>Black/African American</b>	10,209	21.7%	10,358	21.4%	10,338	20.7%
	<b>Asian</b>						
	Cambodian	133	0.3%	149	0.3%	176	0.4%
	Chinese	2,583	5.5%	2,625	5.4%	2,586	5.2%
	East Indian	330	0.7%	346	0.7%	376	0.8%
	Filipino	1,890	4.0%	1,935	4.0%	1,911	3.8%
	Japanese	729	1.6%	691	1.4%	675	1.4%
	Korean	401	0.9%	403	0.8%	460	0.9%
	Vietnamese	2,409	5.1%	2,401	5.0%	2,386	4.8%
	Other Southeast Asian	176	0.4%	260	0.5%	300	0.6%
	Other Asian	1,380	2.9%	1,246	2.6%	1,133	2.3%
	Total Asian	10,031	21.3%	10,056	20.7%	10,003	20.1%
	<b>Pacific Islander</b>						
	Samoan	261	0.6%	246	0.5%	238	0.5%
	Other Pacific Islander	98	0.2%	124	0.3%	150	0.3%
	Total Pacific Islander	359	0.8%	370	0.8%	388	0.8%
	<b>White</b>	23,151	49.2%	24,614	50.8%	26,213	52.6%
	<b>TOTAL</b>	<b>47,008</b>	<b>100.0%</b>	<b>48,496</b>	<b>100.0%</b>	<b>49,864</b>	<b>100.0%</b>

**Enrollment Trends by Percent of Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1995-1996 to 2012-2013**



**Enrollment Trends by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1995-1996 to 2012-2013**



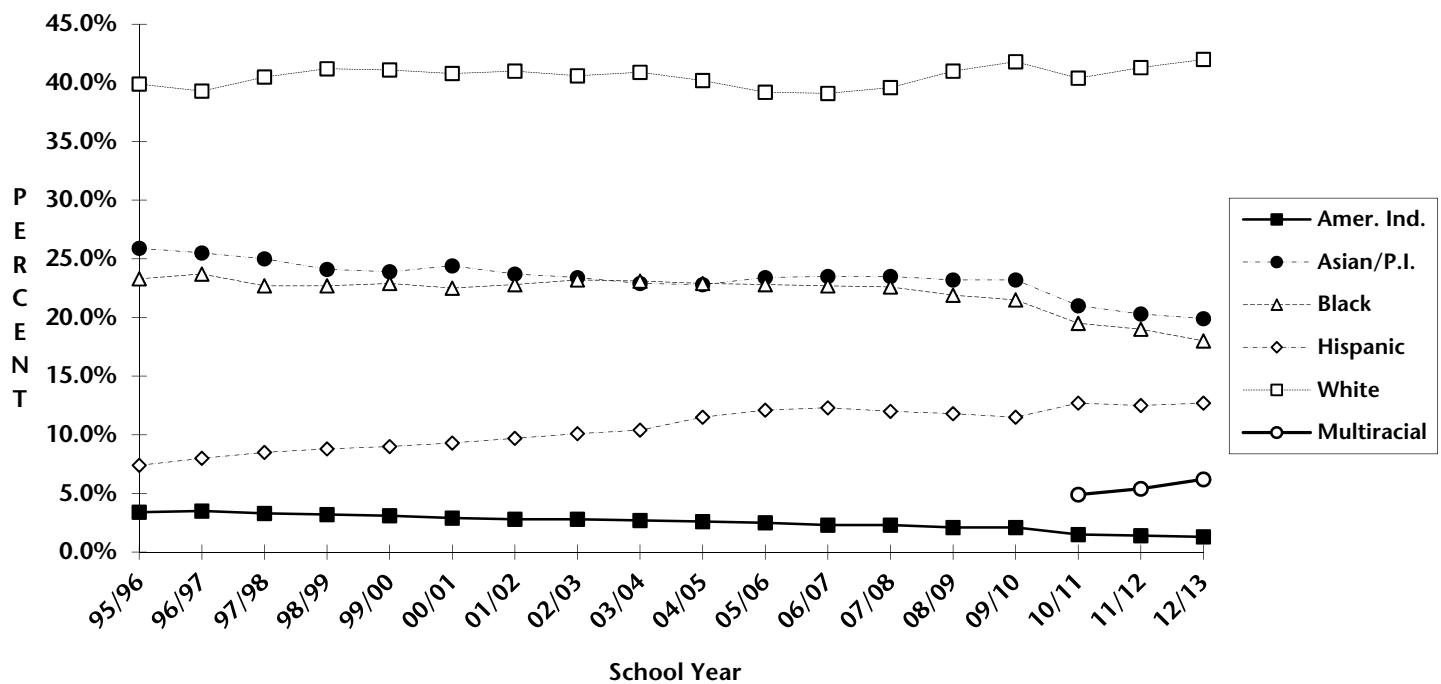
**District Summary**  
**Number and Percent of Students in each Ethnic Group**  
**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	341	2.5%	308	2.3%	268	2.0%	242	1.8%	215	1.6%	201	1.5%
Asian/Pac. Islander	3,219	23.2%	3,204	23.6%	3,118	23.6%	3,082	23.2%	3,117	23.0%	3,024	22.2%
Black/Afr. American	3,163	22.8%	3,165	23.4%	3,060	23.1%	3,002	22.6%	2,940	21.7%	2,786	20.4%
Hispanic/Latino	1,513	10.9%	1,509	11.1%	1,483	11.2%	1,502	11.3%	1,552	11.5%	1,615	11.8%
White	5,623	40.6%	5,368	39.6%	5,301	40.1%	5,200	39.1%	5,312	39.2%	5,504	40.3%
Multiracial	--	--	--	--	--	--	--	--	273	2.1%	416	3.1%
<b>TOTAL</b>	<b>13,859</b>	<b>100.0%</b>	<b>13,554</b>	<b>100.0%</b>	<b>13,230</b>	<b>100.0%</b>	<b>13,301</b>	<b>100.0%</b>	<b>13,552</b>	<b>100.0%</b>	<b>13,644</b>	<b>100.0%</b>

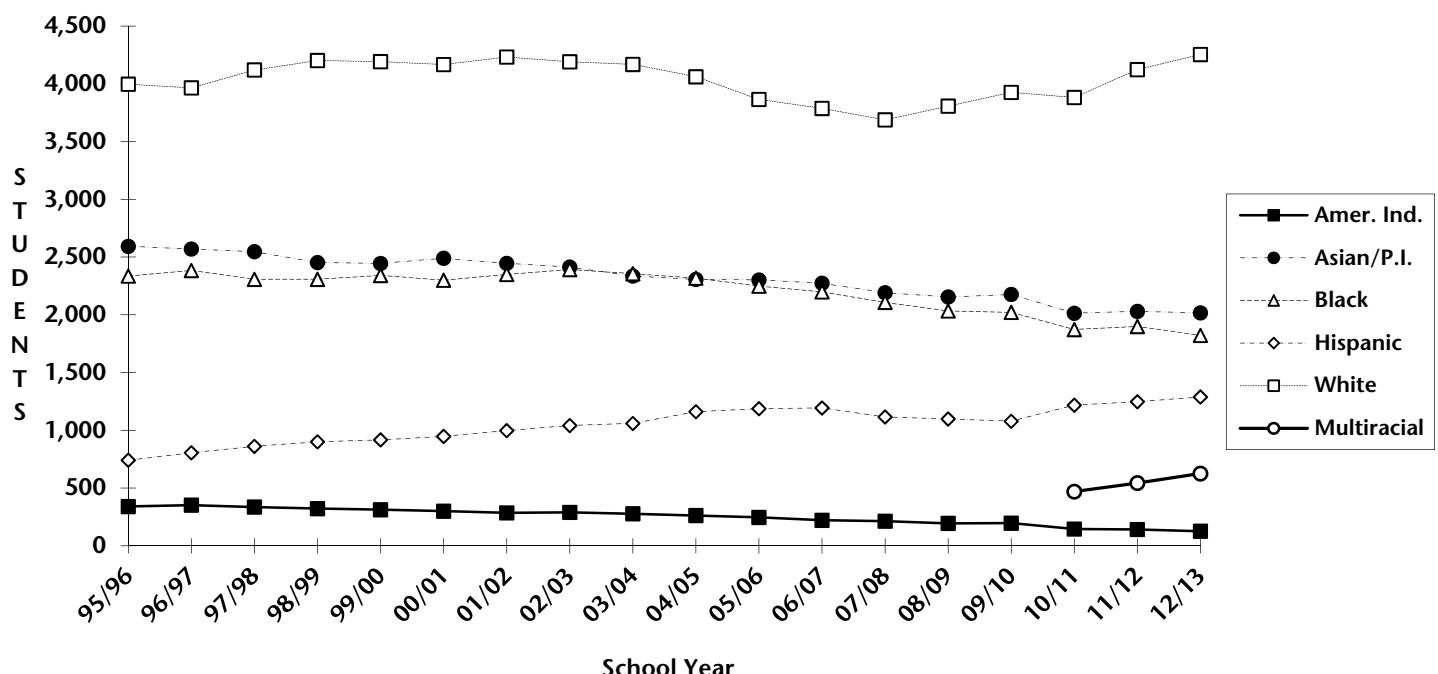
**Ethnicity and Primary Race Breakdown**  
**All High School Students/Grades 9 - 12**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	1,502	11.3%	1,552	11.5%	1,615	11.8%
	Not Hispanic/Latino	11,799	88.7%	12,000	88.5%	12,029	88.2%
<b>Race:</b>	<b>American Indian</b>						
	Alaskan Native	30	0.2%	34	0.3%	36	0.3%
	Other American Indian	940	7.1%	881	6.5%	843	6.2%
	Washington Indian	8	0.1%	11	0.1%	16	0.1%
	Total American Indian	978	7.4%	926	6.8%	895	6.6%
	<b>Black/African American</b>	3,202	24.1%	3,207	23.7%	3,104	22.7%
	<b>Asian</b>						
	Cambodian	30	0.2%	36	0.3%	37	0.3%
	Chinese	819	6.2%	863	6.4%	860	6.3%
	East Indian	73	0.5%	76	0.6%	69	0.5%
	Filipino	584	4.4%	608	4.5%	614	4.5%
	Japanese	214	1.6%	208	1.5%	199	1.5%
	Korean	89	0.7%	75	0.6%	90	0.7%
	Vietnamese	780	5.9%	785	5.8%	773	5.7%
	Other Southeast Asian	33	0.2%	55	0.4%	62	0.5%
	Other Asian	516	3.9%	488	3.6%	454	3.3%
	Total Asian	3,138	23.6%	3,194	23.6%	3,158	23.1%
	<b>Pacific Islander</b>						
	Samoan	94	0.7%	94	0.7%	86	0.6%
	Other Pacific Islander	18	0.1%	23	0.2%	31	0.2%
	Total Pacific Islander	112	0.8%	117	0.9%	117	0.9%
	<b>White</b>	5,871	44.1%	6,108	45.1%	6,370	46.7%
	<b>TOTAL</b>	<b>13,301</b>	<b>100.0%</b>	<b>13,552</b>	<b>100.0%</b>	<b>13,644</b>	<b>100.0%</b>

**Enrollment Trends by Percent of Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1995-1996 to 2012-2013**



**Enrollment Trends by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1995-1996 to 2012-2013**



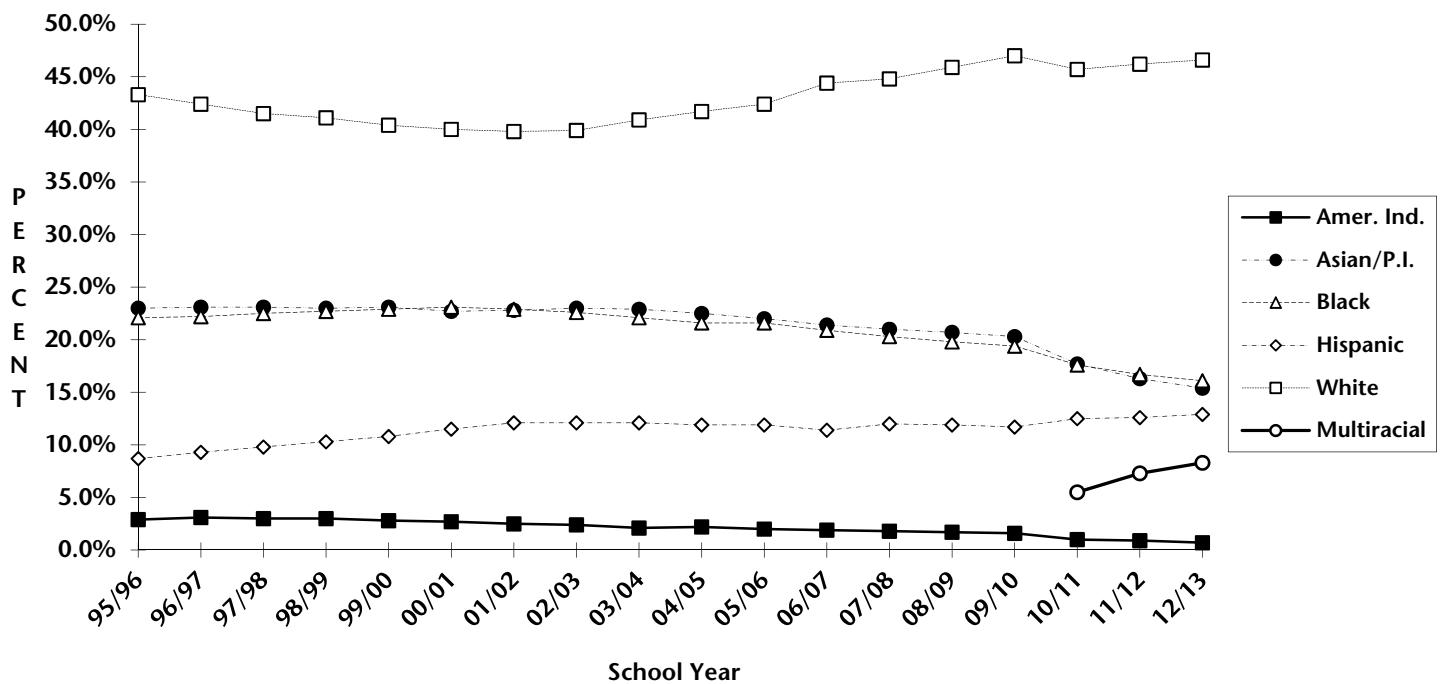
**District Summary**  
**Number and Percent of Students in each Ethnic Group**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%	No.	%								
American Indian	214	2.3%	195	2.1%	197	2.1%	146	1.5%	142	1.4%	127	1.3%
Asian/Pac. Islander	2,192	23.5%	2,155	23.2%	2,177	23.2%	2,014	21.0%	2,030	20.3%	2,017	19.9%
Black/Afr. American	2,108	22.6%	2,034	21.9%	2,022	21.5%	1,873	19.5%	1,899	19.0%	1,822	18.0%
Hispanic/Latino	1,116	12.0%	1,099	11.8%	1,079	11.5%	1,218	12.7%	1,248	12.5%	1,289	12.7%
White	3,688	39.6%	3,807	41.0%	3,926	41.8%	3,882	40.4%	4,123	41.3%	4,254	42.0%
Multiracial	--	--	--	--	--	--	470	4.9%	544	5.4%	626	6.2%
<b>TOTAL</b>	<b>9,318</b>	<b>100.0%</b>	<b>9,290</b>	<b>100.0%</b>	<b>9,401</b>	<b>100.0%</b>	<b>9,603</b>	<b>100.0%</b>	<b>9,986</b>	<b>100.0%</b>	<b>10,135</b>	<b>100.0%</b>

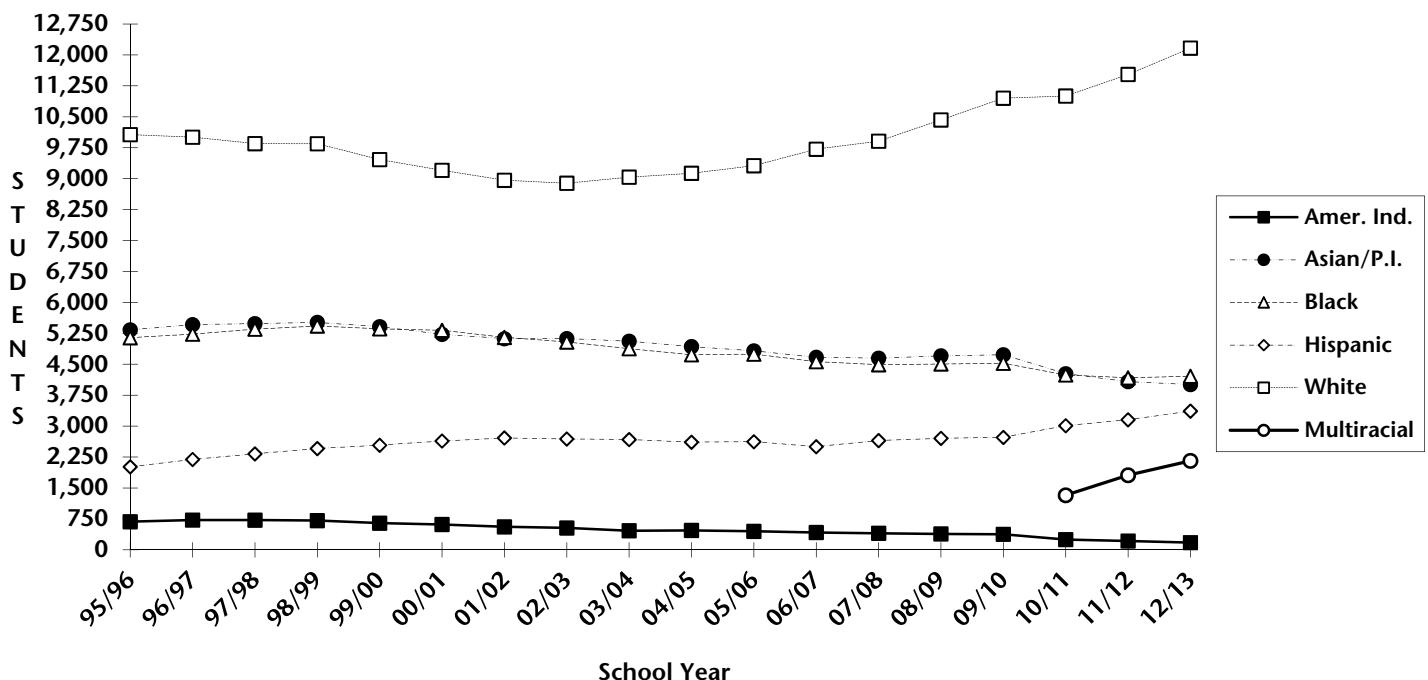
**Ethnicity and Primary Race Breakdown**  
**All Middle School Students/Grades 6 - 8**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	1,218	12.7%	1,248	12.5%	1,289	12.7%
	Not Hispanic/Latino	8,385	87.3%	8,738	87.5%	8,846	87.3%
<b>Race:</b>	<b>American Indian</b>						
	Alaskan Native	35	0.4%	40	0.4%	40	0.4%
	Other American Indian	639	6.7%	631	6.3%	603	5.9%
	Washington Indian	15	0.2%	15	0.2%	12	0.1%
	Total American Indian	689	7.2%	686	6.9%	655	6.5%
	<b>Black/African American</b>	2,142	22.3%	2,192	22.0%	2,126	21.0%
	<b>Asian</b>						
	Cambodian	31	0.3%	36	0.4%	43	0.4%
	Chinese	591	6.2%	596	6.0%	569	5.6%
	East Indian	48	0.5%	52	0.5%	77	0.8%
	Filipino	394	4.1%	425	4.3%	424	4.2%
	Japanese	173	1.8%	155	1.6%	158	1.6%
	Korean	70	0.7%	84	0.8%	88	0.9%
	Vietnamese	485	5.1%	513	5.1%	537	5.3%
	Other Southeast Asian	38	0.4%	47	0.5%	56	0.6%
	Other Asian	319	3.3%	293	2.9%	247	2.4%
	Total Asian	2,149	22.4%	2,201	22.0%	2,199	21.7%
	<b>Pacific Islander</b>						
	Samoan	67	0.7%	57	0.6%	51	0.5%
	Other Pacific Islander	20	0.2%	27	0.3%	38	0.4%
	Total Pacific Islander	87	0.9%	84	0.8%	89	0.9%
	<b>White</b>	4,536	47.2%	4,823	48.3%	5,066	50.0%
	<b>TOTAL</b>	<b>9,603</b>	<b>100.0%</b>	<b>9,986</b>	<b>100.0%</b>	<b>10,135</b>	<b>100.0%</b>

**Enrollment Trends by Percent of Ethnic Group  
All Elementary School Students/Grades K - 5  
1995-1996 to 2012-2013**



**Enrollment Trends by Ethnic Group  
All Elementary School Students/Grades K - 5  
1995-1996 to 2012-2013**



**District Summary**  
**Number and Percent of Students in each Ethnic Group**  
**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	402	1.8%	387	1.7%	378	1.6%	250	1.0%	215	0.9%	176	0.7%
Asian/Pac. Islander	4,648	21.0%	4,705	20.7%	4,731	20.3%	4,272	17.7%	4,080	16.3%	4,009	15.4%
Black/Afr. American	4,489	20.3%	4,507	19.8%	4,526	19.4%	4,243	17.6%	4,171	16.7%	4,210	16.1%
Hispanic/Latino	2,651	12.0%	2,705	11.9%	2,727	11.7%	3,011	12.5%	3,155	12.6%	3,365	12.9%
White	9,909	44.8%	10,424	45.9%	10,951	47.0%	11,004	45.7%	11,527	46.2%	12,166	46.6%
Multiracial	--	--	--	--	--	--	1,324	5.5%	1,810	7.3%	2,159	8.3%
<b>TOTAL</b>	<b>22,099</b>	<b>100.0%</b>	<b>22,728</b>	<b>100.0%</b>	<b>23,313</b>	<b>100.0%</b>	<b>24,104</b>	<b>100.0%</b>	<b>24,958</b>	<b>100.0%</b>	<b>26,085</b>	<b>100.0%</b>

**Ethnicity and Primary Race Breakdown**  
**All Elementary School Students/Grades K - 5**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	3,011	12.5%	3,155	12.6%	3,365	12.9%
	Not Hispanic/Latino	21,093	87.5%	21,803	87.4%	22,720	87.1%
<b>Race:</b>	<b>American Indian</b>						
	Alaskan Native	82	0.3%	80	0.3%	74	0.3%
	Other American Indian	1,486	6.2%	1,378	5.5%	1,265	4.8%
	Washington Indian	23	0.1%	28	0.1%	33	0.1%
	Total American Indian	1,591	6.6%	1,486	6.0%	1,372	5.3%
	<b>Black/African American</b>	4,865	20.2%	4,959	19.9%	5,108	19.6%
	<b>Asian</b>						
	Cambodian	72	0.3%	77	0.3%	96	0.4%
	Chinese	1,173	4.9%	1,166	4.7%	1,157	4.4%
	East Indian	209	0.9%	218	0.9%	230	0.9%
	Filipino	912	3.8%	902	3.6%	873	3.3%
	Japanese	342	1.4%	328	1.3%	318	1.2%
	Korean	242	1.0%	244	1.0%	282	1.1%
	Vietnamese	1,144	4.7%	1,103	4.4%	1,076	4.1%
	Other Southeast Asian	105	0.4%	158	0.6%	182	0.7%
	Other Asian	545	2.3%	465	1.9%	432	1.7%
	Total Asian	4,744	19.7%	4,661	18.7%	4,646	17.8%
	<b>Pacific Islander</b>						
	Samoan	100	0.4%	95	0.4%	101	0.4%
	Other Pacific Islander	60	0.2%	74	0.3%	81	0.3%
	Total Pacific Islander	160	0.7%	169	0.7%	182	0.7%
	<b>White</b>	12,744	52.9%	13,683	54.8%	14,777	56.6%
	<b>TOTAL</b>	<b>24,104</b>	<b>100.0%</b>	<b>24,958</b>	<b>100.0%</b>	<b>26,085</b>	<b>100.0%</b>

## LIVING CONDITION

### Definition

This section shows the number and percentage of students not living with both parents. The data are obtained from students or parents during registration. When parents or guardians register their children for school they indicate their student's living situation, e.g. living with both parents, or living with mother, father, guardian, agency, alone, or married. For this report, all living situations other than "Living with both parents" are combined. Data are taken from the same October 1 computer files as are enrollment data. Students without a valid code for "living situation" are considered "not living with both parents" in these charts.

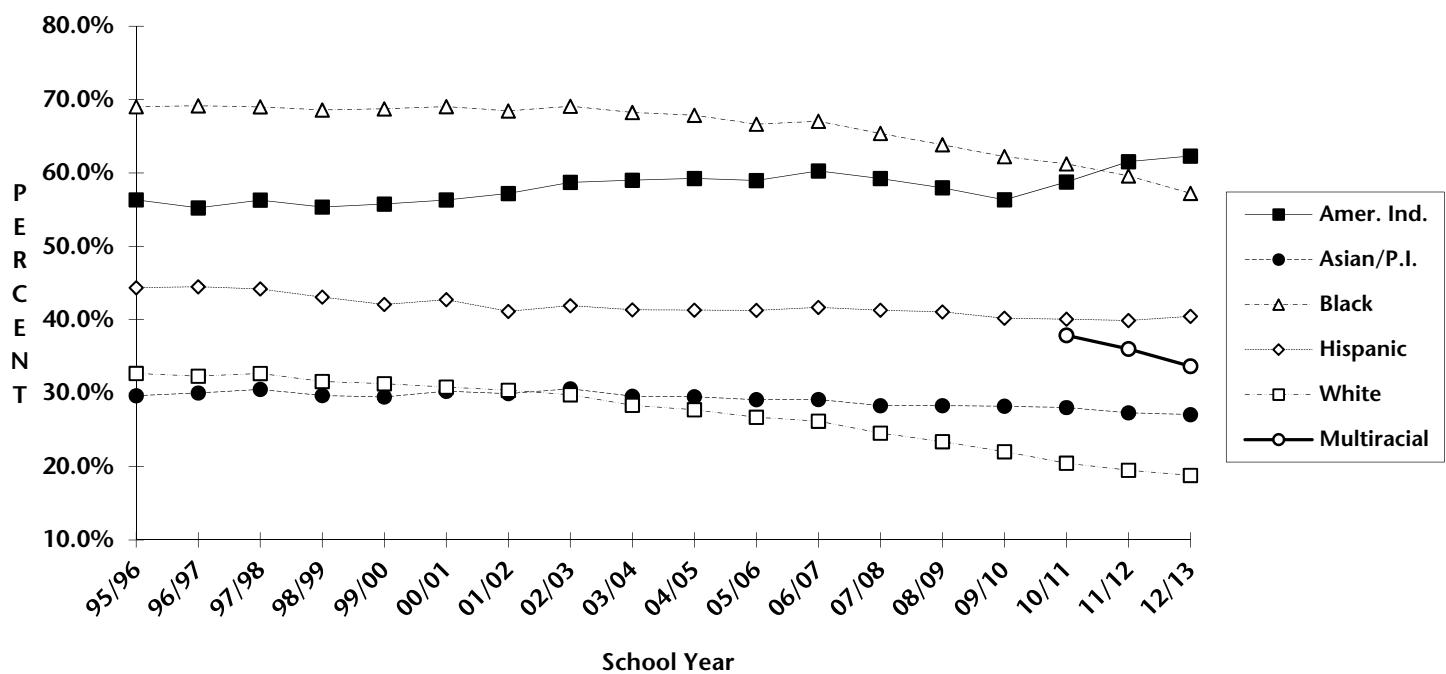
### Results

For the District as a whole, 31.2 percent of all students are not living with both parents in the 2012-2013 school year. The number of students not living with both parents fell 126 students in 2012-2013 from 2011-2012 to the lowest number and percentage in the eighteen years shown in the number of students not living with both parents. One notable exception to this trend in 2012-2013 compared to 2011-2012 was the increase in the percentage of Hispanic/Latino students not living with both parents, up 161 students to 40.5% (a 0.6 percentage point increase). The percentage of

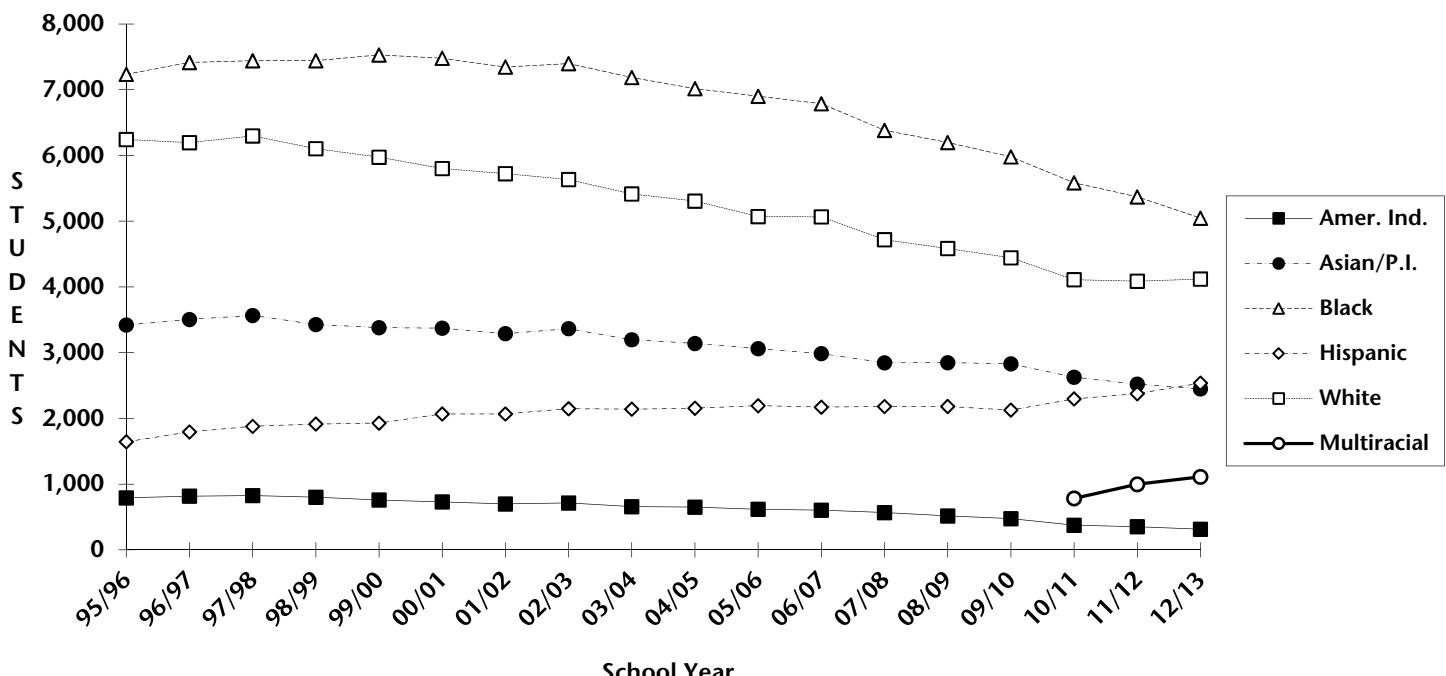
students not living with both parents traditionally was highest for the Black/African American ethnic group until the 2010-2011 school year, but since then has been highest for the American Indian ethnic group. In 2012-2013, 62.3% of all American Indian students were not living with both parents.

As in past years, the percentage of high school students not living with both parents is slightly higher than with middle or elementary school students. The total percentage of high school students not living with both parents in 2012-2013 fell from 2011-2012 by 1.1 percentage points to 40.9% of the high school population. In middle schools, 71 fewer students not living with both parents from 2011-2012 to 2012-2013 combined with an increasing middle school enrollment to post a decline of 1.2 percentage points (from 35.6% to 34.4%) in the percent of middle school students not living with both parents from 2011-2012 to 2012-2013. While the number of elementary students not living with both parents increased by 50 students to 6,509 from 2011-2012 to 2012-2013, the percentage of students not living with both parents at elementary schools in 2012-2013 is the lowest level in the eighteen years shown at 25.0%. The total number of students at the elementary level not living with both parents has fallen by nearly one-third since 1997-1998, when 9,626 elementary students were not living with both parents.

**Students Not Living With Both Parents by Percent of Ethnic Group**  
**All Students/Grades K - 12**  
**1995-1996 to 2012-2013**



**Students Not Living With Both Parents by Ethnic Group**  
**All Students/Grades K - 12**  
**1995-1996 to 2012-2013**



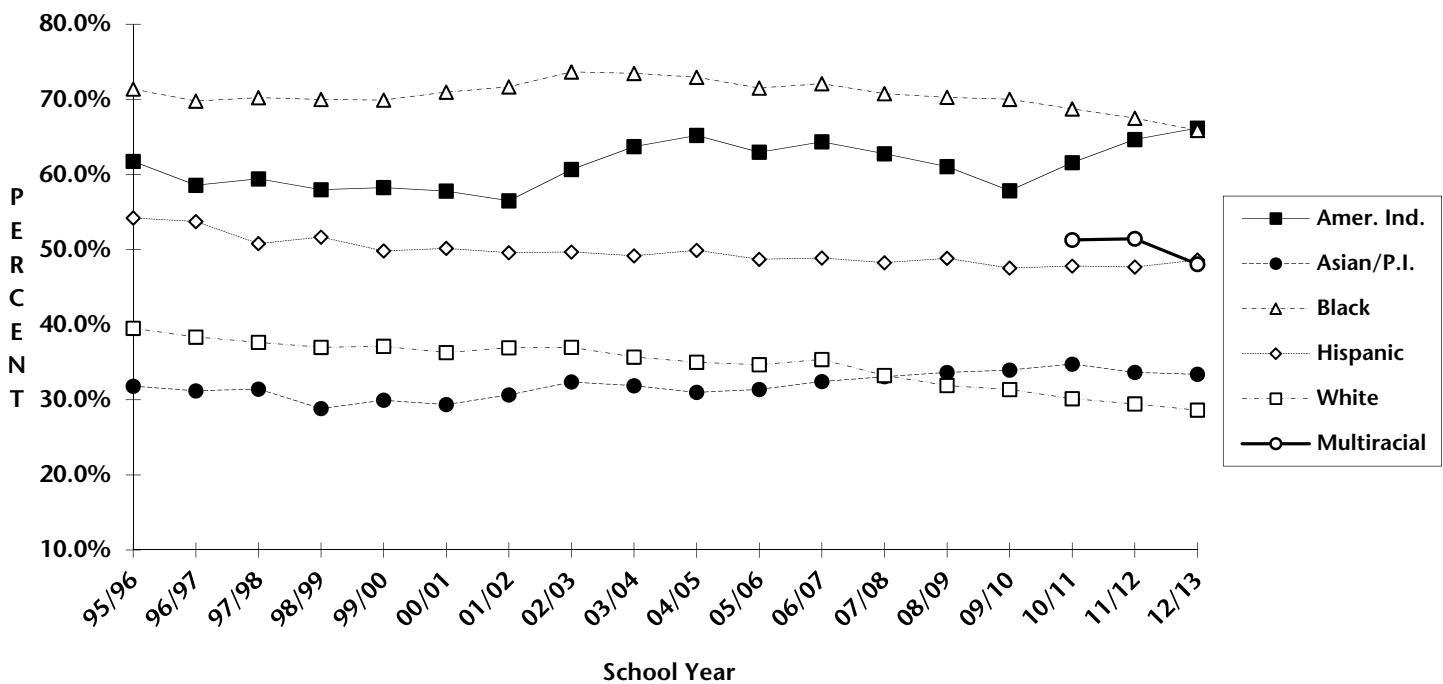
**District Summary**  
**Number and Percent of Students in each Ethnic Group Not Living With Both Parents**  
**All Students/Grades K - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	567	59.2%	516	58.0%	475	56.3%	375	58.8%	352	61.5%	314	62.3%
Asian/Pac. Islander	2,846	28.3%	2,848	28.3%	2,830	28.2%	2,627	28.0%	2,521	27.3%	2,450	27.1%
Black/Afr. American	6,382	65.4%	6,197	63.8%	5,979	62.2%	5,584	61.2%	5,370	59.6%	5,046	57.2%
Hispanic/Latino	2,181	41.3%	2,182	41.1%	2,127	40.2%	2,297	40.1%	2,376	39.9%	2,537	40.5%
White	4,719	24.6%	4,585	23.4%	4,443	22.0%	4,110	20.5%	4,087	19.5%	4,120	18.8%
Multiracial	--	--	--	--	--	--	783	37.9%	998	36.0%	1,111	33.7%
<b>TOTAL</b>	<b>16,695</b>	<b>36.9%</b>	<b>16,328</b>	<b>35.8%</b>	<b>15,854</b>	<b>34.5%</b>	<b>15,776</b>	<b>33.6%</b>	<b>15,704</b>	<b>32.4%</b>	<b>15,578</b>	<b>31.2%</b>

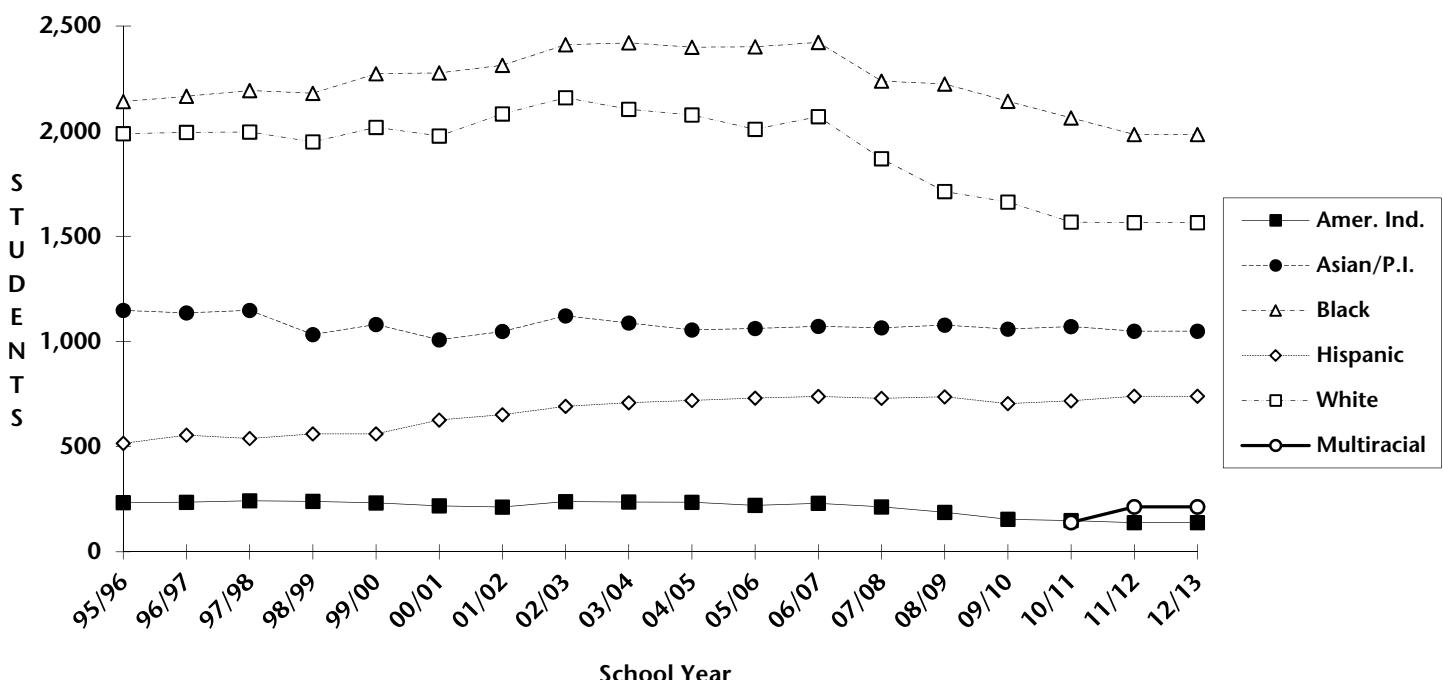
**Students Not Living With Both Parents by Ethnicity and Primary Race**  
**All Students/Grades K - 12**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	2,297	40.1%	2,376	39.9%	2,537	40.5%
	Not Hispanic/Latino	13,479	32.7%	13,328	31.3%	13,041	29.9%
Race:	<b>American Indian</b>						
	Alaskan Native	93	63.3%	97	63.0%	95	63.3%
	Other American Indian	1,327	43.3%	1,253	43.4%	1,198	44.2%
	Washington Indian	18	39.1%	22	40.7%	30	49.2%
	Total American Indian	1,438	44.1%	1,372	44.3%	1,323	45.3%
	<b>Black/African American</b>	6,263	61.3%	6,160	59.5%	5,930	57.4%
	<b>Asian</b>						
	Cambodian	70	52.6%	80	53.7%	89	50.6%
	Chinese	409	15.8%	402	15.3%	372	14.4%
	East Indian	42	12.7%	47	13.6%	51	13.6%
	Filipino	608	32.2%	650	33.6%	620	32.4%
	Japanese	116	15.9%	108	15.6%	113	16.7%
	Korean	73	18.2%	79	19.6%	89	19.3%
	Vietnamese	821	34.1%	785	32.7%	784	32.9%
	Other Southeast Asian	54	30.7%	75	28.8%	98	32.7%
	Other Asian	563	40.8%	481	38.6%	421	37.2%
	Total Asian	2,756	27.5%	2,707	26.9%	2,637	26.4%
	<b>Pacific Islander</b>						
	Samoan	129	49.4%	119	48.4%	122	51.3%
	Other Pacific Islander	37	37.8%	42	33.9%	59	39.3%
	Total Pacific Islander	166	46.2%	161	43.5%	181	46.6%
	<b>White</b>	5,153	22.3%	5,304	21.5%	5,507	21.0%
	<b>TOTAL</b>	<b>15,776</b>	<b>33.6%</b>	<b>15,704</b>	<b>32.4%</b>	<b>15,578</b>	<b>31.2%</b>

**Students Not Living With Both Parents by Percent of Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1995-1996 to 2012-2013**



**Students Not Living With Both Parents by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1995-1996 to 2012-2013**



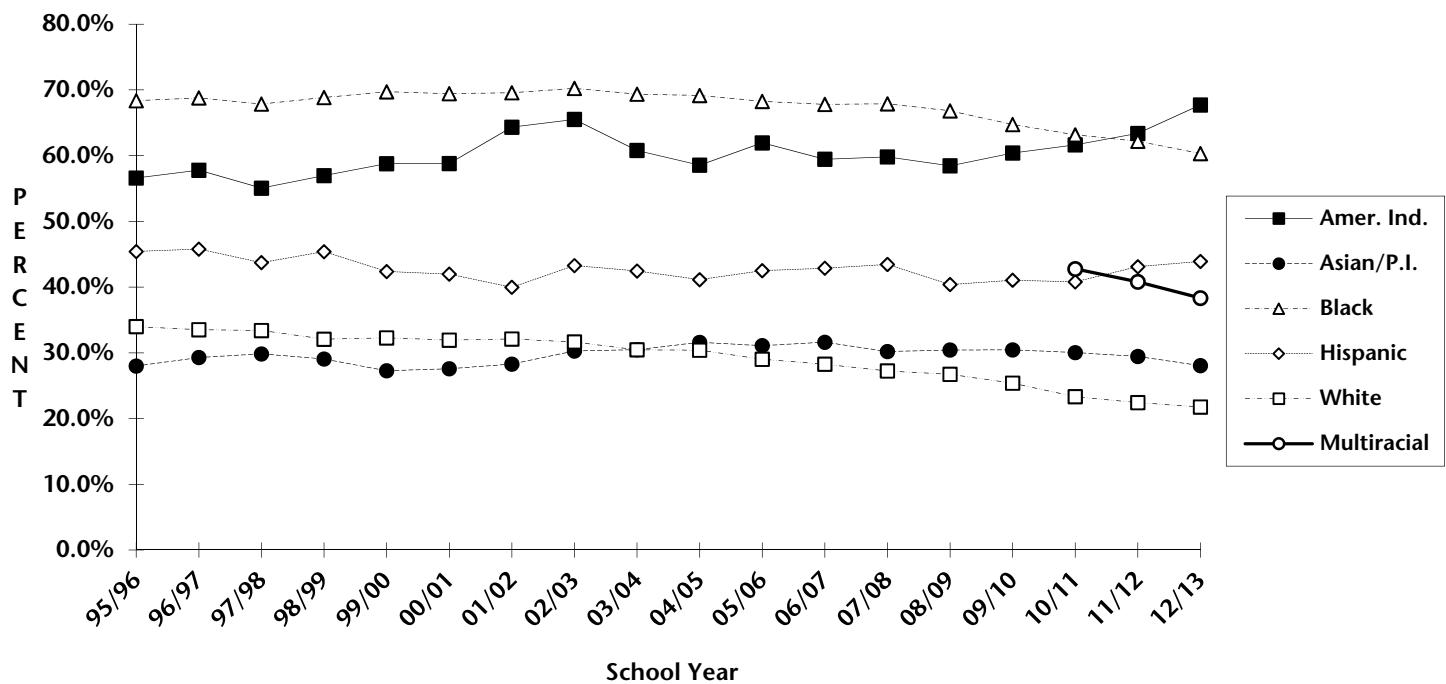
**District Summary**  
**Number and Percent of Students in each Ethnic Group Not Living With Both Parents**  
**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	214	62.8%	188	61.0%	155	57.8%	149	61.6%	139	64.7%	133	66.2%
Asian/Pac. Islander	1,065	33.1%	1,078	33.6%	1,059	34.0%	1,071	34.8%	1,049	33.7%	1,010	33.4%
Black/Afr. American	2,238	70.8%	2,224	70.3%	2,142	70.0%	2,063	68.7%	1,984	67.5%	1,835	65.9%
Hispanic/Latino	730	48.2%	737	48.8%	705	47.5%	718	47.8%	740	47.7%	785	48.6%
White	1,869	33.2%	1,713	31.9%	1,663	31.4%	1,568	30.2%	1,565	29.5%	1,576	28.6%
Multiracial	--	--	--	--	--	--	140	51.3%	214	51.4%	247	48.1%
<b>TOTAL</b>	<b>6,116</b>	<b>44.1%</b>	<b>5,940</b>	<b>43.8%</b>	<b>5,724</b>	<b>43.3%</b>	<b>5,709</b>	<b>42.9%</b>	<b>5,691</b>	<b>42.0%</b>	<b>5,586</b>	<b>40.9%</b>

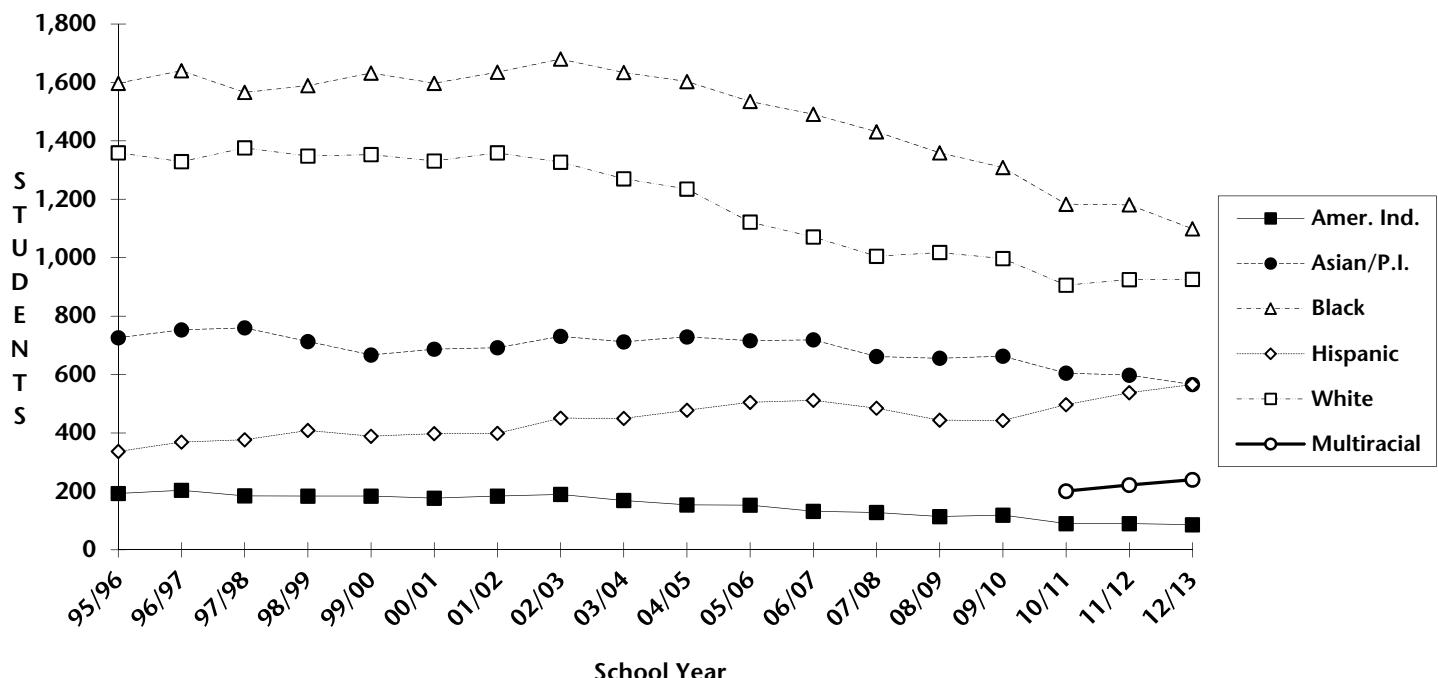
**Students Not Living With Both Parents by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	718	47.8%	740	47.7%	785	48.6%
	Not Hispanic/Latino	4,991	42.3%	4,951	41.3%	4,801	39.9%
Race:	<b>American Indian</b>						
	Alaskan Native	20	66.7%	25	73.5%	24	66.7%
	Other American Indian	472	50.2%	442	50.2%	433	51.4%
	Washington Indian	5	62.5%	6	54.5%	8	50.0%
	Total American Indian	497	50.8%	473	51.1%	465	52.0%
	<b>Black/African American</b>	2,205	68.9%	2,168	67.6%	2,051	66.1%
	<b>Asian</b>						
	Cambodian	18	60.0%	23	63.9%	22	59.5%
	Chinese	175	21.4%	182	21.1%	169	19.7%
	East Indian	11	15.1%	11	14.5%	11	15.9%
	Filipino	219	37.5%	243	40.0%	239	38.9%
	Japanese	53	24.8%	45	21.6%	45	22.6%
	Korean	21	23.6%	21	28.0%	27	30.0%
	Vietnamese	316	40.5%	293	37.3%	298	38.6%
	Other Southeast Asian	12	36.4%	19	34.5%	32	51.6%
	Other Asian	247	47.9%	219	44.9%	194	42.7%
	Total Asian	1,072	34.2%	1,056	33.1%	1,037	32.8%
	<b>Pacific Islander</b>						
	Samoan	49	52.1%	53	56.4%	47	54.7%
	Other Pacific Islander	10	55.6%	9	39.1%	18	58.1%
	Total Pacific Islander	59	52.7%	62	53.0%	65	55.6%
	<b>White</b>	1,876	32.0%	1,932	31.6%	1,968	30.9%
	<b>TOTAL</b>	<b>5,709</b>	<b>42.9%</b>	<b>5,691</b>	<b>42.0%</b>	<b>5,586</b>	<b>40.9%</b>

**Students Not Living With Both Parents by Percent of Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1995-1996 to 2012-2013**



**Students Not Living With Both Parents by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1995-1996 to 2012-2013**



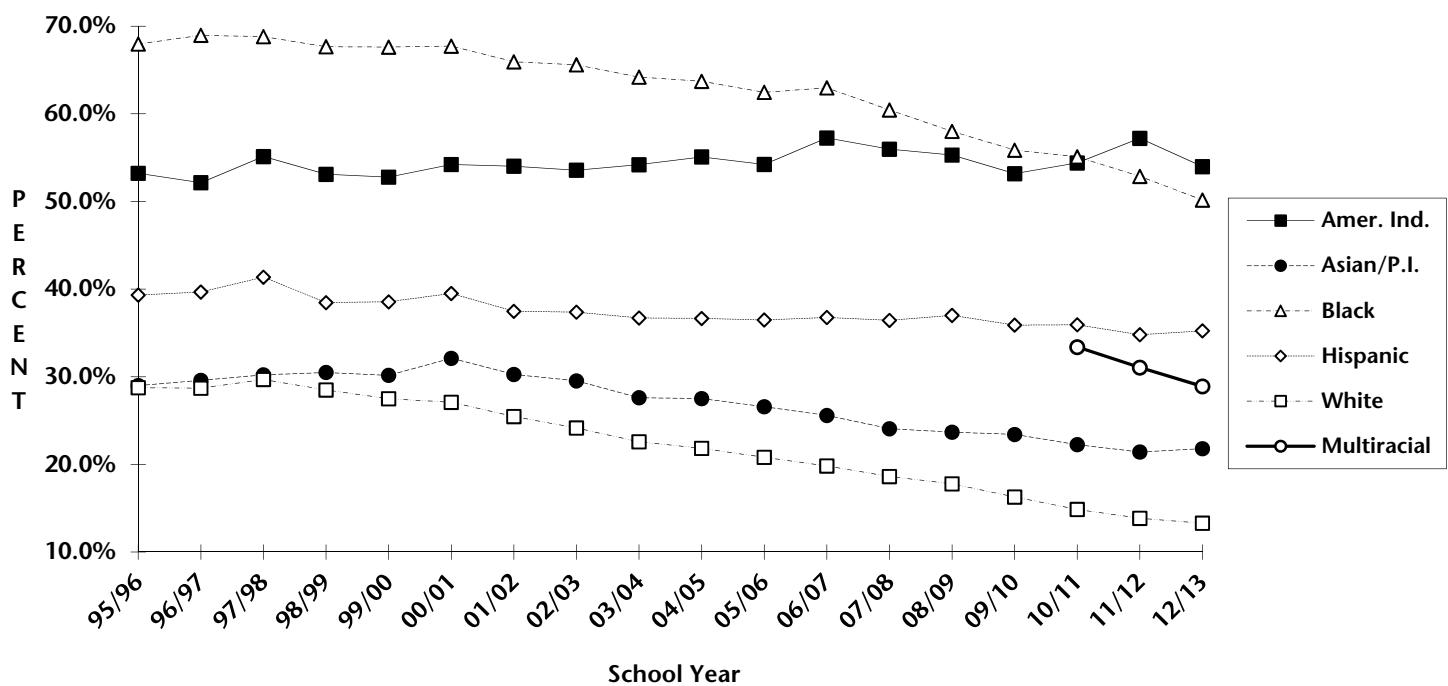
**District Summary**  
**Number and Percent of Students in each Ethnic Group Not Living With Both Parents**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	128	59.8%	114	58.5%	119	60.4%	90	61.6%	90	63.4%	86	67.7%
Asian/Pac. Islander	662	30.2%	656	30.4%	663	30.5%	605	30.0%	598	29.5%	566	28.1%
Black/Afr. American	1,431	67.9%	1,359	66.8%	1,309	64.7%	1,183	63.2%	1,181	62.2%	1,099	60.3%
Hispanic/Latino	485	43.5%	444	40.4%	443	41.1%	497	40.8%	538	43.1%	566	43.9%
White	1,005	27.3%	1,018	26.7%	997	25.4%	906	23.3%	925	22.4%	926	21.8%
Multiracial	--	--	--	--	--	--	201	42.8%	222	40.8%	240	38.3%
<b>TOTAL</b>	<b>3,711</b>	<b>39.8%</b>	<b>3,591</b>	<b>38.7%</b>	<b>3,531</b>	<b>37.6%</b>	<b>3,482</b>	<b>36.3%</b>	<b>3,554</b>	<b>35.6%</b>	<b>3,483</b>	<b>34.4%</b>

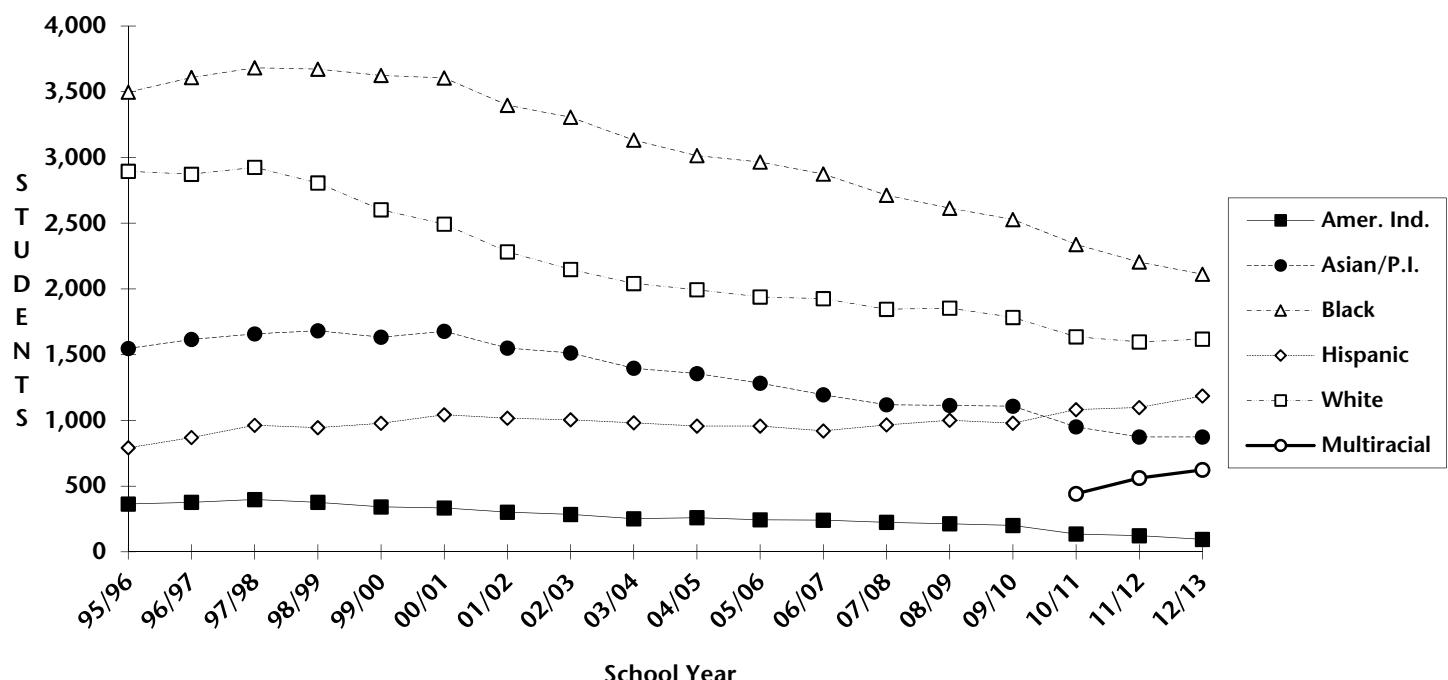
**Students Not Living With Both Parents by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	497	40.8%	538	43.1%	566	43.9%
	Not Hispanic/Latino	2,985	35.6%	3,016	34.5%	2,917	33.0%
Race:	<b>American Indian</b>						
	Alaskan Native	23	65.7%	25	62.5%	27	67.5%
	Other American Indian	281	44.0%	286	45.3%	273	45.3%
	Washington Indian	6	40.0%	7	46.7%	6	50.0%
	Total American Indian	310	45.0%	318	46.4%	306	46.7%
	<b>Black/African American</b>	1,357	63.4%	1,360	62.0%	1,295	60.9%
	<b>Asian</b>						
	Cambodian	17	54.8%	19	52.8%	22	51.2%
	Chinese	87	14.7%	93	15.6%	81	14.2%
	East Indian	9	18.8%	10	19.2%	15	19.5%
	Filipino	149	37.8%	156	36.7%	150	35.4%
	Japanese	33	19.1%	31	20.0%	28	17.7%
	Korean	19	27.1%	26	31.0%	22	25.0%
	Vietnamese	175	36.1%	184	35.9%	183	34.1%
	Other Southeast Asian	13	34.2%	14	29.8%	17	30.4%
	Other Asian	127	39.8%	114	38.9%	93	37.7%
	Total Asian	629	29.3%	647	29.4%	611	27.8%
	<b>Pacific Islander</b>						
	Samoan	34	50.7%	23	40.4%	25	49.0%
	Other Pacific Islander	12	60.0%	12	44.4%	16	42.1%
	Total Pacific Islander	46	52.9%	35	41.7%	41	46.1%
	<b>White</b>	1,140	25.1%	1,194	24.8%	1,230	24.3%
	<b>TOTAL</b>	<b>3,482</b>	<b>36.3%</b>	<b>3,554</b>	<b>35.6%</b>	<b>3,483</b>	<b>34.4%</b>

**Students Not Living With Both Parents by Percent of Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1995-1996 to 2012-2013**



**Students Not Living With Both Parents by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1995-1996 to 2012-2013**



**District Summary**  
**Number and Percent of Students in each Ethnic Group Not Living With Both Parents**  
**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	225	56.0%	214	55.3%	201	53.2%	136	54.4%	123	57.2%	95	54.0%
Asian/Pac. Islander	1,119	24.1%	1,114	23.7%	1,108	23.4%	951	22.3%	874	21.4%	874	21.8%
Black/Afr. American	2,713	60.4%	2,614	58.0%	2,528	55.9%	2,338	55.1%	2,205	52.9%	2,112	50.2%
Hispanic/Latino	966	36.4%	1,001	37.0%	979	35.9%	1,082	35.9%	1,098	34.8%	1,186	35.2%
White	1,845	18.6%	1,854	17.8%	1,783	16.3%	1,636	14.9%	1,597	13.9%	1,618	13.3%
Multiracial	--	--	--	--	--	--	442	33.4%	562	31.0%	624	28.9%
<b>TOTAL</b>	<b>6,868</b>	<b>31.1%</b>	<b>6,797</b>	<b>29.9%</b>	<b>6,599</b>	<b>28.3%</b>	<b>6,585</b>	<b>27.3%</b>	<b>6,459</b>	<b>25.9%</b>	<b>6,509</b>	<b>25.0%</b>

**Students Not Living With Both Parents by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	1,082	35.9%	1,098	34.8%	1,186	35.2%
	Not Hispanic/Latino	5,503	26.1%	5,361	24.6%	5,323	23.4%
Race:	<b>American Indian</b>						
	Alaskan Native	50	61.0%	47	58.8%	44	59.5%
	Other American Indian	574	38.6%	525	38.1%	492	38.9%
	Washington Indian	7	30.4%	9	32.1%	16	48.5%
	Total American Indian	631	39.7%	581	39.1%	552	40.2%
	<b>Black/African American</b>	2,701	55.5%	2,632	53.1%	2,584	50.6%
	<b>Asian</b>						
	Cambodian	35	48.6%	38	49.4%	45	46.9%
	Chinese	147	12.5%	127	10.9%	122	10.5%
	East Indian	22	10.5%	26	11.9%	25	10.9%
	Filipino	240	26.3%	251	27.8%	231	26.5%
	Japanese	30	8.8%	32	9.8%	40	12.6%
	Korean	33	13.6%	32	13.1%	40	14.2%
	Vietnamese	330	28.8%	308	27.9%	303	28.2%
	Other Southeast Asian	29	27.6%	42	26.6%	49	26.9%
	Other Asian	189	34.7%	148	31.8%	134	31.0%
	Total Asian	1,055	22.2%	1,004	21.5%	989	21.3%
	<b>Pacific Islander</b>						
	Samoan	46	46.0%	43	45.3%	50	49.5%
	Other Pacific Islander	15	25.0%	21	28.4%	25	30.9%
	Total Pacific Islander	61	38.1%	64	37.9%	75	41.2%
	<b>White</b>	2,137	16.8%	2,178	15.9%	2,309	15.6%
	<b>TOTAL</b>	<b>6,585</b>	<b>27.3%</b>	<b>6,459</b>	<b>25.9%</b>	<b>6,509</b>	<b>25.0%</b>

## STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE LUNCH

### Definition

Students are eligible for free or reduced-price lunches based on family income criteria established by the federal government, mainly the U.S. Department of Agriculture (USDA). The specific income requirements depend upon the size of the family and are generally adjusted each year. For example, in 2011 a student in a family of four was eligible for free lunches if the family had an annual income below \$29,055. This cutoff for eligibility for free lunches was raised in 2012 to \$29,665. In 2012 the income limit for reduced-price lunches for a family of four was \$42,643, versus \$41,348 in 2011.

There are two ways in which eligibility for free or reduced-price lunches are determined. In one method, parents complete applications for free or reduced-price lunches. Child Nutrition Services (CNS) reviews these applications, determines eligibility, and regularly updates a central computer file to indicate students eligible for free or reduced-price lunches. The second method instituted in 1993 directly certifies families as eligible for free or reduced-price lunch based on family income information collected by the Washington State Department of Social and Human Services. After matching student names and birth dates, eligibility is determined, returned to Seattle Public Schools and entered in the Child Nutrition Services database.

The free and reduced-price lunch data are used in a variety of ways:

1. To indicate to lunch room managers that the child should receive free or reduced price lunches (and in some cases breakfasts);
2. To determine if a student may qualify for additional benefits or discounts as a result of being eligible for free- or reduced-price lunches, such as for college application fees, scholarships, athletic or

event fees, Advanced Placement test fees, or medical and dental costs, for example;

3. To provide summary statistics that indicate the relative income of school populations, groups of students, or areas of the city; and
4. To determine whether a school, based on summary statistics for the school, is eligible for Elementary and Secondary Education Act (ESEA) Title 1 funds. All elementary schools with 55% or more students receiving free or reduced-price lunch, and schools in any grade with 75% or more students receiving free or reduced-price lunch receive federal Title 1 funding. Title 1 funding provides supplemental instruction in literacy and math, funds for parent involvement activities, and opportunities for professional development for staff.

### Results

The following tables and graphs show that a disproportionately higher percent of minority students are from low-income families. The overall number of students eligible for free or reduced-price lunch rose by 392 students in 2012-2013 from 2011-2012, the sixth straight increase in the number of students eligible for free or reduced-price lunch since 2006-2007. However, increasing enrollment in 2012-2013 lowered the overall percentage of students eligible for free or reduced-price lunches from 40.5% to 40.1% from 2011-2012 to 2012-2013, the first percentage decrease in six years.

At the high school level, the overall percentage of students eligible for free or reduced-price lunches rose for a fifth year from 42.0% to 42.2% between 2011-2012 and 2012-2013. While the number of American Indian and Black/African American students and the percentage of American Indian and Multiracial students eligible to participate in free or reduced-price lunch at the high school level fell

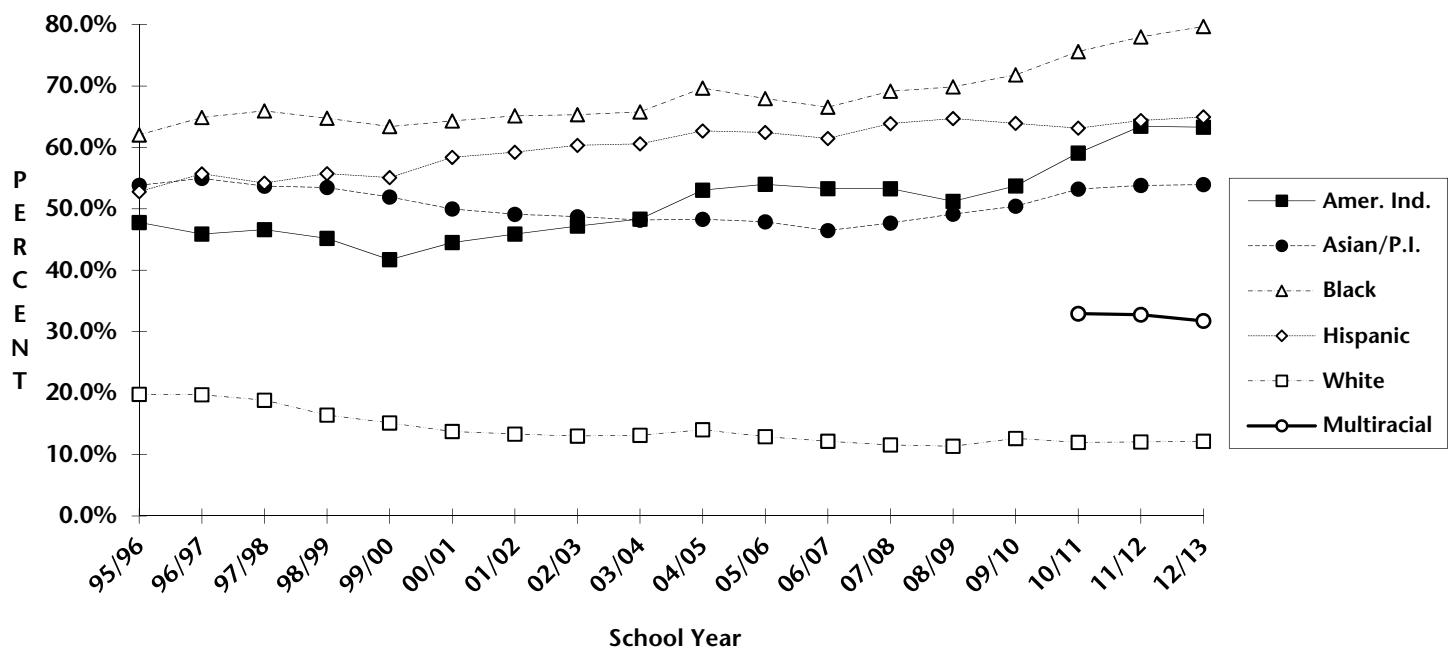
slightly from the previous year, the percentage of students eligible for free or reduced-price lunches increased for the Black/African American, Hispanic/Latino and White ethnic groups from 2011-2012 to 2012-2013 by 1.1, 1.6 and 1.2 percentage points, respectively.

The number of middle school students eligible for free or reduced-price lunch in 2012-2013 increased by 17 students from 2011-2012, but decreased 0.5 percentage points from 42.9% to 42.4% as a result of continued higher enrollment at the middle school level in 2012-2013.

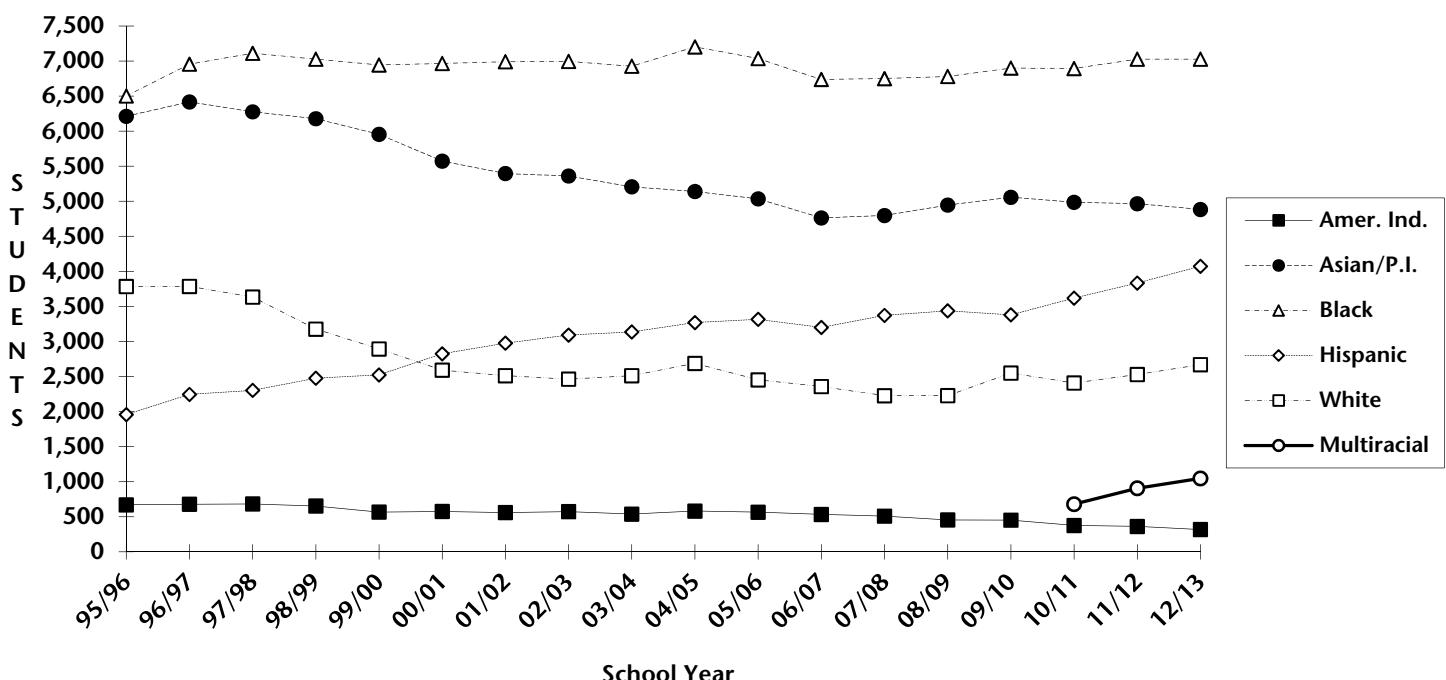
At the elementary school level, the overall number of students receiving free or reduced-price lunches increased by 315 students from 2011-2012 to a seven year high of 9,967 in 2012-2013. The number of elementary students eligible for free or reduced-price lunches has risen by 12.2% since 2007-2008, when 8,886 elementary students were eligible for free or reduced-price lunches. In contrast, the percentage of elementary school students eligible for free or reduced-price lunches fell after three years at 38.7% by 0.5 percentage points to 38.2% in 2012-2013, also due to increased elementary enrollment since the 2009-2010 school year.



**Students Receiving Free or Reduced Price Lunch  
by Percent of Ethnic Group  
All Students/Grades K - 12  
1995-1996 to 2012-2013**



**Students Receiving Free or Reduced Price Lunch by Ethnic Group  
All Students/Grades K - 12  
1995-1996 to 2012-2013**



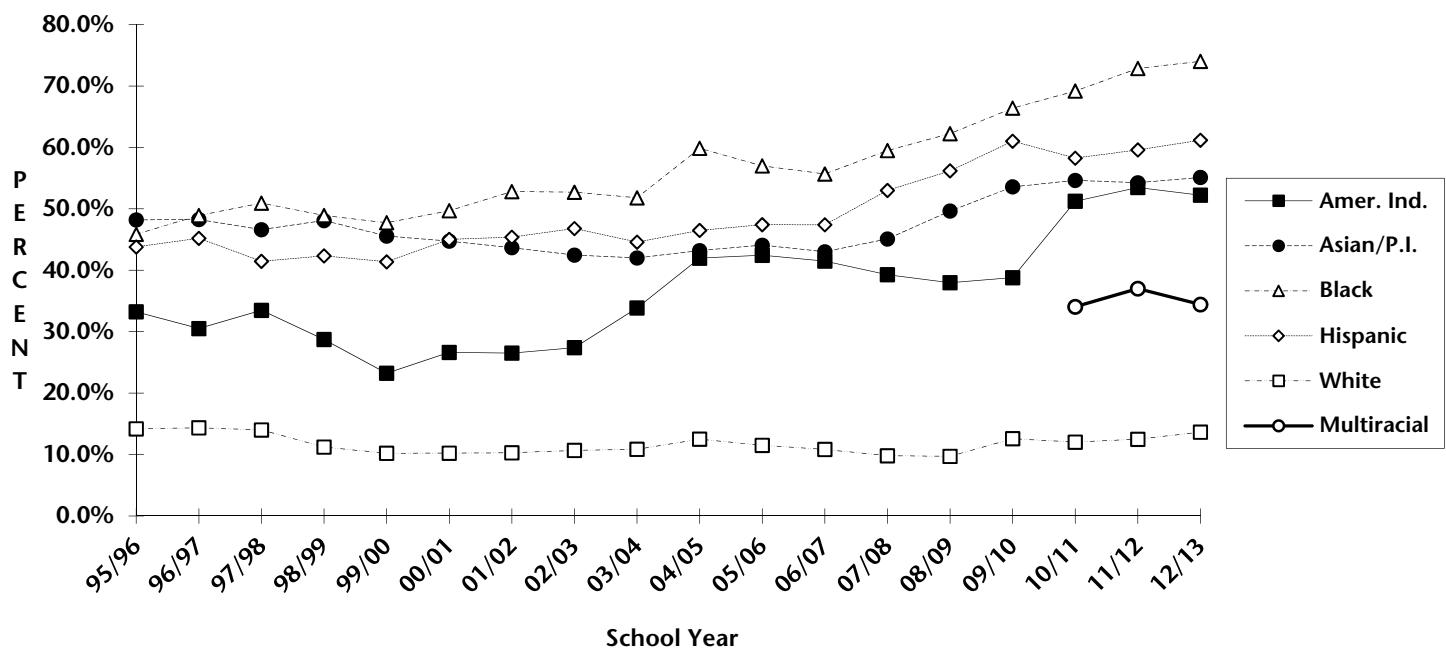
**District Summary**  
**Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch**  
**All Students/Grades K - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	510	53.3%	456	51.2%	453	53.7%	377	59.1%	363	63.5%	319	63.3%
Asian/Pac. Islander	4,797	47.7%	4,946	49.1%	5,057	50.4%	4,986	53.2%	4,966	53.8%	4,883	54.0%
Black/Afr. American	6,750	69.2%	6,781	69.9%	6,900	71.8%	6,894	75.6%	7,027	78.0%	7,027	79.7%
Hispanic/Latino	3,373	63.9%	3,438	64.7%	3,381	63.9%	3,619	63.1%	3,834	64.4%	4,073	65.0%
White	2,227	11.6%	2,229	11.4%	2,550	12.6%	2,409	12.0%	2,530	12.1%	2,670	12.2%
Multiracial	--	--	--	--	--	--	681	32.9%	908	32.8%	1,048	31.8%
<b>TOTAL</b>	<b>17,657</b>	<b>39.0%</b>	<b>17,850</b>	<b>39.2%</b>	<b>18,341</b>	<b>39.9%</b>	<b>18,966</b>	<b>40.3%</b>	<b>19,628</b>	<b>40.5%</b>	<b>20,020</b>	<b>40.1%</b>

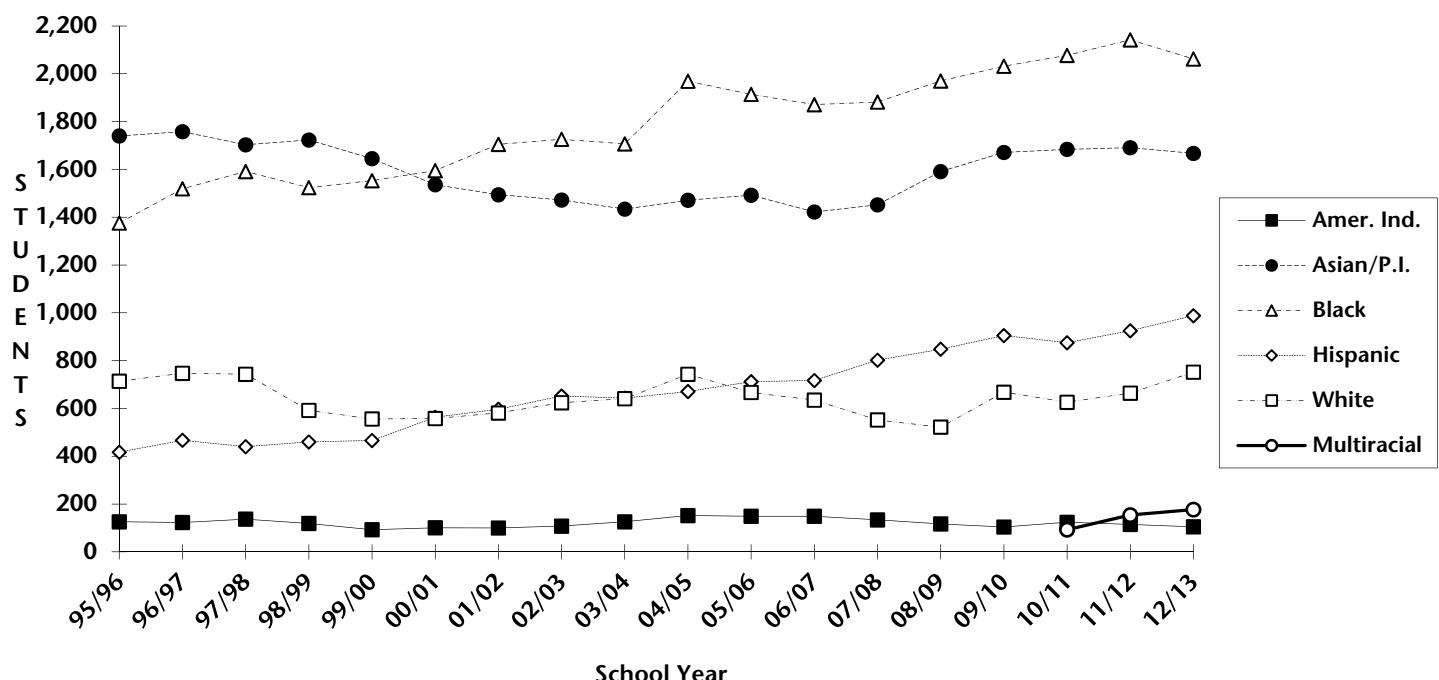
**Students Receiving Free or Reduced Price Lunch by Ethnicity and Primary Race**  
**All Students/Grades K - 12**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	3,619	63.1%	3,834	64.4%	4,073	65.0%
	Not Hispanic/Latino	15,347	37.2%	15,794	37.1%	15,947	36.6%
Race:	<b>American Indian</b>						
	Alaskan Native	90	61.2%	98	63.6%	97	64.7%
	Other American Indian	2,111	68.9%	2,118	73.3%	2,018	74.4%
	Washington Indian	15	32.6%	22	40.7%	31	50.8%
	Total American Indian	2,216	68.0%	2,238	72.2%	2,146	73.4%
	<b>Black/African American</b>	7,515	73.6%	7,816	75.5%	7,917	76.6%
	<b>Asian</b>						
	Cambodian	93	69.9%	99	66.4%	112	63.6%
	Chinese	1,227	47.5%	1,257	47.9%	1,243	48.1%
	East Indian	86	26.1%	83	24.0%	82	21.8%
	Filipino	851	45.0%	871	45.0%	904	47.3%
	Japanese	95	13.0%	79	11.4%	81	12.0%
	Korean	61	15.2%	60	14.9%	74	16.1%
	Vietnamese	1,733	71.9%	1,757	73.2%	1,734	72.7%
	Other Southeast Asian	75	42.6%	105	40.4%	122	40.7%
	Other Asian	820	59.4%	743	59.6%	658	58.1%
	Total Asian	5,041	50.3%	5,054	50.3%	5,010	50.1%
	<b>Pacific Islander</b>						
	Samoan	215	82.4%	193	78.5%	189	79.4%
	Other Pacific Islander	51	52.0%	67	54.0%	74	49.3%
	Total Pacific Islander	266	74.1%	260	70.3%	263	67.8%
	<b>White</b>	3,928	17.0%	4,260	17.3%	4,684	17.9%
	<b>TOTAL</b>	<b>18,966</b>	<b>40.3%</b>	<b>19,628</b>	<b>40.5%</b>	<b>20,020</b>	<b>40.1%</b>

**Students Receiving Free or Reduced Price Lunch  
by Percent of Ethnic Group  
All High School Students/Grades 9 - 12  
1995-1996 to 2012-2013**



**Students Receiving Free or Reduced Price Lunch by Ethnic Group  
All High School Students/Grades 9 - 12  
1995-1996 to 2012-2013**



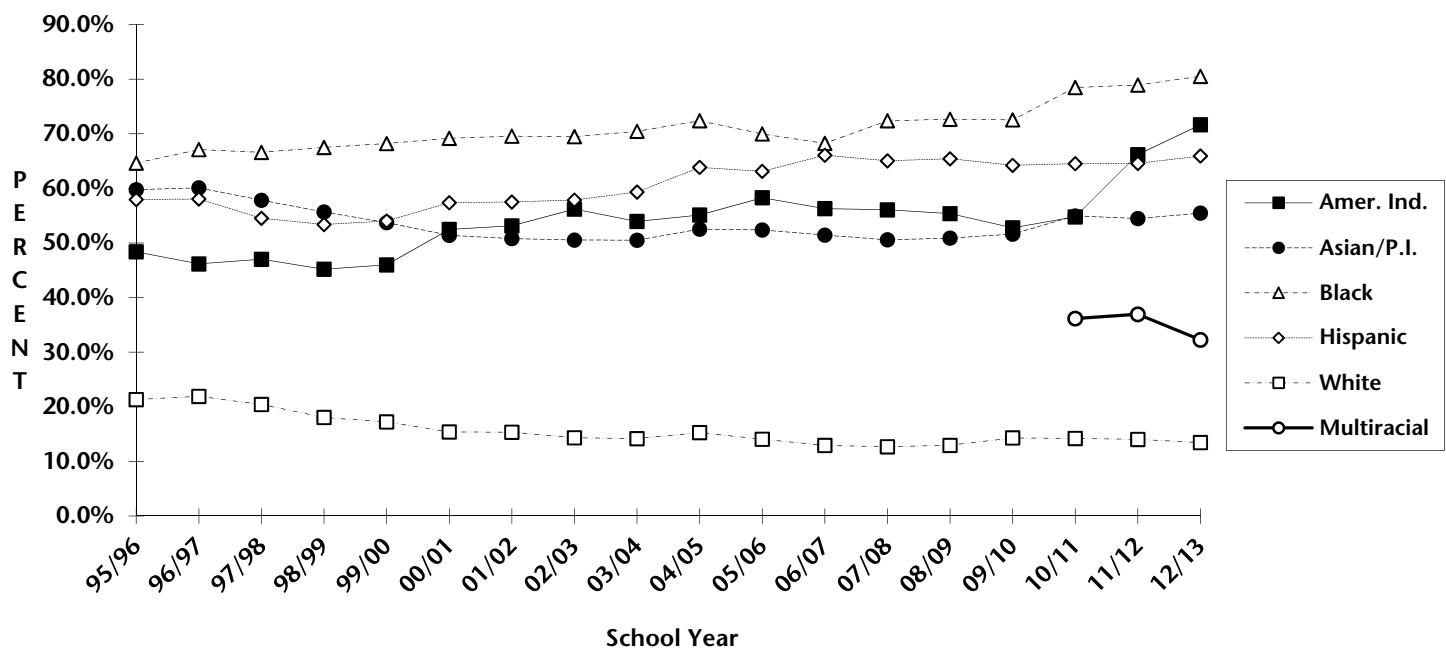
**District Summary**  
**Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch**  
**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	134	39.3%	117	38.0%	104	38.8%	124	51.2%	115	53.5%	105	52.2%
Asian/Pac. Islander	1,452	45.1%	1,591	49.7%	1,671	53.6%	1,684	54.6%	1,691	54.3%	1,667	55.1%
Black/Afr. American	1,882	59.5%	1,970	62.2%	2,032	66.4%	2,077	69.2%	2,142	72.9%	2,062	74.0%
Hispanic/Latino	802	53.0%	848	56.2%	905	61.0%	875	58.3%	925	59.6%	988	61.2%
White	552	9.8%	522	9.7%	668	12.6%	626	12.0%	664	12.5%	752	13.7%
Multiracial	--	--	--	--	--	--	--	--	93	34.1%	154	37.0%
<b>TOTAL</b>	<b>4,822</b>	<b>34.8%</b>	<b>5,048</b>	<b>37.2%</b>	<b>5,380</b>	<b>40.7%</b>	<b>5,479</b>	<b>41.2%</b>	<b>5,691</b>	<b>42.0%</b>	<b>5,751</b>	<b>42.2%</b>

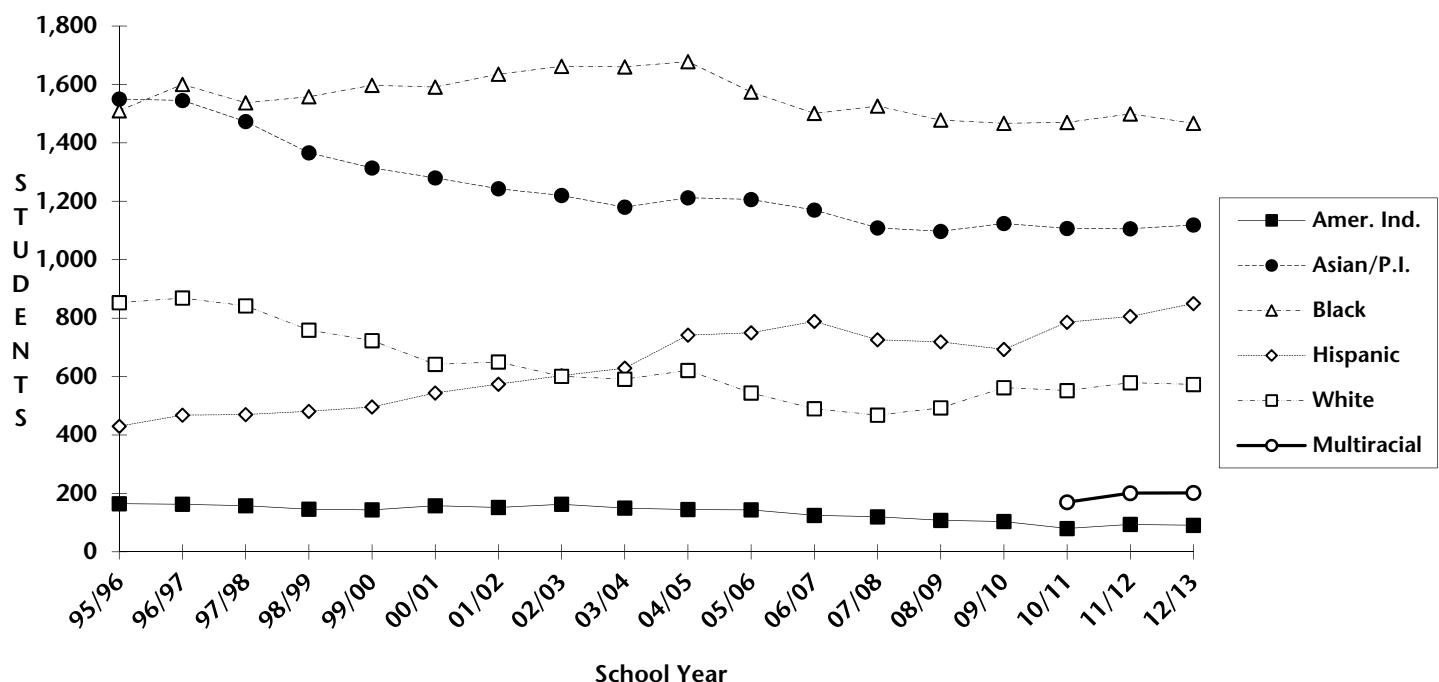
**Students Receiving Free or Reduced Price Lunch by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

	Ethnicity:	2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
	Hispanic/Latino	875	58.3%	925	59.6%	988	61.2%
	Not Hispanic/Latino	4,604	39.0%	4,766	39.7%	4,763	39.6%
<b>Race:</b>		<b>American Indian</b>					
	Alaskan Native	16	53.3%	21	61.8%	19	52.8%
	Other American Indian	573	61.0%	565	64.1%	561	66.5%
	Washington Indian	3	37.5%	3	27.3%	7	43.8%
	Total American Indian	592	60.5%	589	63.6%	587	65.6%
	<b>Black/African American</b>	<b>2,190</b>	<b>68.4%</b>	<b>2,293</b>	<b>71.5%</b>	<b>2,230</b>	<b>71.8%</b>
	<b>Asian</b>						
	Cambodian	23	76.7%	19	52.8%	19	51.4%
	Chinese	420	51.3%	450	52.1%	450	52.3%
	East Indian	27	37.0%	21	27.6%	16	23.2%
	Filipino	258	44.2%	268	44.1%	283	46.1%
	Japanese	28	13.1%	24	11.5%	24	12.1%
	Korean	13	14.6%	12	16.0%	19	21.1%
	Vietnamese	565	72.4%	586	74.6%	586	75.8%
	Other Southeast Asian	20	60.6%	21	38.2%	21	33.9%
	Other Asian	306	59.3%	281	57.6%	263	57.9%
	Total Asian	1,660	52.9%	1,682	52.7%	1,681	53.2%
	<b>Pacific Islander</b>						
	Samoan	78	83.0%	73	77.7%	63	73.3%
	Other Pacific Islander	9	50.0%	12	52.2%	15	48.4%
	Total Pacific Islander	87	77.7%	85	72.6%	78	66.7%
	<b>White</b>	<b>950</b>	<b>16.2%</b>	<b>1,042</b>	<b>17.1%</b>	<b>1,175</b>	<b>18.4%</b>
	<b>TOTAL</b>	<b>5,479</b>	<b>41.2%</b>	<b>5,691</b>	<b>42.0%</b>	<b>5,751</b>	<b>42.2%</b>

**Students Receiving Free or Reduced Price Lunch  
by Percent of Ethnic Group  
All Middle School Students/Grades 6 - 8  
1995-1996 to 2012-2013**



**Students Receiving Free or Reduced Price Lunch by Ethnic Group  
All Middle School Students/Grades 6 - 8  
1995-1996 to 2012-2013**



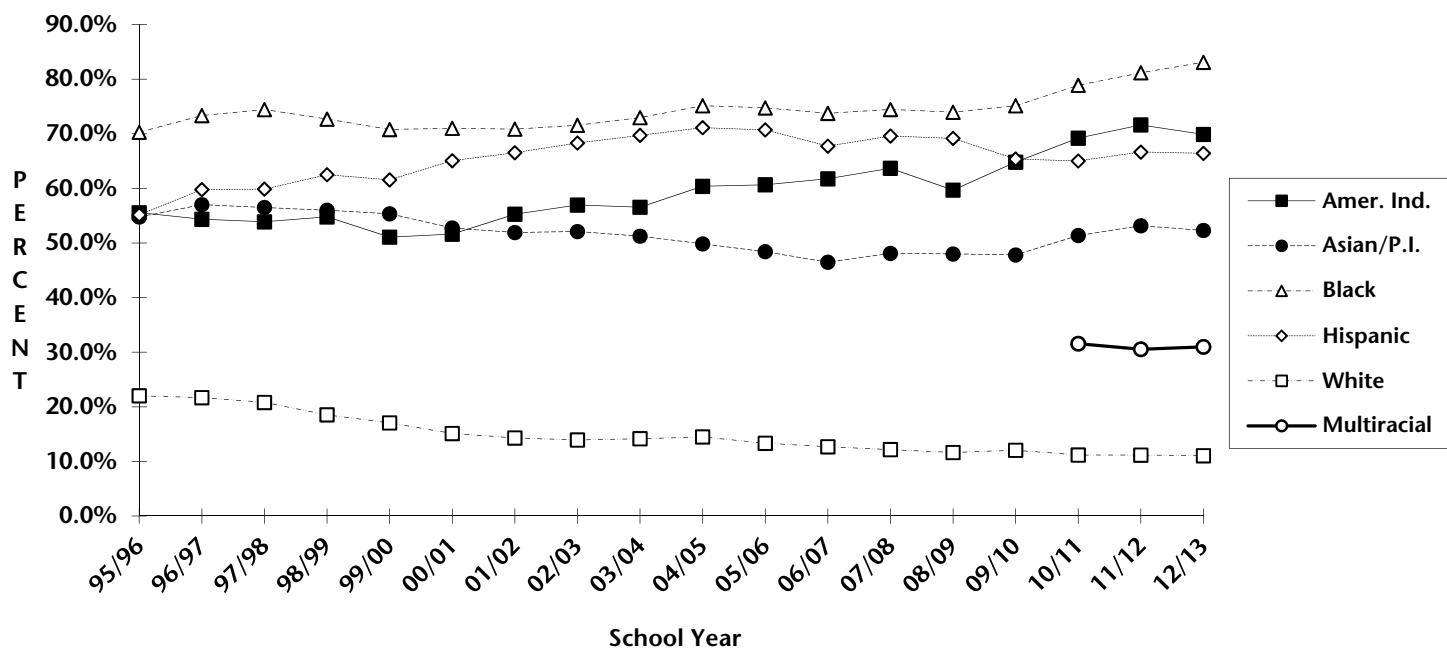
**District Summary**  
**Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	120	56.1%	108	55.4%	104	52.8%	80	54.8%	94	66.2%	91	71.7%
Asian/Pac. Islander	1,109	50.6%	1,097	50.9%	1,124	51.6%	1,107	55.0%	1,106	54.5%	1,119	55.5%
Black/Afr. American	1,526	72.4%	1,478	72.7%	1,467	72.6%	1,470	78.5%	1,499	78.9%	1,467	80.5%
Hispanic/Latino	726	65.1%	719	65.4%	693	64.2%	786	64.5%	806	64.6%	850	65.9%
White	468	12.7%	493	12.9%	562	14.3%	552	14.2%	579	14.0%	573	13.5%
Multiracial	--	--	--	--	--	--	170	36.2%	201	36.9%	202	32.3%
<b>TOTAL</b>	<b>3,949</b>	<b>42.4%</b>	<b>3,895</b>	<b>41.9%</b>	<b>3,950</b>	<b>42.0%</b>	<b>4,165</b>	<b>43.4%</b>	<b>4,285</b>	<b>42.9%</b>	<b>4,302</b>	<b>42.4%</b>

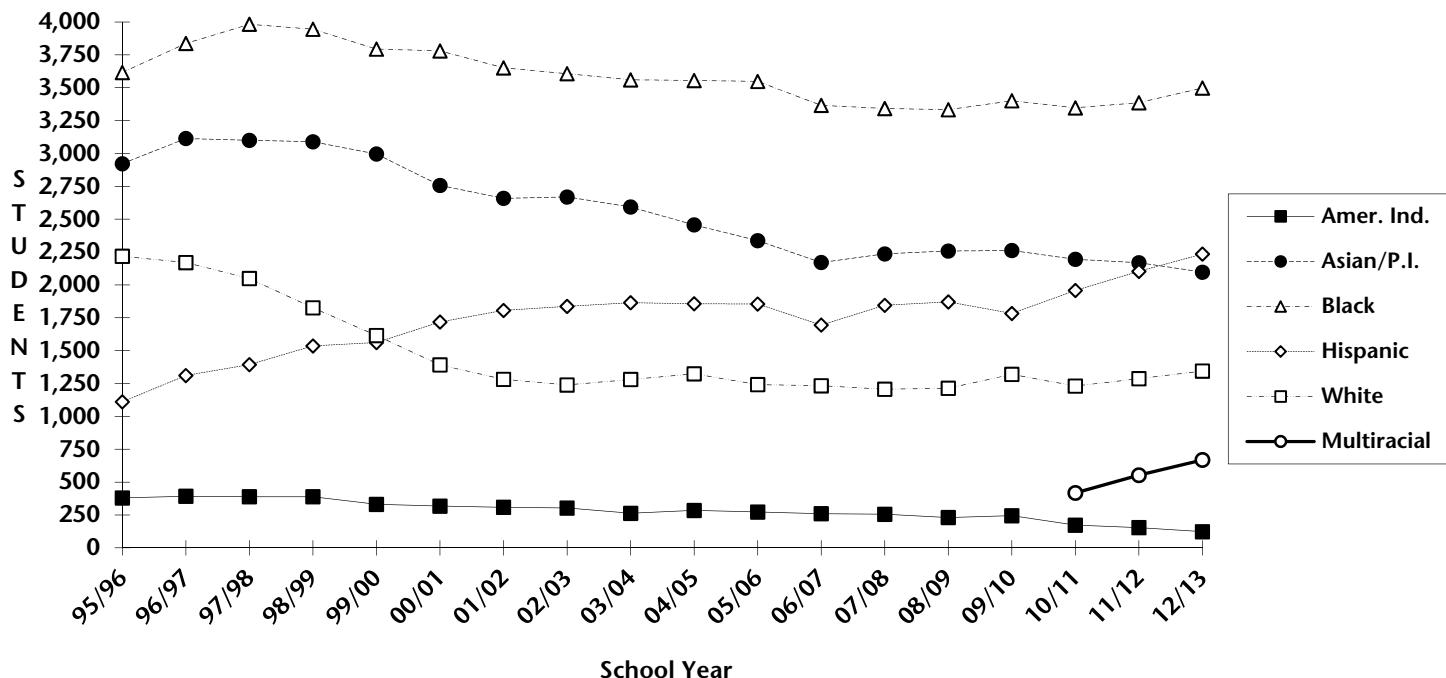
**Students Receiving Free or Reduced Price Lunch by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	786	64.5%	806	64.6%	850	65.9%
	Not Hispanic/Latino	3,379	40.3%	3,479	39.8%	3,452	39.0%
Race:	<b>American Indian</b>						
	Alaskan Native	22	62.9%	24	60.0%	25	62.5%
	Other American Indian	440	68.9%	472	74.8%	463	76.8%
	Washington Indian	2	13.3%	7	46.7%	4	33.3%
	Total American Indian	464	67.3%	503	73.3%	492	75.1%
	<b>Black/African American</b>	1,623	75.8%	1,677	76.5%	1,649	77.6%
	<b>Asian</b>						
	Cambodian	18	58.1%	24	66.7%	29	67.4%
	Chinese	313	53.0%	294	49.3%	275	48.3%
	East Indian	13	27.1%	16	30.8%	23	29.9%
	Filipino	176	44.7%	192	45.2%	216	50.9%
	Japanese	22	12.7%	16	10.3%	16	10.1%
	Korean	11	15.7%	19	22.6%	15	17.0%
	Vietnamese	353	72.8%	370	72.1%	392	73.0%
	Other Southeast Asian	17	44.7%	17	36.2%	23	41.1%
	Other Asian	197	61.8%	175	59.7%	149	60.3%
	Total Asian	1,120	52.1%	1,123	51.0%	1,138	51.8%
	<b>Pacific Islander</b>						
	Samoan	57	85.1%	45	78.9%	38	74.5%
	Other Pacific Islander	11	55.0%	16	59.3%	17	44.7%
	Total Pacific Islander	68	78.2%	61	72.6%	55	61.8%
	<b>White</b>	890	19.6%	921	19.1%	968	19.1%
	<b>TOTAL</b>	<b>4,165</b>	<b>43.4%</b>	<b>4,285</b>	<b>42.9%</b>	<b>4,302</b>	<b>42.4%</b>

**Students Receiving Free or Reduced Price Lunch  
by Percent of Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1995-1996 to 2012-2013**



**Students Receiving Free or Reduced Price Lunch by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1995-1996 to 2012-2013**



**District Summary**  
**Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch**  
**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	256	63.7%	231	59.7%	245	64.8%	173	69.2%	154	71.6%	123	69.9%
Asian/Pac. Islander	2,236	48.1%	2,258	48.0%	2,262	47.8%	2,195	51.4%	2,169	53.2%	2,097	52.3%
Black/Afr. American	3,342	74.4%	3,333	74.0%	3,401	75.1%	3,347	78.9%	3,386	81.2%	3,498	83.1%
Hispanic/Latino	1,845	69.6%	1,871	69.2%	1,783	65.4%	1,958	65.0%	2,103	66.7%	2,235	66.4%
White	1,207	12.2%	1,214	11.6%	1,320	12.1%	1,231	11.2%	1,287	11.2%	1,345	11.1%
Multiracial	--	--	--	--	--	--	418	31.6%	553	30.6%	669	31.0%
<b>TOTAL</b>	<b>8,886</b>	<b>40.2%</b>	<b>8,907</b>	<b>39.2%</b>	<b>9,011</b>	<b>38.7%</b>	<b>9,322</b>	<b>38.7%</b>	<b>9,652</b>	<b>38.7%</b>	<b>9,967</b>	<b>38.2%</b>

**Students Receiving Free or Reduced Price Lunch by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

		2010/2011		2011/2012		2012/2013	
		No.	%	No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	1,958	65.0%	2,103	66.7%	2,235	66.4%
	Not Hispanic/Latino	7,364	34.9%	7,549	34.6%	7,732	34.0%
Race:	<b>American Indian</b>						
	Alaskan Native	52	63.4%	53	66.3%	53	71.6%
	Other American Indian	1,098	73.9%	1,081	78.4%	994	78.6%
	Washington Indian	10	43.5%	12	42.9%	20	60.6%
	Total American Indian	1,160	72.9%	1,146	77.1%	1,067	77.8%
	<b>Black/African American</b>	3,702	76.1%	3,846	77.6%	4,038	79.1%
	<b>Asian</b>						
	Cambodian	52	72.2%	56	72.7%	64	66.7%
	Chinese	494	42.1%	513	44.0%	518	44.8%
	East Indian	46	22.0%	46	21.1%	43	18.7%
	Filipino	417	45.7%	411	45.6%	405	46.4%
	Japanese	45	13.2%	39	11.9%	41	12.9%
	Korean	37	15.3%	29	11.9%	40	14.2%
	Vietnamese	815	71.2%	801	72.6%	756	70.3%
	Other Southeast Asian	38	36.2%	67	42.4%	78	42.9%
	Other Asian	317	58.2%	287	61.7%	246	56.9%
	Total Asian	2,261	47.7%	2,249	48.3%	2,191	47.2%
	<b>Pacific Islander</b>						
	Samoan	80	80.0%	75	78.9%	88	87.1%
	Other Pacific Islander	31	51.7%	39	52.7%	42	51.9%
	Total Pacific Islander	111	69.4%	114	67.5%	130	71.4%
	<b>White</b>	2,088	16.4%	2,297	16.8%	2,541	17.2%
	<b>TOTAL</b>	<b>9,322</b>	<b>38.7%</b>	<b>9,652</b>	<b>38.7%</b>	<b>9,967</b>	<b>38.2%</b>

## BILINGUAL STUDENTS

### Definition

During registration for Seattle Public Schools, each student's primary and home languages are determined, and an assessment of the student's English fluency compared to their primary language is conducted. When a parent indicates that the student understands or speaks the primary language more fluently than or equally fluent to the English language, the student is given the Washington English Language Proficiency Assessment (WELPA) test (replacing the Washington Language Proficiency Test, 2<sup>nd</sup> edition (WLPT II) in 2012) to determine English fluency. The result of this assessment determines whether the student is of limited English proficiency or equal English proficiency. The Bilingual Education Office maintains these data to help determine whether or not students with limited English proficiency are then eligible to receive bilingual services. These eligibility data are updated annually with information obtained through standardized test results using the WELPA administered each Spring to each student eligible for bilingual services, regardless of whether or not the student has been receiving bilingual services. The information presented here is taken from June computer files instead of October computer files in order to maintain compatibility with previous years when eligibility codes were not updated until the middle of the school year.

Bilingual data is presented for the entire District, showing the numbers and percentages of students who have Limited English Proficiency or Equal English Proficiency. Numeric data are shown for the past six years while charts show the last eighteen years of data. No separate high school, middle school or elementary school tables are given.

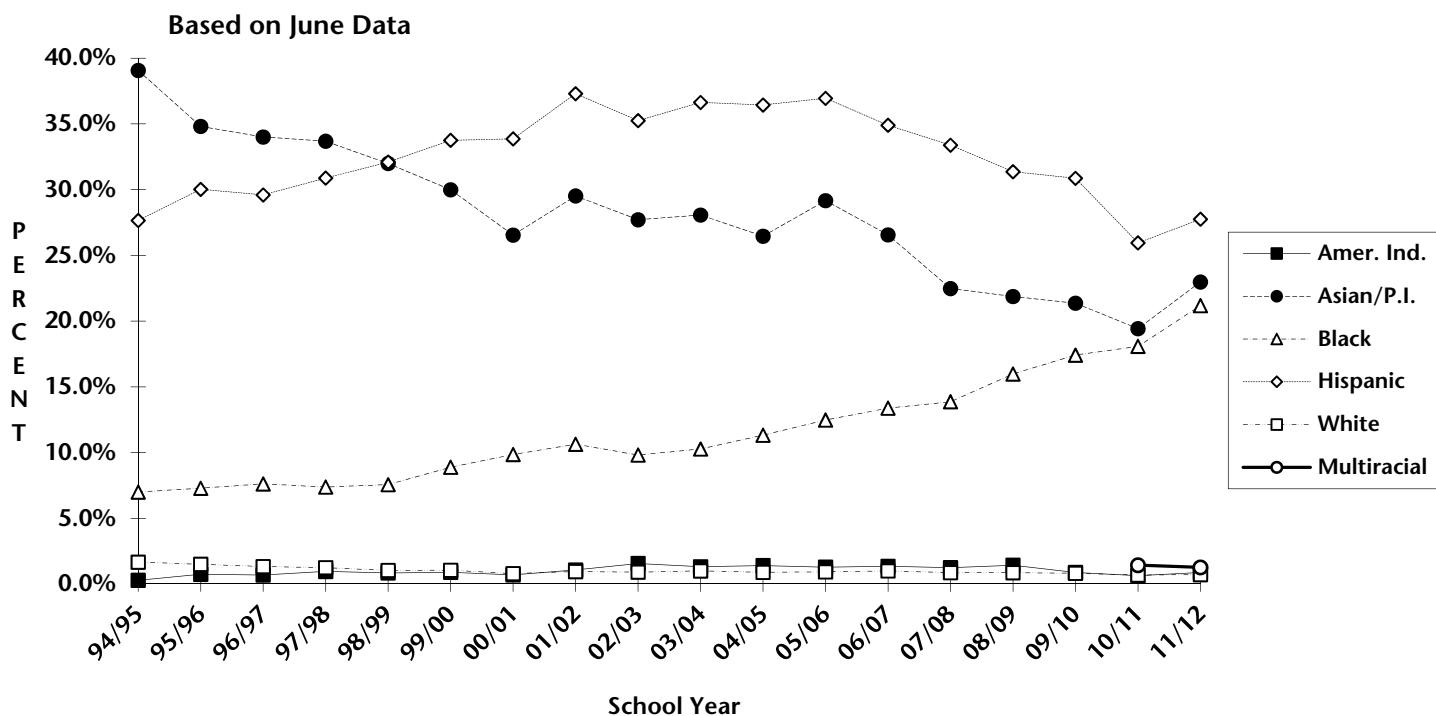
### Results

The majority of both Limited English and Equal English students are predominantly Asian, followed by Latino and other groups. In June 2012, the Seattle Public Schools had 11,270 students (22.9 percent of the total District enrollment) with limited or equal English proficiency. Of these, 5,961 (12.1 percent of the District) are Limited English Proficient students.

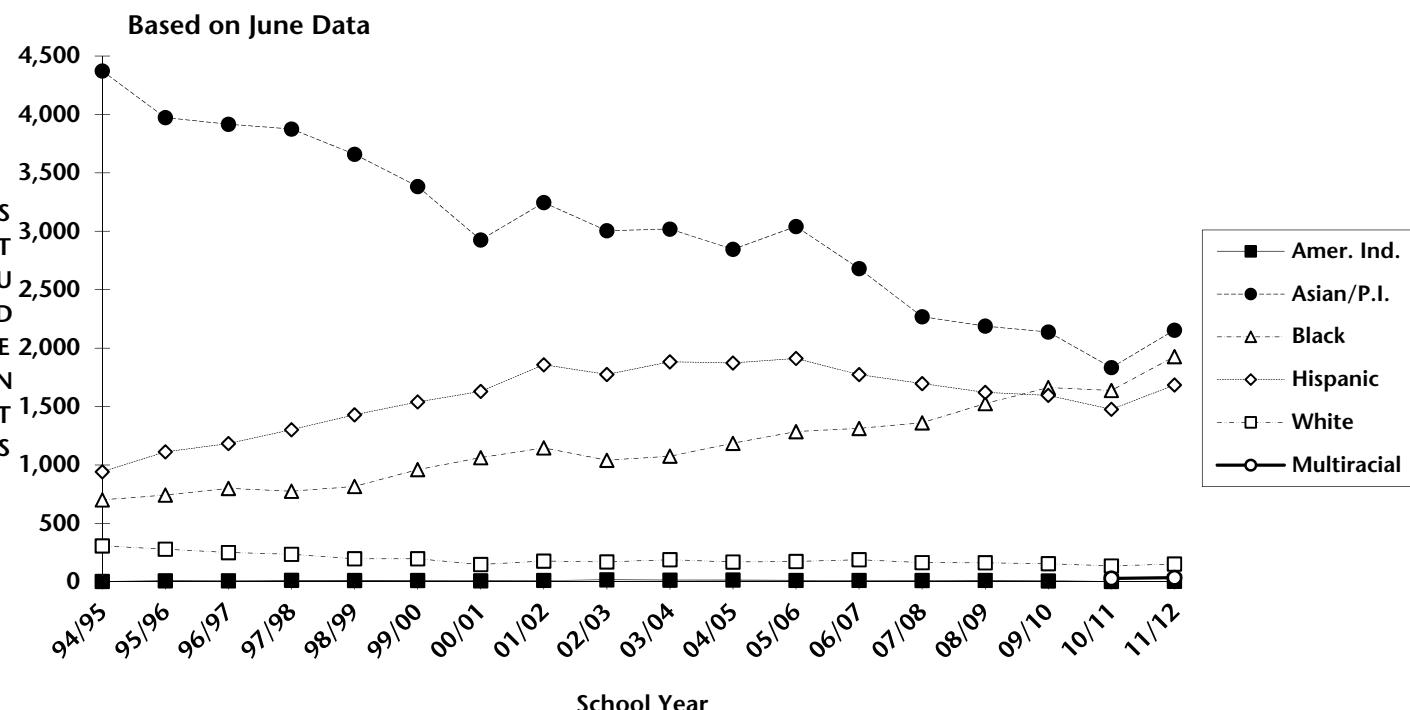
Issues arising from the transition to the WELPA test in early Spring 2012 to determine a student's fluency in English make comparisons difficult between the 2010-2011 and 2011-2012 data. In past years, students were given the WLPT II test in early Spring and received test results before June of that year to determine whether their proficiency in English was sufficient enough to transition them out of needing limited English services for the next school year (and being considered 'Equal English Proficient'), or, if determined to not be proficient in English, to qualify them for bilingual services the next fall (as 'Limited English Proficient'). Student test results from the WELPA test in 2012 were not received until late August of 2012, and as such the eligibility status of many students in June 2012 had not been updated by early June as in previous years.



**Limited English Proficiency by Percent of Ethnic Group**  
**All Students/Grades K - 12**  
**1994-1995 to 2011-2012**



**Students with Limited English Proficiency by Ethnic Group**  
**All Students/Grades K - 12**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Bilingual Students in each Ethnic Group**  
**All Students/Grades K - 12**

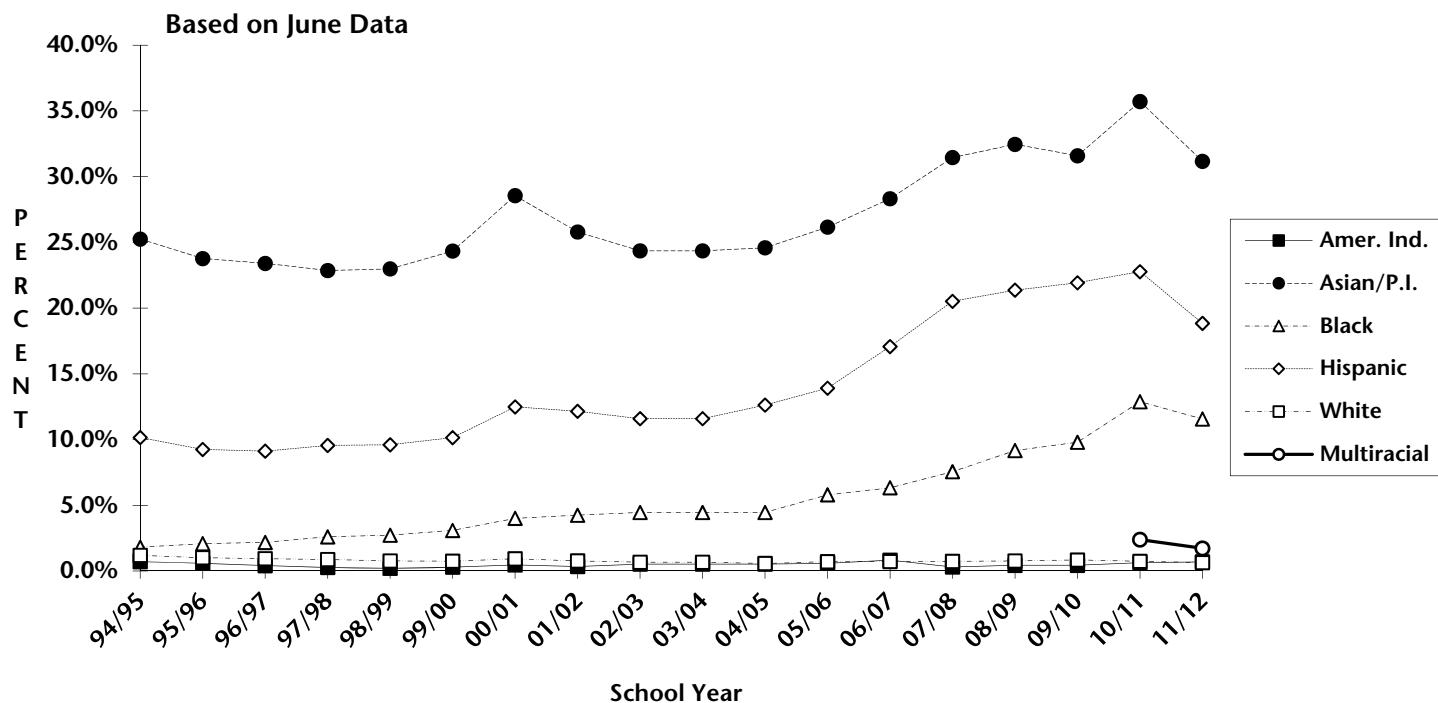
**Limited English Proficiency**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	13	1.4%	12	1.3%	13	1.4%	8	0.9%	4	0.6%	5	0.9%
Asian/Pac. Islander	2,681	26.6%	2,269	22.5%	2,189	21.9%	2,138	21.4%	1,834	19.4%	2,154	23.0%
Black/Afr. American	1,313	13.4%	1,361	13.9%	1,526	16.0%	1,663	17.4%	1,638	18.1%	1,928	21.2%
Hispanic/Latino	1,774	34.9%	1,697	33.4%	1,622	31.4%	1,596	30.9%	1,477	26.0%	1,685	27.8%
White	190	1.0%	165	0.9%	164	0.9%	156	0.8%	136	0.7%	153	0.7%
Multiracial	--	--	--	--	--	--	--	--	30	1.4%	36	1.3%
<b>TOTAL</b>	<b>5,971</b>	<b>13.3%</b>	<b>5,504</b>	<b>12.3%</b>	<b>5,514</b>	<b>12.4%</b>	<b>5,561</b>	<b>12.5%</b>	<b>5,119</b>	<b>10.9%</b>	<b>5,961</b>	<b>12.1%</b>

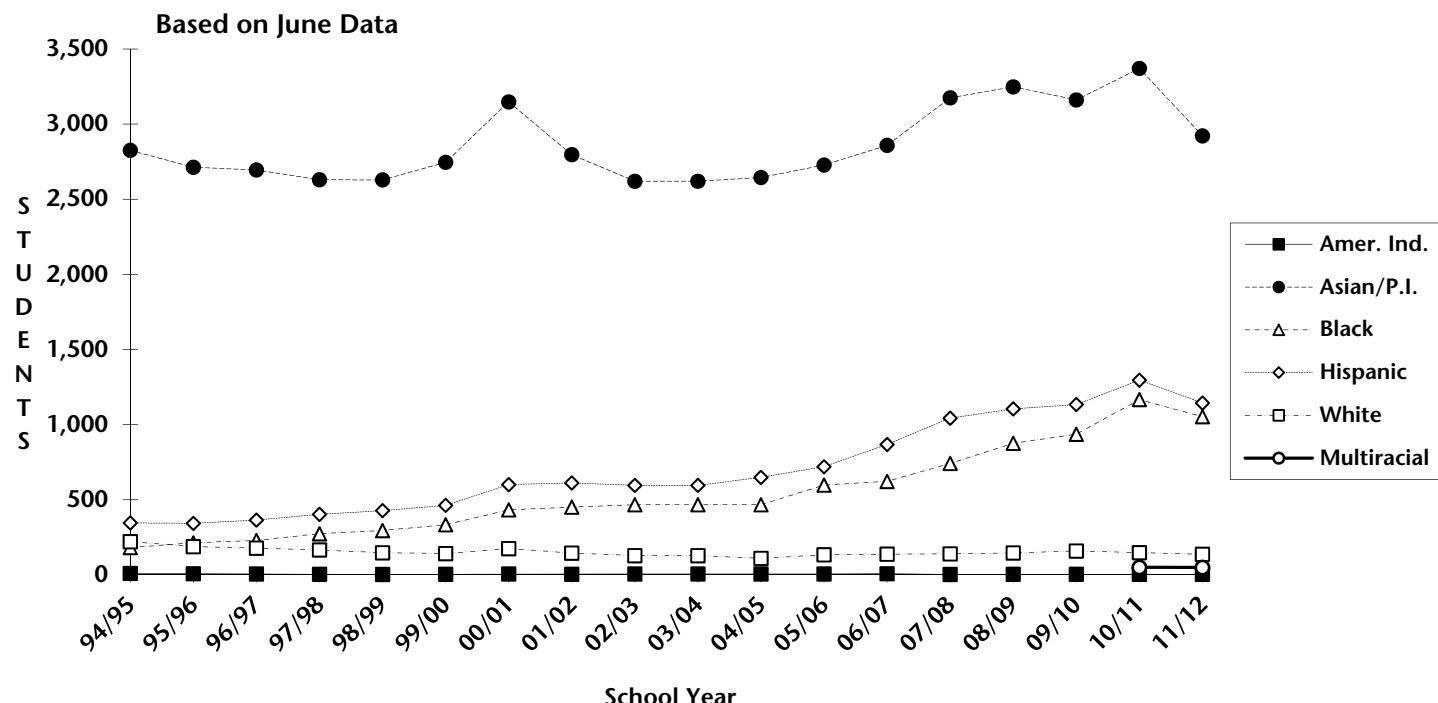
**Limited English Proficient Students by Ethnicity and Race**  
**All Students/Grades K - 12**

		2010/2011		2011/2012	
		No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	1,477	26.0%	1,685	27.8%
	Not Hispanic/Latino	3,642	8.9%	4,276	9.9%
Race:	<b>American Indian</b>				
	Alaskan Native	0	0.0%	0	0.0%
	Other American Indian	831	28.0%	894	30.9%
	Washington Indian	1	2.2%	1	1.8%
	Total American Indian	832	26.4%	895	28.8%
	<b>Black/African American</b>	1,667	16.4%	1,959	18.7%
	<b>Asian</b>				
	Cambodian	31	23.5%	37	25.0%
	Chinese	511	19.4%	599	22.3%
	East Indian	46	13.9%	46	13.1%
	Filipino	263	13.9%	327	16.8%
	Japanese	24	3.3%	29	4.2%
	Korean	26	6.3%	40	9.2%
	Vietnamese	674	27.6%	801	32.6%
	Other Southeast Asian	33	17.5%	47	17.9%
	Other Asian	229	17.0%	237	18.8%
	Total Asian	1,837	18.2%	2,163	21.1%
	<b>Pacific Islander</b>				
	Samoan	30	11.5%	28	11.6%
	Other Pacific Islander	11	10.6%	10	7.2%
	Total Pacific Islander	41	11.2%	38	10.0%
	<b>White</b>	742	3.2%	906	3.6%
	<b>TOTAL</b>	<b>5,119</b>	<b>10.9%</b>	<b>5,961</b>	<b>12.1%</b>

**Equal English Proficiency by Percent of Ethnic Group**  
**All Students/Grades K - 12**  
**1995-1996 to 2011-2012**



**Students with Equal English Proficiency by Ethnic Group**  
**All Students/Grades K - 12**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Bilingual Students in each Ethnic Group**  
**All Students/Grades K - 12**

**Equal English Proficiency**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	8	0.8%	3	0.3%	4	0.4%	4	0.4%	4	0.6%	4	0.7%
Asian/Pac. Islander	2,859	28.3%	3,175	31.5%	3,248	32.5%	3,161	31.6%	3,371	35.7%	2,922	31.2%
Black/Afr. American	622	6.3%	742	7.6%	876	9.2%	936	9.8%	1,167	12.9%	1,053	11.6%
Hispanic/Latino	868	17.1%	1,043	20.5%	1,105	21.4%	1,134	21.9%	1,296	22.8%	1,144	18.8%
White	138	0.7%	140	0.7%	146	0.8%	159	0.8%	148	0.7%	137	0.6%
Multiracial	--	--	--	--	--	--	--	--	50	2.4%	49	1.7%
<b>TOTAL</b>	<b>4,495</b>	<b>10.0%</b>	<b>5,103</b>	<b>11.4%</b>	<b>5,379</b>	<b>12.1%</b>	<b>5,394</b>	<b>12.1%</b>	<b>6,036</b>	<b>12.9%</b>	<b>5,309</b>	<b>10.8%</b>

**Equal English Proficient Students by Ethnicity and Race**  
**All Students/Grades K - 12**

		2010/2011		2011/2012	
		No.	%	No.	%
Ethnicity:	Hispanic/Latino	1,296	22.8%	1,144	18.8%
	Not Hispanic/Latino	4,740	11.5%	4,165	9.6%
Race:	American Indian				
	Alaskan Native	1	0.7%	1	0.6%
	Other American Indian	682	23.0%	598	20.6%
	Washington Indian	0	0.0%	0	0.0%
	Total American Indian	683	21.6%	599	19.2%
	Black/African American	1,188	11.7%	1,070	10.2%
	Asian				
	Cambodian	40	30.3%	33	22.3%
	Chinese	991	37.7%	875	32.6%
	East Indian	47	14.2%	40	11.4%
	Filipino	491	25.9%	420	21.6%
	Japanese	61	8.4%	51	7.4%
	Korean	39	9.5%	23	5.3%
	Vietnamese	1,319	54.1%	1,163	47.4%
	Other Southeast Asian	59	31.2%	53	20.2%
	Other Asian	375	27.8%	313	24.8%
	Total Asian	3,422	33.9%	2,971	29.1%
	Pacific Islander				
	Samoan	28	10.7%	21	8.7%
	Other Pacific Islander	4	3.8%	5	3.6%
	Total Pacific Islander	32	8.7%	26	6.8%
	White	711	3.1%	643	2.6%
	<b>TOTAL</b>	<b>6,036</b>	<b>12.9%</b>	<b>5,309</b>	<b>10.8%</b>

## SPECIAL EDUCATION STUDENTS

### Definition

The Special Education office gathers and maintains Special Education data on central computer data files. When a student is referred to Special Education, a record is created indicating that this student has needs that are a focus of concern. After assessment, if the student is found to be eligible for Special Education services, the Special Education staff develops an Individual Educational Plan (IEP) for the student. This plan forms the basis for most Special Education data collection. The disability codes and data from the IEP are entered into the computer file, and the file is updated continuously as students progress through Special Education programs and are reassessed. Special Education enrollment counts are reported monthly to OSPI (the P223H), but unlike the P223 Basic Enrollment report, includes preschool handicapped students.

The data summarized in this section are based on June 1 Special Education enrollment counts from preschool through 12th grade. The District enrollment figures used for percentages are also taken from June files, but differ from the June enrollment used for other purposes in that preschool students are included in the total Special Education count in the following tables and charts.

The first table, showing the number and percent of students in all Special Education categories, is presented in two parts. The first column in Part 1 shows the total number and percentage of students in each ethnic group who are in Special Education programs. The remaining columns in Part 1 and all columns in Part 2 provide a similar breakdown for each disability category.

The second set of tables and graphs shows changes over time in the total number and

percentage of Special Education students and in the main subcategory of Specific Learning Disability students. Specific Learning Disabled (SLD) children display a severe discrepancy between their actual performance and expected performance based on intelligence. These children experience difficulties in reading, writing, mathematics, or spoken and written language.

### Results

Overall, 14.6 percent of the students in the District were enrolled in Special Education in June 2012. Within ethnic groups, Special Education students range from 29.9% of all American Indian students to 9.4% of all Asian/Pacific Islander students. The total number of Specific Learning Disability students rose by 108 students between June 2011 and June 2012, continuing to represent 5.3% of the student population despite increased enrollment. The number of students identified as Specific Learning Disabled ranges from 12.9% of all American Indian students to 3.1% of all Asian/Pacific Islander students. The other predominant categories in Special Education are Health Impaired, Developmentally Delayed (Preschool), and Communication Disordered, representing 4.1%, 2.3% and 1.7%, respectively, of the District's PS-12 enrollment in June 2012.

According to the trend data across the major categories, American Indian students have exceeded African American students with the highest rate of eligibility for Special Education programs since 1995-1996. The Hispanic/Latino ethnic group slightly exceeds the White ethnic group on intermediate rates of eligibility. Asian/Pacific Islander students continue to show lower rates of eligibility.

**District Summary**  
**Number and Percent of Students in each Ethnic Group in Special Education (Part 1 of 2)**  
**All Students/Grades PS - 12 - June 2012 Data**

ETHNIC GROUP	Total		Specific Learning Disability		Developmentally Delayed (Preschool)		Emotional Behavioral Disability*		Orthopedic Impaired		Health Impaired	
	Special Education		No.	%	No.	%	No.	%	No.	%	No.	%
	No.	%										
American Indian	170	29.9%	73	12.9%	16	2.8%	14	2.5%	0	0.0%	46	8.1%
Asian/Pac. Islander	884	9.4%	292	3.1%	160	1.7%	13	0.1%	2	0.0%	231	2.5%
Black/Afr. American	1,676	18.4%	720	7.9%	245	2.7%	112	1.2%	10	0.1%	383	4.2%
Hispanic/Latino	1,195	19.7%	583	9.6%	182	3.0%	35	0.6%	1	0.0%	221	3.6%
White	2,853	13.4%	773	3.6%	493	2.3%	87	0.4%	20	0.1%	1,015	4.8%
Multiracial	391	13.8%	146	5.1%	40	1.4%	23	0.8%	0	0.0%	112	3.9%
<b>TOTAL</b>	<b>7,169</b>	<b>14.6%</b>	<b>2,587</b>	<b>5.3%</b>	<b>1,136</b>	<b>2.3%</b>	<b>284</b>	<b>0.6%</b>	<b>33</b>	<b>0.1%</b>	<b>2,008</b>	<b>4.1%</b>

**Special Education Students by Ethnicity and Primary Race**  
**All Students/Grades PS - 12**

Ethnicity:	Total		Specific Learning Disability		Developmentally Delayed (Preschool)		Emotional Behavioral Disability*		Orthopedic Impaired		Health Impaired		
	Special Education		No.	%	No.	%	No.	%	No.	%	No.	%	
	No.	%											
Hispanic/Latino	1,195	19.7%	583	9.6%	182	3.0%	35	0.6%	1	0.0%	221	3.6%	
Not Hispanic/Latino	5,974	13.8%	2,004	4.6%	954	2.2%	249	0.6%	32	0.1%	1,787	4.1%	
Race:	<b>American Indian</b>												
	Alaskan Native	45	28.0%	15	9.3%	3	1.9%	5	3.1%	0	0.0%	9	5.6%
	Other American Indian	704	24.3%	356	12.3%	94	3.2%	22	0.8%	0	0.0%	134	4.6%
	Washington Indian	8	14.5%	0	0.0%	0	0.0%	1	1.8%	0	0.0%	6	10.9%
	Total American Indian	757	24.3%	371	11.9%	97	3.1%	28	0.9%	0	0.0%	149	4.8%
	<b>Black/African American</b>	<b>1,942</b>	<b>18.5%</b>	<b>844</b>	<b>8.1%</b>	<b>270</b>	<b>2.6%</b>	<b>132</b>	<b>1.3%</b>	<b>10</b>	<b>0.1%</b>	<b>444</b>	<b>4.2%</b>
	<b>Asian</b>												
	Cambodian	26	17.6%	10	6.8%	6	4.1%	0	0.0%	0	0.0%	4	2.7%
	Chinese	223	8.3%	59	2.2%	44	1.6%	2	0.1%	1	0.0%	61	2.3%
	East Indian	34	9.7%	12	3.4%	5	1.4%	0	0.0%	0	0.0%	8	2.3%
	Filipino	158	8.1%	45	2.3%	30	1.5%	5	0.3%	0	0.0%	47	2.4%
	Japanese	62	9.0%	14	2.0%	8	1.2%	2	0.3%	0	0.0%	24	3.5%
	Korean	38	8.7%	9	2.1%	7	1.6%	2	0.5%	0	0.0%	11	2.5%
	Vietnamese	257	10.5%	92	3.7%	51	2.1%	2	0.1%	1	0.0%	62	2.5%
	Other Southeast Asian	20	7.6%	6	2.3%	3	1.1%	1	0.4%	0	0.0%	3	1.1%
	Other Asian	144	11.4%	61	4.8%	21	1.7%	0	0.0%	0	0.0%	38	3.0%
	Total Asian	962	9.4%	308	3.0%	175	1.7%	14	0.1%	2	0.0%	258	2.5%
	<b>Pacific Islander</b>												
	Samoan	32	13.2%	13	5.4%	5	2.1%	3	1.2%	0	0.0%	5	2.1%
	Other Pacific Islander	19	13.8%	9	6.5%	2	1.4%	0	0.0%	0	0.0%	5	3.6%
	Total Pacific Islander	51	13.4%	22	5.8%	7	1.8%	3	0.8%	0	0.0%	10	2.6%
	<b>White</b>	<b>3,457</b>	<b>13.8%</b>	<b>1,042</b>	<b>4.2%</b>	<b>587</b>	<b>2.3%</b>	<b>107</b>	<b>0.4%</b>	<b>21</b>	<b>0.1%</b>	<b>1,147</b>	<b>4.6%</b>
	<b>TOTAL</b>	<b>7,169</b>	<b>14.6%</b>	<b>2,587</b>	<b>5.3%</b>	<b>1,136</b>	<b>2.3%</b>	<b>284</b>	<b>0.6%</b>	<b>33</b>	<b>0.1%</b>	<b>2,008</b>	<b>4.1%</b>

\* - Previously titled Seriously Behavior-Disabled

**District Summary**  
**Number and Percent of Students in each Ethnic Group in Special Education (Part 2 of 2)**  
**All Students/Grades PS - 12 - June 2012 Data**

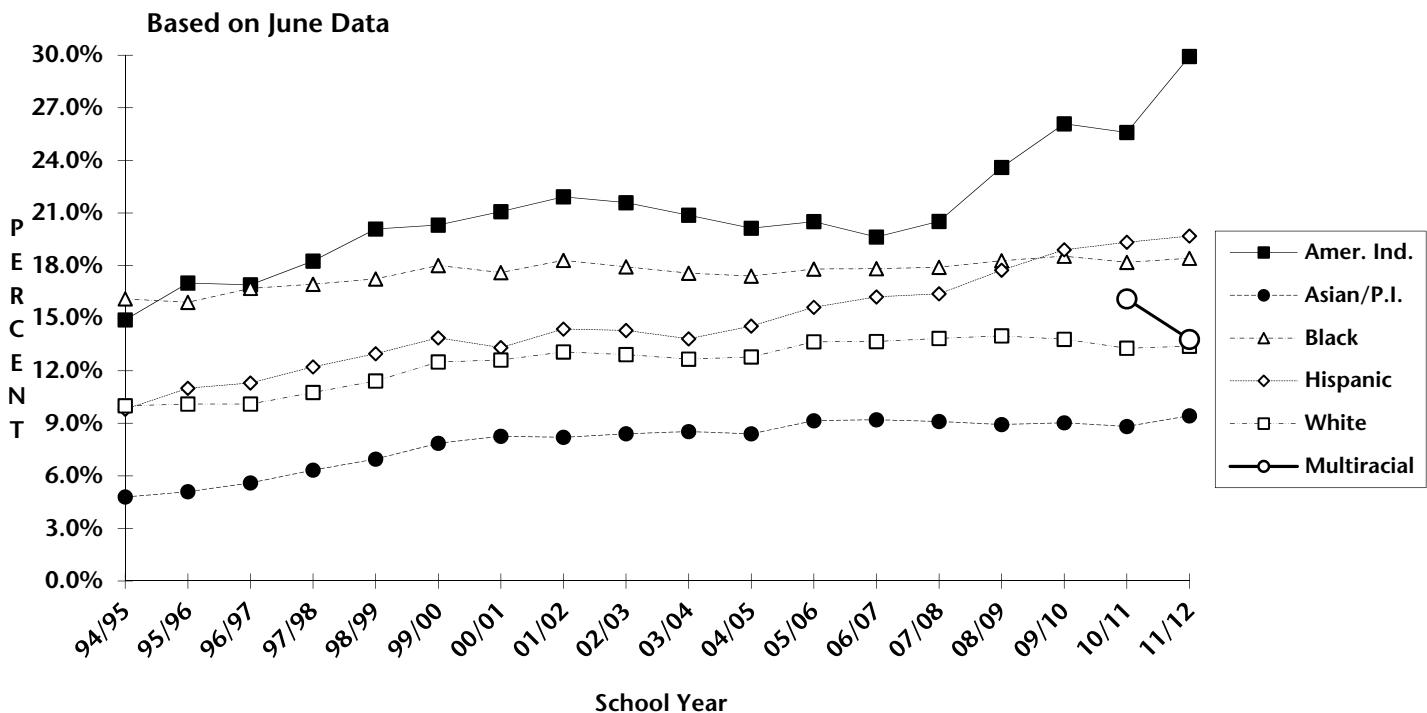
ETHNIC GROUP	Intellectually Disabled*		Multi- Handicapped		Communication Disordered		Deaf		Hard of Hearing		Visually Impaired	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	American Indian	8	1.4%	4	0.7%	9	1.6%	0	0.0%	0	0.0%	0
Asian/Pac. Islander	25	0.3%	13	0.1%	134	1.4%	2	0.0%	11	0.1%	1	0.0%
Black/Afr. American	63	0.7%	10	0.1%	115	1.3%	3	0.0%	8	0.1%	7	0.1%
Hispanic/Latino	21	0.3%	6	0.1%	124	2.0%	3	0.0%	13	0.2%	6	0.1%
White	30	0.1%	28	0.1%	376	1.8%	5	0.0%	12	0.1%	14	0.1%
Multiracial	6	0.2%	2	0.1%	61	2.2%	0	0.0%	0	0.0%	1	0.0%
<b>TOTAL</b>	<b>153</b>	<b>0.3%</b>	<b>63</b>	<b>0.1%</b>	<b>819</b>	<b>1.7%</b>	<b>13</b>	<b>0.0%</b>	<b>44</b>	<b>0.1%</b>	<b>29</b>	<b>0.1%</b>

**Special Education Students by Ethnicity and Primary Race**  
**All Students/Grades PS - 12**

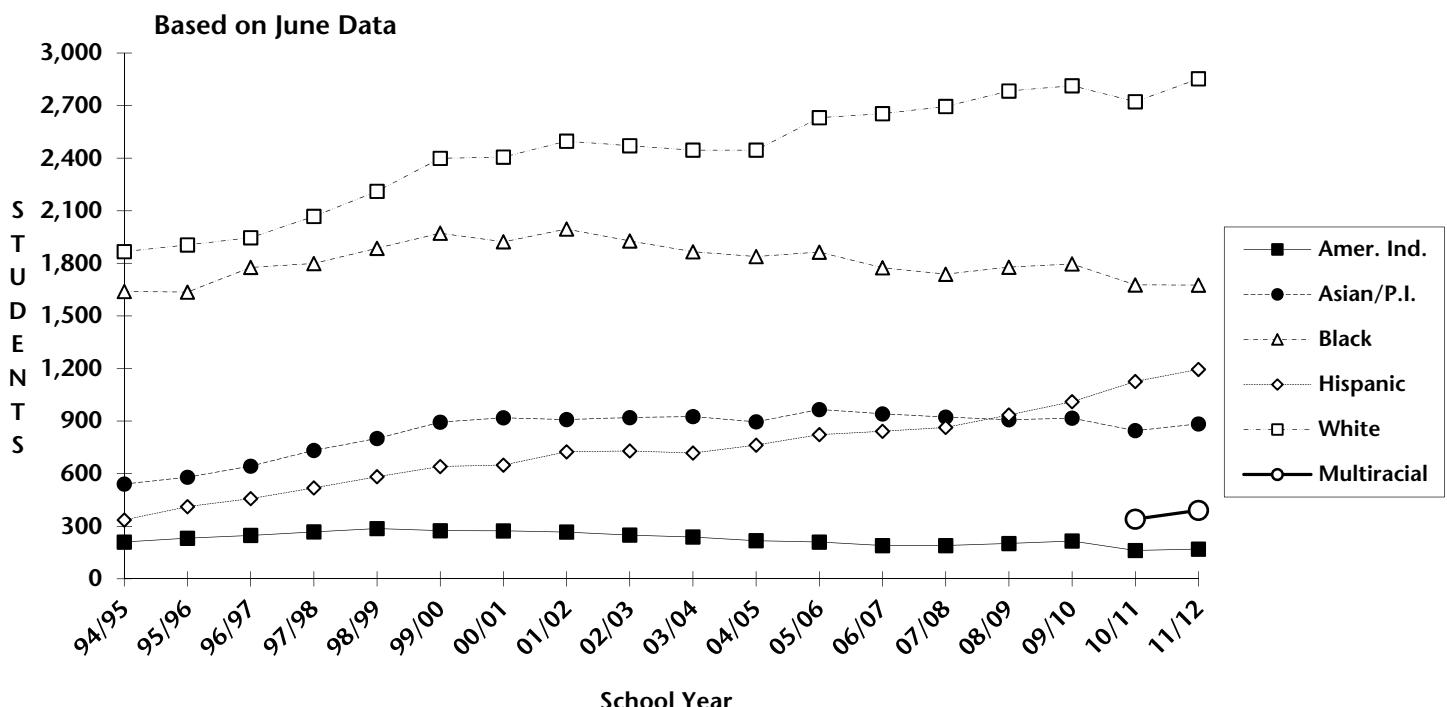
Ethnicity:	Intellectually Disabled*		Multi- Handicapped		Communication Disordered		Deaf		Hard of Hearing		Visually Impaired		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Hispanic/Latino	21	0.3%	6	0.1%	124	2.0%	3	0.0%	13	0.2%	6	0.1%
Not Hispanic/Latino	132	0.3%	57	0.1%	695	1.6%	10	0.0%	31	0.1%	23	0.1%	
<b>Race:</b>	<b>American Indian</b>												
	Alaskan Native	4	2.5%	1	0.6%	8	5.0%	0	0.0%	0	0.0%	0	0.0%
	Other American Indian	17	0.6%	4	0.1%	66	2.3%	2	0.1%	6	0.2%	3	0.1%
	Washington Indian	0	0.0%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
	Total American Indian	21	0.7%	5	0.2%	75	2.4%	2	0.1%	6	0.2%	3	0.1%
	<b>Black/African American</b>	<b>68</b>	<b>0.6%</b>	<b>11</b>	<b>0.1%</b>	<b>144</b>	<b>1.4%</b>	<b>3</b>	<b>0.0%</b>	<b>8</b>	<b>0.1%</b>	<b>8</b>	<b>0.1%</b>
	<b>Asian</b>												
	Cambodian	0	0.0%	0	0.0%	5	3.4%	0	0.0%	1	0.7%	0	0.0%
	Chinese	5	0.2%	3	0.1%	43	1.6%	1	0.0%	3	0.1%	1	0.0%
	East Indian	1	0.3%	1	0.3%	6	1.7%	0	0.0%	1	0.3%	0	0.0%
	Filipino	6	0.3%	5	0.3%	19	1.0%	0	0.0%	1	0.1%	0	0.0%
	Japanese	1	0.1%	1	0.1%	11	1.6%	1	0.1%	0	0.0%	0	0.0%
	Korean	2	0.5%	0	0.0%	7	1.6%	0	0.0%	0	0.0%	0	0.0%
	Vietnamese	6	0.2%	2	0.1%	39	1.6%	0	0.0%	2	0.1%	0	0.0%
	Other Southeast Asian	0	0.0%	0	0.0%	7	2.7%	0	0.0%	0	0.0%	0	0.0%
	Other Asian	4	0.3%	2	0.2%	15	1.2%	0	0.0%	3	0.2%	0	0.0%
	Total Asian	25	0.2%	14	0.1%	152	1.5%	2	0.0%	11	0.1%	1	0.0%
	<b>Pacific Islander</b>												
	Samoan	1	0.4%	1	0.4%	3	1.2%	0	0.0%	1	0.4%	0	0.0%
	Other Pacific Islander	1	0.7%	0	0.0%	2	1.4%	0	0.0%	0	0.0%	0	0.0%
	Total Pacific Islander	2	0.5%	1	0.3%	5	1.3%	0	0.0%	1	0.3%	0	0.0%
	<b>White</b>	<b>37</b>	<b>0.1%</b>	<b>32</b>	<b>0.1%</b>	<b>443</b>	<b>1.8%</b>	<b>6</b>	<b>0.0%</b>	<b>18</b>	<b>0.1%</b>	<b>17</b>	<b>0.1%</b>
	<b>TOTAL</b>	<b>153</b>	<b>0.3%</b>	<b>63</b>	<b>0.1%</b>	<b>819</b>	<b>1.7%</b>	<b>13</b>	<b>0.0%</b>	<b>44</b>	<b>0.1%</b>	<b>29</b>	<b>0.1%</b>

\* - Previously titled Mentally Retarded

**Special Education Students by Percent of Ethnic Group**  
**All Students/Grades PS - 12**  
**1994-1995 to 2011-2012**



**Number of Special Education Students by Ethnic Group**  
**All Students/Grades PS - 12**  
**1994-1995 to 2011-2012**



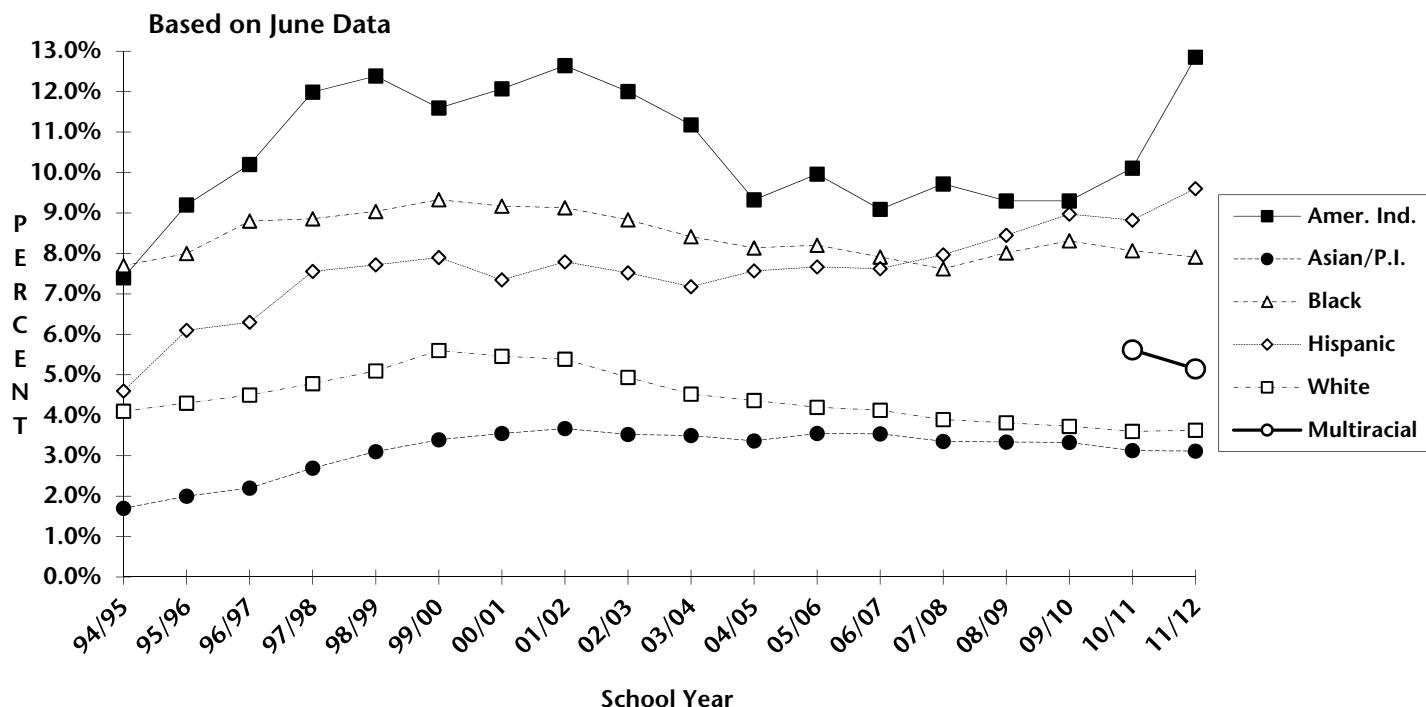
**District Summary**  
**Number and Percent of Special Education Students in each Ethnic Group**  
**All Students/Grades PS - 12**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	190	19.6%	190	20.5%	202	23.6%	216	26.1%	162	25.6%	170	29.9%
Asian/Pac. Islander	941	9.2%	923	9.1%	908	8.9%	917	9.0%	846	8.8%	884	9.4%
Black/Afr. American	1,775	17.8%	1,738	17.9%	1,778	18.3%	1,797	18.5%	1,677	18.2%	1,676	18.4%
Hispanic/Latino	842	16.2%	864	16.4%	935	17.7%	1,011	18.9%	1,126	19.3%	1,195	19.7%
White	2,654	13.7%	2,695	13.8%	2,783	14.0%	2,813	13.8%	2,722	13.3%	2,853	13.4%
Multiracial	--	--	--	--	--	--	--	--	341	16.1%	391	13.8%
<b>TOTAL</b>	<b>6,402</b>	<b>14.0%</b>	<b>6,410</b>	<b>14.1%</b>	<b>6,606</b>	<b>14.4%</b>	<b>6,754</b>	<b>14.5%</b>	<b>6,874</b>	<b>14.4%</b>	<b>7,169</b>	<b>14.6%</b>

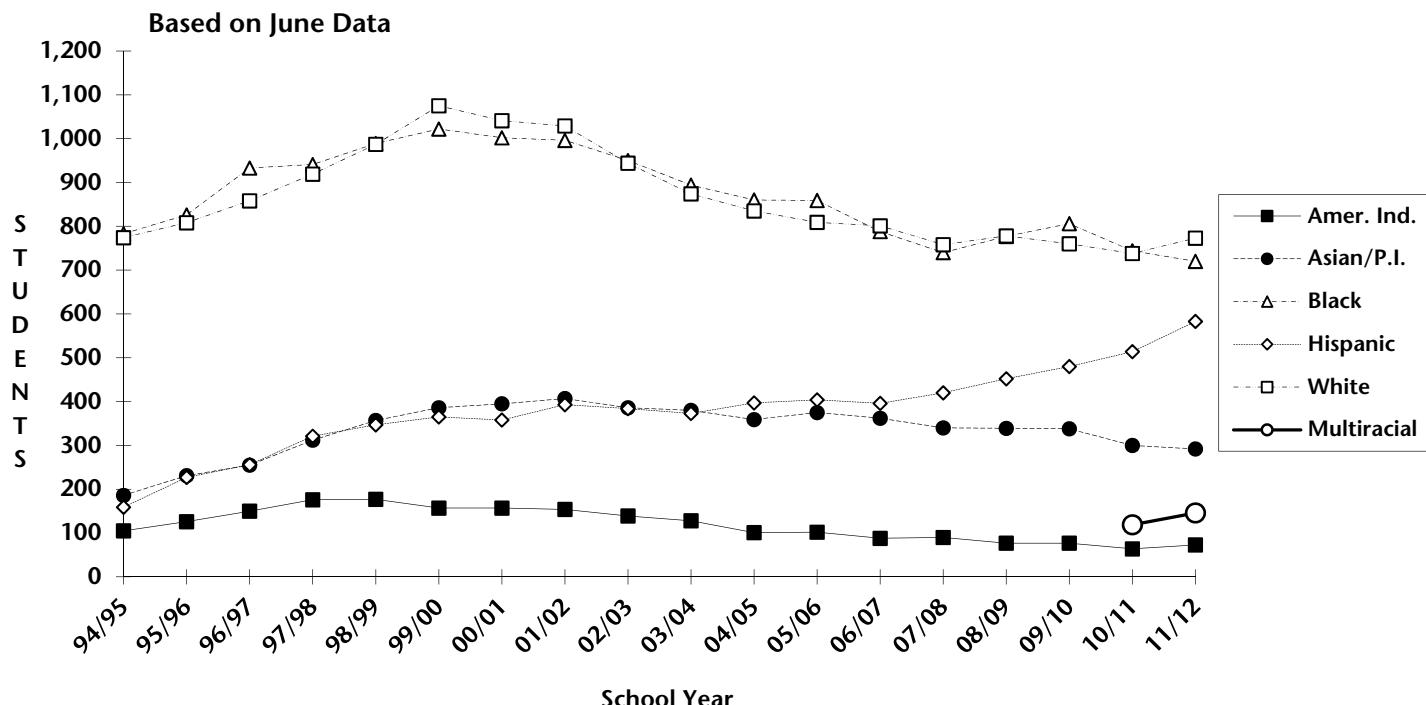
**Special Education Students by Ethnicity and Primary Race**  
**All Students/Grades PS - 12**

		2010/2011		2011/2012	
		No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	1,126	19.3%	1,195	19.7%
	Not Hispanic/Latino	5,748	13.7%	5,974	13.8%
<b>Race:</b>	<b>American Indian</b>				
	Alaskan Native	38	26.6%	45	28.0%
	Other American Indian	696	22.8%	704	24.3%
	Washington Indian	6	13.0%	8	14.5%
	Total American Indian	740	22.8%	757	24.3%
	<b>Black/African American</b>	1,900	18.4%	1,942	18.5%
	<b>Asian</b>				
	Cambodian	19	14.3%	26	17.6%
	Chinese	225	8.4%	223	8.3%
	East Indian	30	9.0%	34	9.7%
	Filipino	148	7.7%	158	8.1%
	Japanese	57	7.8%	62	9.0%
	Korean	29	7.0%	38	8.7%
	Vietnamese	239	9.6%	257	10.5%
	Other Southeast Asian	17	8.9%	20	7.6%
	Other Asian	154	11.2%	144	11.4%
	Total Asian	918	8.9%	962	9.4%
	<b>Pacific Islander</b>				
	Samoan	31	11.7%	32	13.2%
	Other Pacific Islander	17	16.0%	19	13.8%
	Total Pacific Islander	48	12.9%	51	13.4%
	<b>White</b>	3,268	13.8%	3,457	13.8%
	<b>TOTAL</b>	<b>6,874</b>	<b>14.4%</b>	<b>7,169</b>	<b>14.6%</b>

**Specific Learning Disabled by Percent of Ethnic Group**  
**All Students/Grades PS - 12**  
**1994-1995 to 2011-2012**



**Number of Specific Learning Disabled by Ethnic Group**  
**All Students/Grades PS - 12**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Students in each Ethnic Group with Specific Learning Disabilities**  
**All Students/Grades PS - 12**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	88	9.1%	90	9.7%	77	9.0%	77	9.3%	64	10.1%	73	12.9%
Asian/Pac. Islander	362	3.5%	340	3.4%	339	3.3%	338	3.3%	300	3.1%	292	3.1%
Black/Afr. American	788	7.9%	740	7.6%	777	8.0%	806	8.3%	744	8.1%	720	7.9%
Hispanic/Latino	396	7.6%	420	8.0%	452	8.6%	480	9.0%	514	8.8%	583	9.6%
White	801	4.1%	758	3.9%	778	3.9%	760	3.7%	738	3.6%	773	3.6%
Multiracial	--	--	--	--	--	--	--	--	119	5.6%	146	5.1%
<b>TOTAL</b>	<b>2,435</b>	<b>5.3%</b>	<b>2,348</b>	<b>5.2%</b>	<b>2,423</b>	<b>5.3%</b>	<b>2,461</b>	<b>5.3%</b>	<b>2,479</b>	<b>5.2%</b>	<b>2,587</b>	<b>5.3%</b>

**Special Education Students with Specific Learning Disabilities by Ethnicity and Primary Race**  
**All Students/Grades PS - 12**

		2010/2011		2011/2012	
		No.	%	No.	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	514	8.8%	583	9.6%
	<b>Not Hispanic/Latino</b>	1,965	4.7%	2,004	4.6%
<b>Race:</b>	<b>American Indian</b>				
	Alaskan Native	10	7.0%	15	9.3%
	Other American Indian	319	10.4%	356	12.3%
	Washington Indian	0	0.0%	0	0.0%
	Total American Indian	329	10.1%	371	11.9%
	<b>Black/African American</b>	847	8.2%	844	8.1%
	<b>Asian</b>				
	Cambodian	9	6.8%	10	6.8%
	Chinese	63	2.3%	59	2.2%
	East Indian	9	2.7%	12	3.4%
	Filipino	43	2.2%	45	2.3%
	Japanese	16	2.2%	14	2.0%
	Korean	8	1.9%	9	2.1%
	Vietnamese	91	3.7%	92	3.7%
	Other Southeast Asian	7	3.7%	6	2.3%
	Other Asian	62	4.5%	61	4.8%
	Total Asian	308	3.0%	308	3.0%
	<b>Pacific Islander</b>				
	Samoan	14	5.3%	13	5.4%
	Other Pacific Islander	10	9.4%	9	6.5%
	Total Pacific Islander	24	6.5%	22	5.8%
	<b>White</b>	971	4.1%	1,042	4.2%
	<b>TOTAL</b>	<b>2,479</b>	<b>5.2%</b>	<b>2,587</b>	<b>5.3%</b>

## ADVANCED PLACEMENT STUDENTS

### Definition

Each fall, the Advanced Learning office evaluates students in grades K-7 who have been nominated by parents, teachers, or others to determine advanced learning program eligibility. With parent permission and teacher recommendation, nominees participate in tests of cognitive ability and reading and math achievement on nationally- or state-normed standardized tests. When testing is completed, a multidisciplinary selection committee determines which nominees are academically highly gifted (AHG: 98<sup>th</sup> percentile rank in cognitive ability and 95<sup>th</sup> plus in reading and math), academically gifted (AG: 87<sup>th</sup> percentile rank in cognitive ability and reading and math achievement), or not eligible. An appeal process is offered to reconsider individual cases, and students can re-apply throughout grades K-7<sup>1</sup>.

Parents can enroll AHG students in the Accelerated Progress Program (APP) or in the Spectrum program, and AG students can enroll in Spectrum. The APP curriculum is typically two-grades-advanced compared to same-age peers, and the Spectrum program features one-grade-level-accelerated curriculum. Both APP and Spectrum offer either self-contained classes for qualified students or grouping where enrollment is smaller than classroom size.

A third tier of programs, Advanced Learning Opportunities (ALO), serves AHG- and AG-eligible students, as well as teacher-recommended students, in neighborhood ALO-certified schools that have developed plans to differentiate for the needs of advanced learners within the general education classroom.

<sup>1</sup> At the high school level, APP students in middle schools are assigned to continue at the District's high school APP program in grade 9, but they may opt to attend other high schools if they choose.

### Results

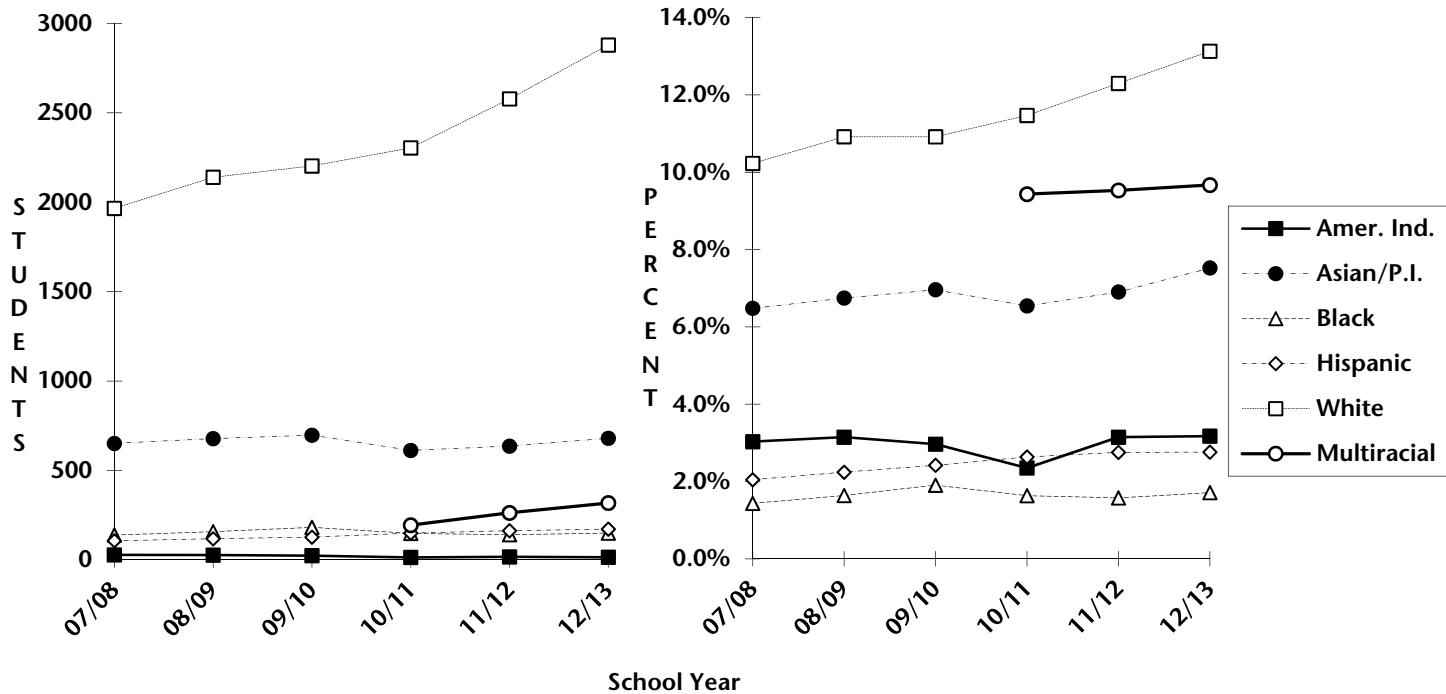
The tables and graphs in the following pages show the number and percentage of students at the District and grade level by major ethnic category that have been enrolled in APP and Spectrum programs for the past six years. Data for students in ALO programs and schools were not available for longitudinal analysis and are not included in this section of the Profile, but have been included in the Advanced Learning data in the Individual School Summaries.

Overall, 8.5 percent of the students in the District were enrolled in Advanced Placement programs in 2012-2013, an increase of 0.7 percentage points since 2011-2012 and 2.1 percentage points since 2007-2008. The addition of 1,324 students in Advanced Placement programs between 2007-2008 and 2012-2013 represents a 45.7% gain in the number of students who are enrolled in Advanced Placement programs in the District during the six year time period shown.

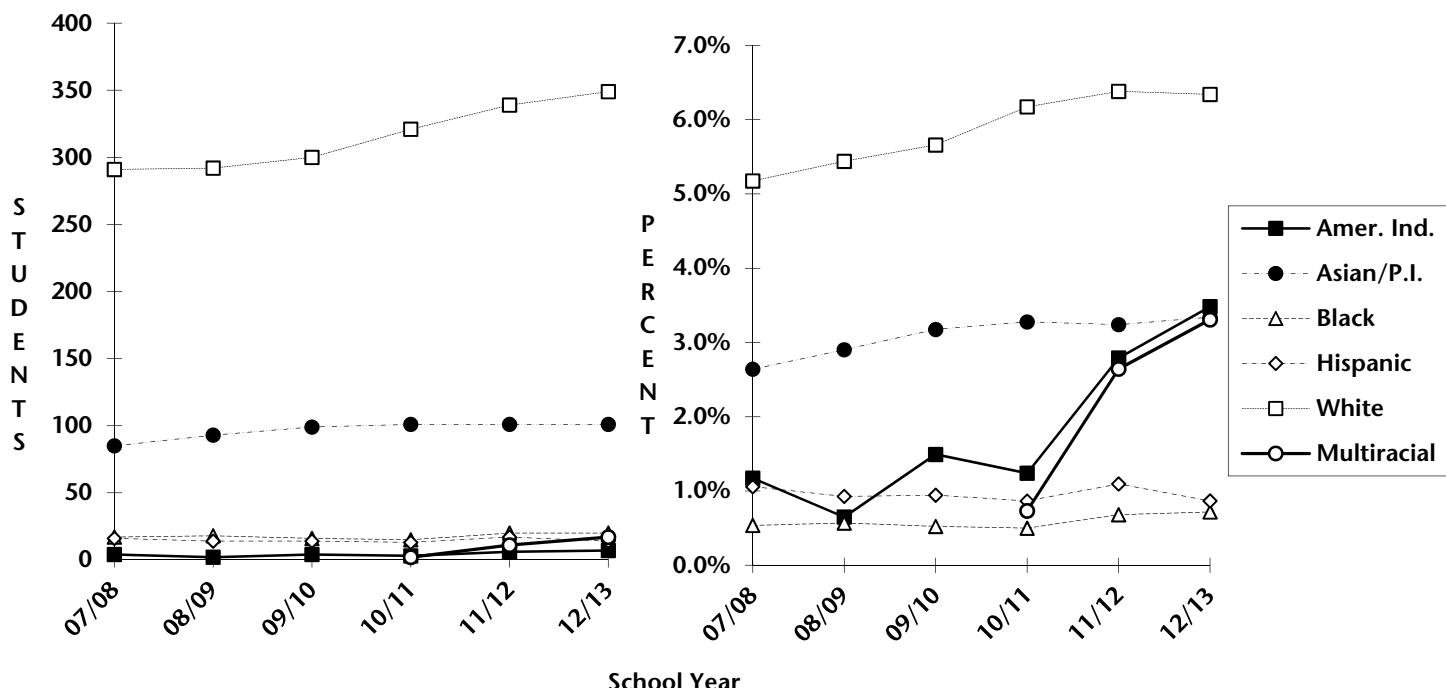
The percentage of students enrolled in Advanced Placement programs is particularly strong at the middle school level, with 18.6% of the students in these programs during the 2012-2013 school year.



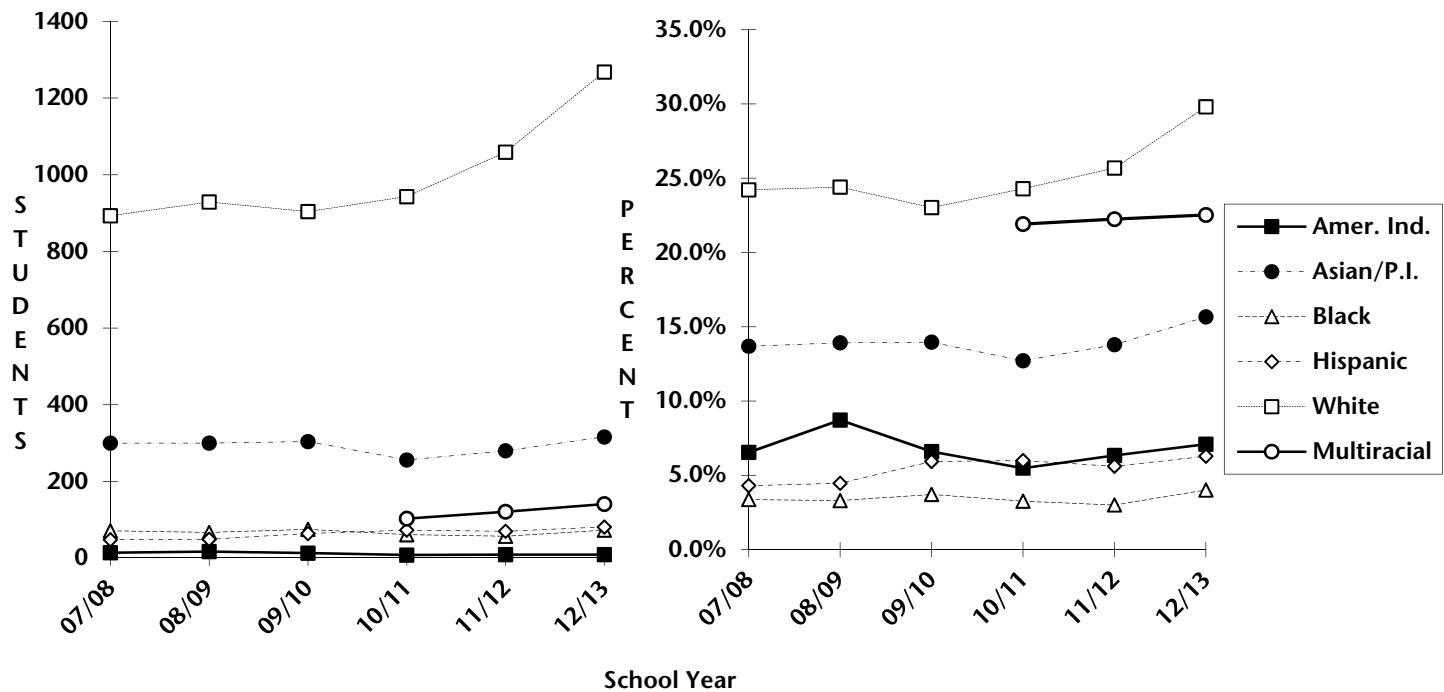
**Students in Advanced Placement by Ethnic Group**  
**All Students/Grades K - 12**  
**2007-2008 to 2012-2013**



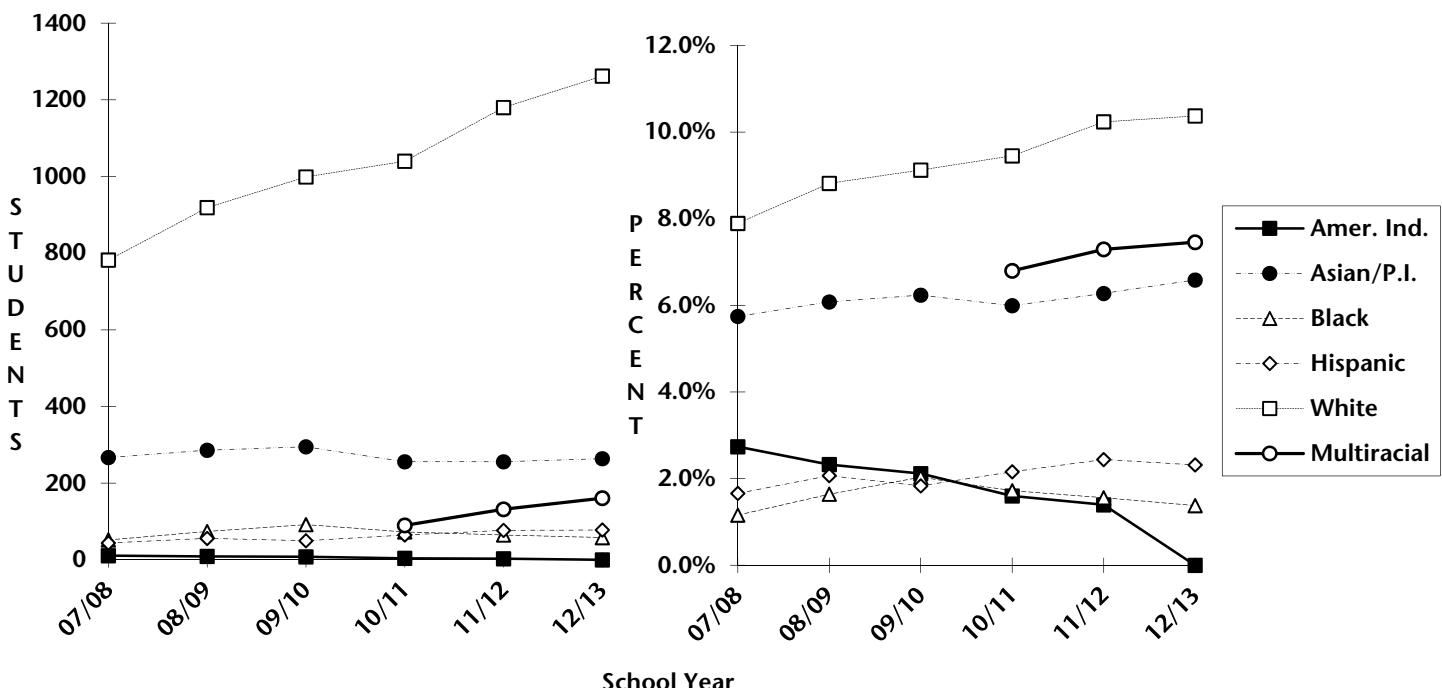
**Students in Advanced Placement by Ethnic Group**  
**High School Students/Grades 9 - 12**  
**2007-2008 to 2012-2013**



**Students in Advanced Placement by Ethnic Group**  
**Middle School Students/Grades 6 - 8**  
**2007-2008 to 2012-2013**



**Students in Advanced Placement by Ethnic Group**  
**Elementary Students/Grades K - 5**  
**2007-2008 to 2012-2013**



**District Summary**  
**Number and Percent of Students in Advanced Placement Programs**

**All Students/Grades K - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	29	3.0%	28	3.1%	25	3.0%	15	2.4%	18	3.1%	16	3.2%
Asian/Pac. Islander	652	6.5%	679	6.7%	698	7.0%	613	6.5%	637	6.9%	681	7.5%
Black/Afr. American	140	1.4%	159	1.6%	183	1.9%	149	1.6%	142	1.6%	151	1.7%
Hispanic/Latino	108	2.0%	119	2.2%	128	2.4%	151	2.6%	164	2.8%	173	2.8%
White	1,966	10.2%	2,140	10.9%	2,203	10.9%	2,304	11.5%	2,578	12.3%	2,879	13.1%
Multiracial	--	--	--	--	--	--	195	9.4%	264	9.5%	319	9.7%
<b>TOTAL</b>	<b>2,895</b>	<b>6.4%</b>	<b>3,125</b>	<b>6.9%</b>	<b>3,237</b>	<b>7.0%</b>	<b>3,427</b>	<b>7.3%</b>	<b>3,803</b>	<b>7.8%</b>	<b>4,219</b>	<b>8.5%</b>

**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	4	1.2%	2	0.6%	4	1.5%	3	1.2%	6	2.8%	7	3.5%
Asian/Pac. Islander	85	2.6%	93	2.9%	99	3.2%	101	3.3%	101	3.2%	101	3.3%
Black/Afr. American	17	0.5%	18	0.6%	16	0.5%	15	0.5%	20	0.7%	20	0.7%
Hispanic/Latino	16	1.1%	14	0.9%	14	0.9%	13	0.9%	17	1.1%	14	0.9%
White	291	5.2%	292	5.4%	300	5.7%	321	6.2%	339	6.4%	349	6.3%
Multiracial	--	--	--	--	--	--	2	0.7%	11	2.6%	17	3.3%
<b>TOTAL</b>	<b>413</b>	<b>3.0%</b>	<b>419</b>	<b>3.1%</b>	<b>433</b>	<b>3.3%</b>	<b>455</b>	<b>3.4%</b>	<b>494</b>	<b>3.6%</b>	<b>508</b>	<b>3.7%</b>

**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	14	6.5%	17	8.7%	13	6.6%	8	5.5%	9	6.3%	9	7.1%
Asian/Pac. Islander	300	13.7%	300	13.9%	304	14.0%	256	12.7%	280	13.8%	316	15.7%
Black/Afr. American	71	3.4%	67	3.3%	75	3.7%	61	3.3%	57	3.0%	73	4.0%
Hispanic/Latino	48	4.3%	49	4.5%	64	5.9%	73	6.0%	70	5.6%	81	6.3%
White	893	24.2%	929	24.4%	904	23.0%	943	24.3%	1,059	25.7%	1,268	29.8%
Multiracial	--	--	--	--	--	--	103	21.9%	121	22.2%	141	22.5%
<b>TOTAL</b>	<b>1,326</b>	<b>14.2%</b>	<b>1,362</b>	<b>14.7%</b>	<b>1,360</b>	<b>14.5%</b>	<b>1,444</b>	<b>15.0%</b>	<b>1,596</b>	<b>16.0%</b>	<b>1,888</b>	<b>18.6%</b>

**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	No.	%										
American Indian	11	2.7%	9	2.3%	8	2.1%	4	1.6%	3	1.4%	0	0.0%
Asian/Pac. Islander	267	5.7%	286	6.1%	295	6.2%	256	6.0%	256	6.3%	264	6.6%
Black/Afr. American	52	1.2%	74	1.6%	92	2.0%	73	1.7%	65	1.6%	58	1.4%
Hispanic/Latino	44	1.7%	56	2.1%	50	1.8%	65	2.2%	77	2.4%	78	2.3%
White	782	7.9%	919	8.8%	999	9.1%	1,040	9.5%	1,180	10.2%	1,262	10.4%
Multiracial	--	--	--	--	--	--	--	--	90	6.8%	132	7.3%
<b>TOTAL</b>	<b>1,156</b>	<b>5.2%</b>	<b>1,344</b>	<b>5.9%</b>	<b>1,444</b>	<b>6.2%</b>	<b>1,528</b>	<b>6.3%</b>	<b>1,713</b>	<b>6.9%</b>	<b>1,823</b>	<b>7.0%</b>

## STUDENT OUTCOME MEASURES

\* Academic Grades - Secondary Schools

- Grade Distribution

- Grade Point Average

\* Student Test Score Achievement

- Washington Assessment of Student Learning (WASL)/Measurement of Student Progress (MSP)/High School Proficiency Exam (HSPE)/  
End of Course Exams (EoC)

- Scholastic Aptitude Test (SAT)

\* Attendance

\* Discipline

- Short-Term Suspensions

- Long-Term Suspensions

- Expulsions

\* Truancy

\* Student Educational Status

- Graduates and Dropouts – Cumulative Cohort Method

- Annual Dropouts

## ACADEMIC GRADES DISTRIBUTION

### Definition

Academic grades for secondary students are obtained from the central computer grade marking system used to produce report cards. Once data collection is complete for each school, report cards are printed and a file is saved for subsequent analysis. Most high schools and middle schools award final grades twice a year using a two-semester grading system. Several middle schools use a quarter system and record final grades four times a year, while some high schools are on a trimester system and award final grades three times a year. For uniformity, all grade data are calculated at the end of the school year, with the final grades for the most recent term, quarter, trimester or semester class included. Some secondary choice schools do not use the central course scheduling and grade marking system and are not included in the following analysis. Grades that are reported as "pass" or "fail" are not included in this analysis.

The full range of academic grades (A through E for high and middle school students) for the Spring semester of 2011-2012 (the end of the school year) is presented here for all ethnic groups and by gender. High school and middle school grades are shown separately. Note that the District eliminated E grades for high school students in 2000-2001, but reinstated them at the start of the 2008-2009 school year. During that time, rather than indicating a failing grade with E, high schools began using "N" to indicate "no credit." When a student earned an "N" grade in a course, the course is excluded from the GPA computation.

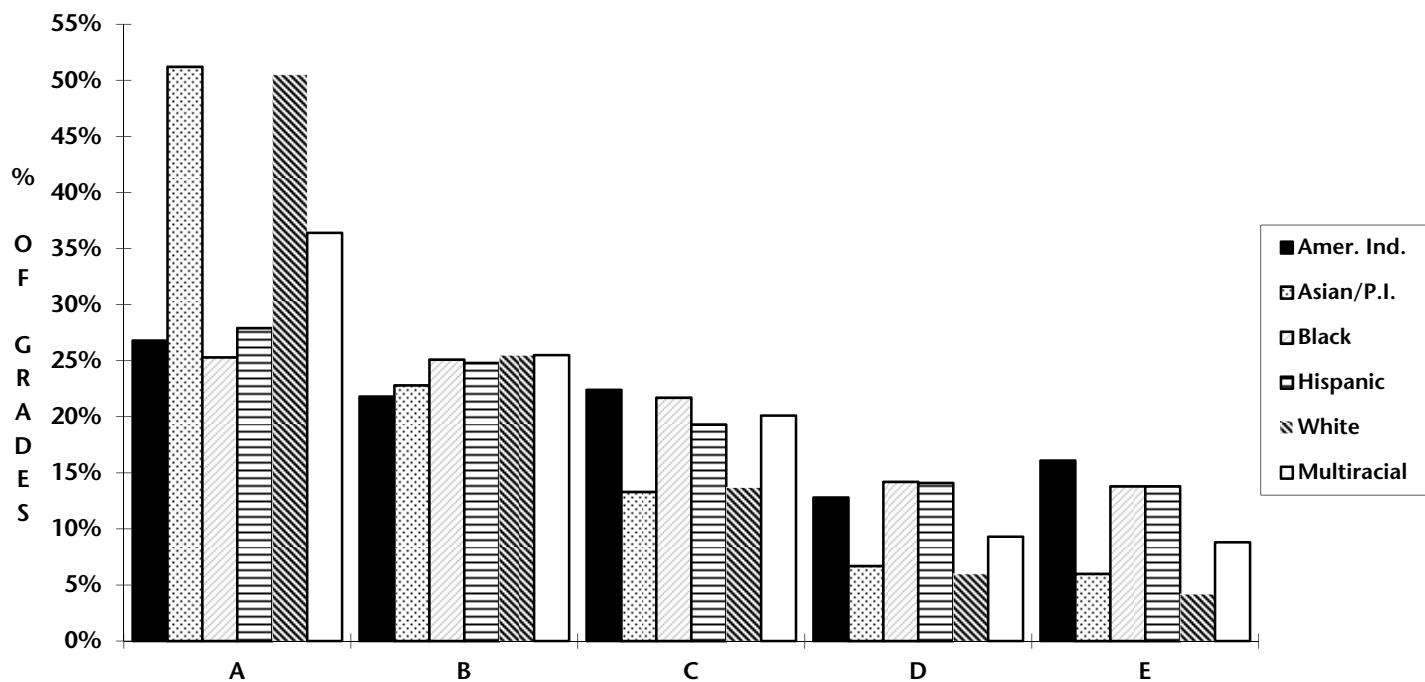
### Results

The following tables and graphs show the variation in the number and percentage distribution of academic grades awarded for five ethnic groups. At the high school level, Asian and White students similarly earned the greater percentages of A's and lower percentages of C's, D's and E's than the other ethnic groups. All ethnic groups earned generally the same percentage of B's, between 21.8 to 25.5 percent of all grades. American Indian students received a higher percentage of C's (22.4%), while Black/African American students received a higher percentage of D's (14.2%) than the other ethnic groups.

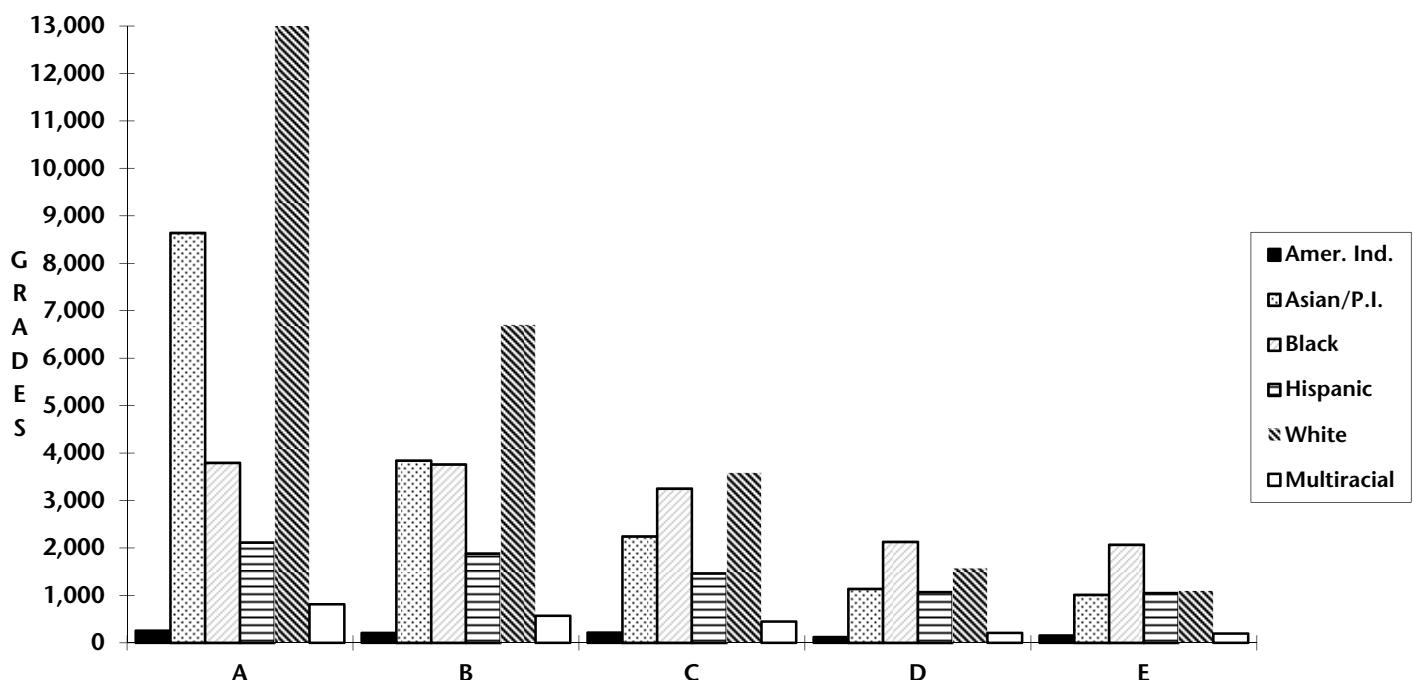
Similar to high schools, large differences are also found in the distribution of grades for ethnic groups at the middle school level. Both Asian and White middle school students received a higher percentage of A grades and earned a lower percentage of D and E grades than the other ethnic groups. B grades were generally comparable in distribution across ethnic groups. The American Indian ethnic group received relatively more C, D and E grades (25.8%, 11.2% and 9.5%, respectively) than did the other ethnic groups.

Compared to males, females earn relatively more A's and fewer B's, C's, D's, and E's at both the high school and middle school level.

**Percent of Academic Grades Awarded by Ethnic Group  
All High School Students/Grades 9 - 12  
2nd Semester 2011-2012**



**Academic Grades Awarded by Ethnic Group  
All High School Students/Grades 9 - 12  
2nd Semester 2011-2012**



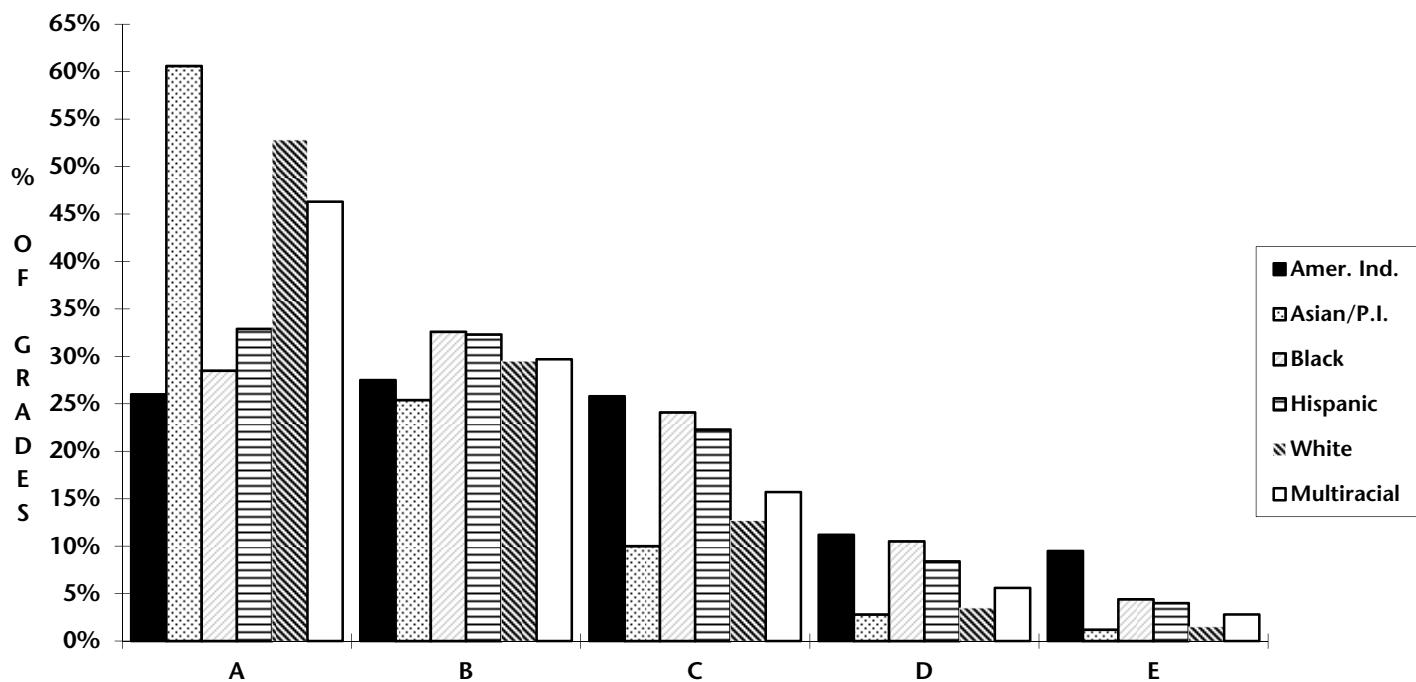
**District Summary**  
**Academic Grades Awarded by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**  
**2nd Semester 2011-2012**

ETHNIC GROUP	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group									
American Indian	259	26.8%	211	21.8%	217	22.4%	124	12.8%	156	16.1%	967
Asian/Pac. Islander	8,638	51.2%	3,842	22.8%	2,244	13.3%	1,137	6.7%	1,011	6.0%	16,872
Black/Afr. American	3,795	25.3%	3,759	25.1%	3,251	21.7%	2,127	14.2%	2,068	13.8%	15,000
Hispanic/Latino	2,116	27.9%	1,883	24.8%	1,464	19.3%	1,070	14.1%	1,049	13.8%	7,582
White	13,267	50.5%	6,703	25.5%	3,592	13.7%	1,580	6.0%	1,104	4.2%	26,246
Multiracial	814	36.4%	571	25.5%	449	20.1%	209	9.3%	196	8.8%	2,239
Female	15,959	47.5%	8,099	24.1%	4,799	14.3%	2,508	7.5%	2,265	6.7%	33,630
Male	12,930	36.7%	8,870	25.1%	6,418	18.2%	3,739	10.6%	3,319	9.4%	35,276
<b>TOTAL</b>	<b>28,889</b>	<b>41.9%</b>	<b>16,969</b>	<b>24.6%</b>	<b>11,217</b>	<b>16.3%</b>	<b>6,247</b>	<b>9.1%</b>	<b>5,584</b>	<b>8.1%</b>	<b>68,906</b>

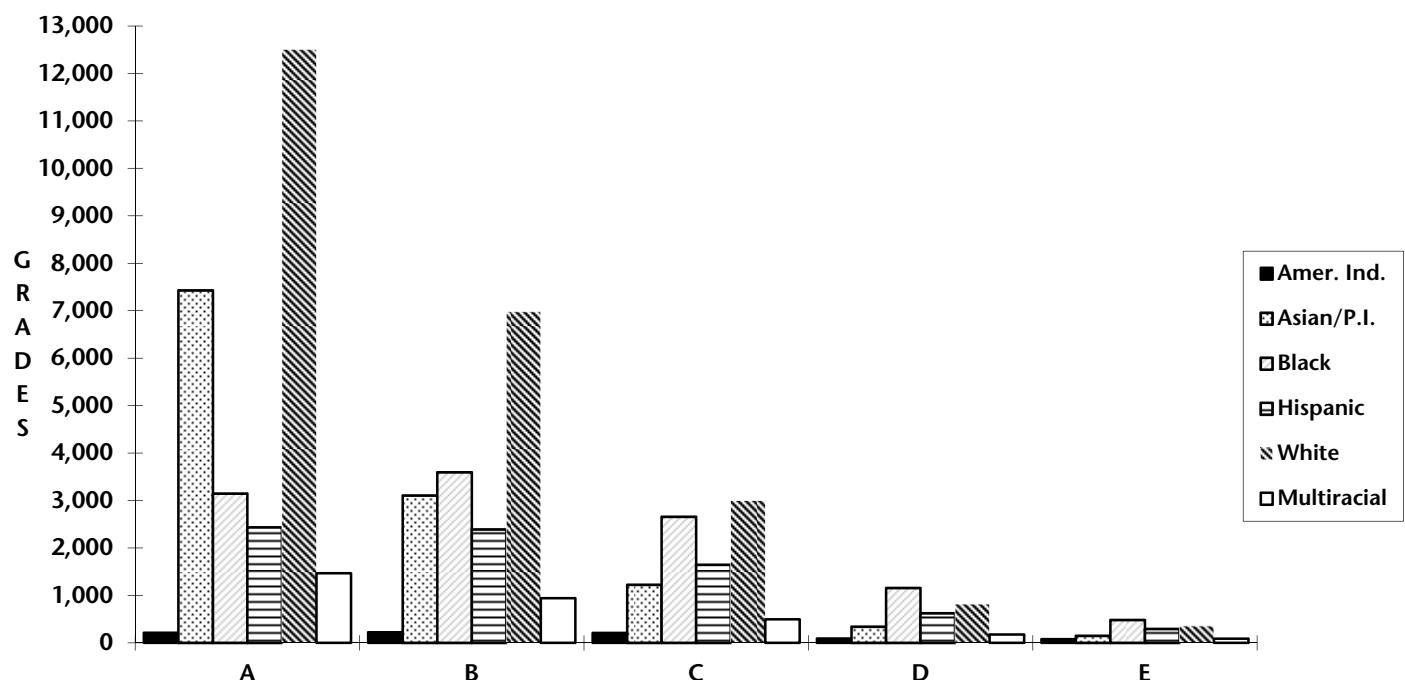
**Academic Grades Awarded by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group									
Ethnicity: Hispanic/Latino	2,116	27.9%	1,883	24.8%	1,464	19.3%	1,070	14.1%	1,049	13.8%	7,582
Not Hispanic/Latino	26,773	43.7%	15,086	24.6%	9,753	15.9%	5,177	8.4%	4,535	7.4%	61,324
Race: American Indian											
Alaskan Native	54	32.1%	31	18.5%	30	17.9%	18	10.7%	35	20.8%	168
Other American Indian	1,025	24.4%	1,036	24.6%	864	20.6%	634	15.1%	645	15.3%	4,204
Washington Indian	9	16.7%	8	14.8%	16	29.6%	12	22.2%	9	16.7%	54
Total American Indian	1,088	24.6%	1,075	24.3%	910	20.6%	664	15.0%	689	15.6%	4,426
Black/African American	4,140	25.3%	4,095	25.0%	3,577	21.9%	2,302	14.1%	2,246	13.7%	16,360
Asian											
Cambodian	42	23.6%	45	25.3%	47	26.4%	21	11.8%	23	12.9%	178
Chinese	2,868	61.3%	1,036	22.2%	474	10.1%	195	4.2%	103	2.2%	4,676
East Indian	200	49.9%	96	23.9%	38	9.5%	25	6.2%	42	10.5%	401
Filipino	1,513	44.7%	821	24.3%	552	16.3%	279	8.2%	218	6.4%	3,383
Japanese	657	61.8%	235	22.1%	93	8.7%	44	4.1%	34	3.2%	1,063
Korean	241	56.0%	117	27.2%	43	10.0%	21	4.9%	8	1.9%	430
Vietnamese	2,317	53.4%	980	22.6%	548	12.6%	264	6.1%	228	5.3%	4,337
Other Southeast Asian	167	54.8%	65	21.3%	40	13.1%	12	3.9%	21	6.9%	305
Other Asian	974	38.7%	561	22.3%	430	17.1%	242	9.6%	307	12.2%	2,514
Total Asian	8,979	51.9%	3,956	22.9%	2,265	13.1%	1,103	6.4%	984	5.7%	17,287
Pacific Islander											
Samoan	97	19.0%	115	22.5%	120	23.5%	99	19.4%	80	15.7%	511
Other Pacific Islander	36	22.8%	45	28.5%	39	24.7%	23	14.6%	15	9.5%	158
Total Pacific Islander	133	19.9%	160	23.9%	159	23.8%	122	18.2%	95	14.2%	669
White	14,549	48.2%	7,683	25.5%	4,306	14.3%	2,056	6.8%	1,570	5.2%	30,164
<b>TOTAL</b>	<b>28,889</b>	<b>41.9%</b>	<b>16,969</b>	<b>24.6%</b>	<b>11,217</b>	<b>16.3%</b>	<b>6,247</b>	<b>9.1%</b>	<b>5,584</b>	<b>8.1%</b>	<b>68,906</b>

**Percent of Academic Grades Awarded by Ethnic Group  
All Middle School Students/Grades 6 - 8  
2nd Semester 2011-2012**



**Academic Grades Awarded by Ethnic Group  
All Middle School Students/Grades 6 - 8  
2nd Semester 2011-2012**



**District Summary**  
**Academic Grades Awarded by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**  
**2nd Semester 2011-2012**

ETHNIC GROUP	A		B		C		D		E		<b>TOTAL</b>
	Grades Awarded	Percent of Group									
American Indian	212	26.0%	224	27.5%	210	25.8%	91	11.2%	77	9.5%	814
Asian/Pac. Islander	7,429	60.6%	3,108	25.4%	1,226	10.0%	340	2.8%	149	1.2%	12,252
Black/Afr. American	3,147	28.5%	3,594	32.6%	2,658	24.1%	1,156	10.5%	482	4.4%	11,037
Hispanic/Latino	2,435	32.9%	2,391	32.3%	1,647	22.3%	624	8.4%	295	4.0%	7,392
White	12,510	52.8%	6,982	29.5%	3,002	12.7%	822	3.5%	357	1.5%	23,673
Multiracial	1,468	46.3%	941	29.7%	498	15.7%	177	5.6%	89	2.8%	3,173
Female	15,324	53.9%	7,766	27.3%	3,657	12.9%	1,193	4.2%	496	1.7%	28,436
Male	11,877	39.7%	9,474	31.7%	5,584	18.7%	2,017	6.7%	953	3.2%	29,905
<b>TOTAL</b>	<b>27,201</b>	<b>46.6%</b>	<b>17,240</b>	<b>29.6%</b>	<b>9,241</b>	<b>15.8%</b>	<b>3,210</b>	<b>5.5%</b>	<b>1,449</b>	<b>2.5%</b>	<b>58,341</b>

**Academic Grades Awarded by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

	A		B		C		D		E		<b>TOTAL</b>	
	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group		
Ethnicity: Hispanic/Latino	2,435	32.9%	2,391	32.3%	1,647	22.3%	624	8.4%	295	4.0%	7,392	
Not Hispanic/Latino	24,766	48.6%	14,849	29.1%	7,594	14.9%	2,586	5.1%	1,154	2.3%	50,949	
Race:	<b>American Indian</b>											
	Alaskan Native	63	28.5%	64	29.0%	40	18.1%	27	12.2%	27	12.2%	221
	Other American Indian	1,093	29.1%	1,188	31.6%	917	24.4%	367	9.8%	195	5.2%	3,760
	Washington Indian	42	55.3%	20	26.3%	12	15.8%	1	1.3%	1	1.3%	76
	Total American Indian	1,198	29.5%	1,272	31.4%	969	23.9%	395	9.7%	223	5.5%	4,057
	<b>Black/African American</b>	<b>3,676</b>	<b>28.7%</b>	<b>4,181</b>	<b>32.7%</b>	<b>3,071</b>	<b>24.0%</b>	<b>1,313</b>	<b>10.3%</b>	<b>546</b>	<b>4.3%</b>	<b>12,787</b>
	<b>Asian</b>											
	Cambodian	124	54.6%	59	26.0%	35	15.4%	7	3.1%	2	0.9%	227
	Chinese	2,543	72.1%	719	20.4%	207	5.9%	43	1.2%	13	0.4%	3,525
	East Indian	173	61.1%	74	26.1%	30	10.6%	5	1.8%	1	0.4%	283
	Filipino	1,423	54.1%	778	29.6%	333	12.7%	65	2.5%	32	1.2%	2,631
	Japanese	579	63.0%	221	24.0%	78	8.5%	22	2.4%	19	2.1%	919
	Korean	302	60.6%	136	27.3%	45	9.0%	11	2.2%	4	0.8%	498
	Vietnamese	1,962	62.6%	745	23.8%	294	9.4%	94	3.0%	37	1.2%	3,132
	Other Southeast Asian	168	59.2%	78	27.5%	31	10.9%	6	2.1%	1	0.4%	284
	Other Asian	821	46.2%	552	31.1%	248	14.0%	104	5.9%	52	2.9%	1,777
	Total Asian	8,095	61.0%	3,362	25.3%	1,301	9.8%	357	2.7%	161	1.2%	13,276
	<b>Pacific Islander</b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	<b></b>	
	Samoan	97	28.7%	105	31.1%	81	24.0%	36	10.7%	19	5.6%	338
	Other Pacific Islander	56	34.6%	48	29.6%	39	24.1%	14	8.6%	5	3.1%	162
	Total Pacific Islander	153	30.6%	153	30.6%	120	24.0%	50	10.0%	24	4.8%	500
	<b>White</b>	<b>14,079</b>	<b>50.8%</b>	<b>8,272</b>	<b>29.8%</b>	<b>3,780</b>	<b>13.6%</b>	<b>1,095</b>	<b>4.0%</b>	<b>495</b>	<b>1.8%</b>	<b>27,721</b>
	<b>TOTAL</b>	<b>27,201</b>	<b>46.6%</b>	<b>17,240</b>	<b>29.6%</b>	<b>9,241</b>	<b>15.8%</b>	<b>3,210</b>	<b>5.5%</b>	<b>1,449</b>	<b>2.5%</b>	<b>58,341</b>

## ACADEMIC GRADES - GRADE POINT AVERAGE (GPA)

### Definition

Grade Point Averages (GPAs) for secondary students are also obtained from the central computer grade marking system used to produce report cards. Teachers submit course grades each reporting period for each class in which students are enrolled. Once grade submission is complete for each school, report cards are printed and the file is saved for subsequent analysis. Most high schools and middle schools award final grades each semester. Some schools use a trimester or quarter system and record final grades three or four times a year. For uniformity, all grade point data are calculated at the end of each semester from the final grades received for the most recent term as reported by the school. Grades in "pass-fail" courses and in high school courses where no credits are awarded are not included in the GPA calculations.

Term grade point averages for each student were calculated into the traditional four-point GPA decimal scale based on grades without "+" or "-" until the 2010-2011 school year, whereas at that point grading included these marks. Grade point averages were then computed for all students in each ethnic group. Term grade point averages are shown for each semester from the 2006-2007 to the 2011-2012 school year, while charts show the last eighteen years of data. Late changes to course grades (e.g. correcting errors, making up incompletes, adding missing grades) may not be reflected in the analysis shown here.

High school and middle school grades are shown separately. Elementary schools and some alternative schools do not use the central grade marking system and are not included in this analysis.

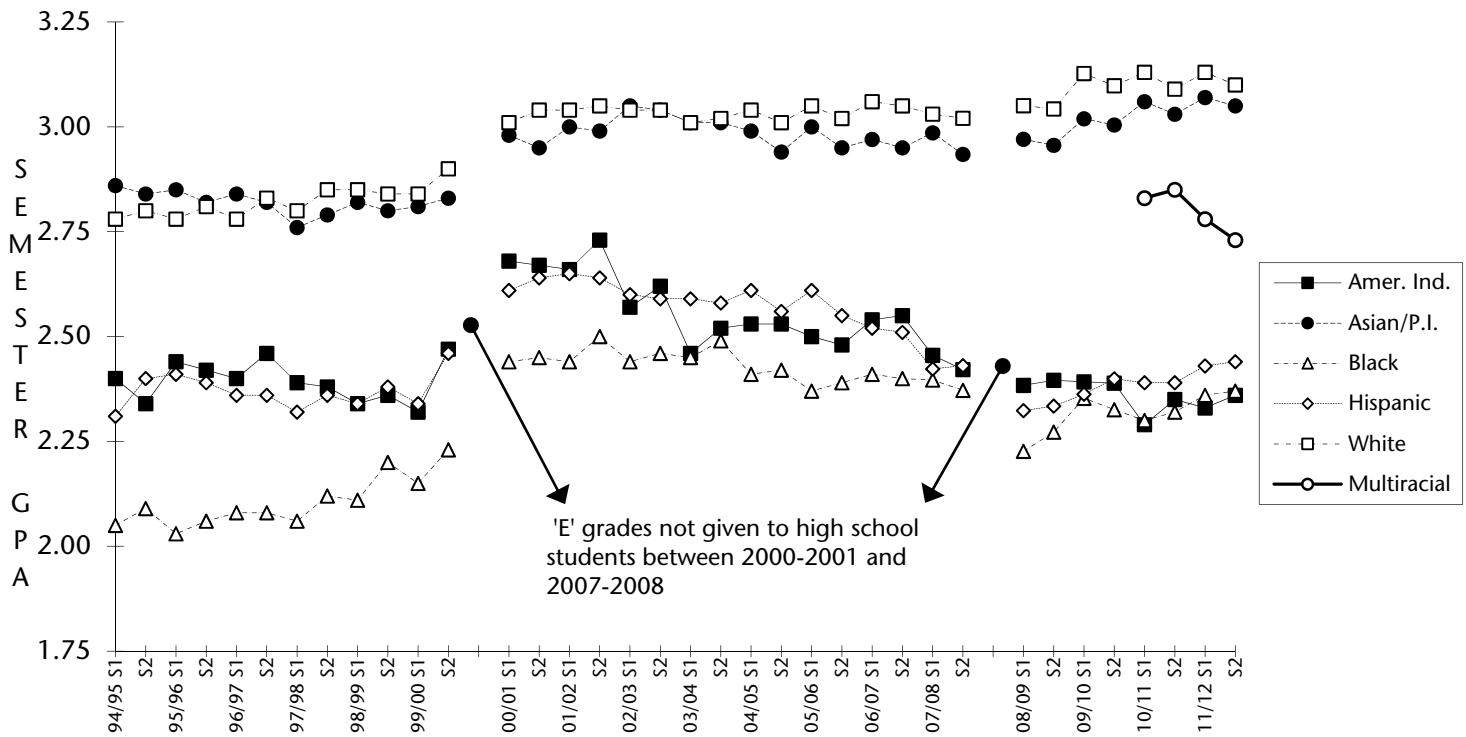
### Results

In 2011-2012, high school GPAs rose by .02 in first semester and .03 in second semester when compared by semester to 2010-2011 GPAs. Given that E grades have been included in GPA calculations since the 2008-2009 school year and constitute around 8% of all grades (see the previous section on Academic Grades), the fact that 2011-2012 GPAs are higher than the 2007-2008 school year when E grades were excluded from GPA calculations is an encouraging upward trend.

Middle school overall GPAs in 2011-2012 were similar in both first and second semesters when compared to 2010-2011 at 3.15 and 3.10, respectively. The increase in GPA seen starting from 2007-2008 to 2008-2009 occurred from changes at the K-8 school level. During this time, some K-8 schools went from a pass/no pass grading scale for their grade 6-8 students to the GPA scale shown here, while others incrementally added middle school grades to their curriculum in 2008-2009. A majority of these changes had a positive impact on increasing the overall middle school GPA at that time.

Over time, there are large and generally consistent differences in GPAs between the ethnic groups. Historically, the Asian and White ethnic groups have received higher grades, while other ethnic groups, especially African American students, have received lower grades. There historically has been little disparity between first semester and second semester GPAs. Females generally have GPAs around one-quarter of a grade point higher than males in high school and one-third of a grade point higher than males in middle schools.

**Semester Grade Point Averages by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1st Semester 1994-1995 to 2nd Semester 2011-2012**



**District Summary**  
**Mean Semester GPA of Students by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**

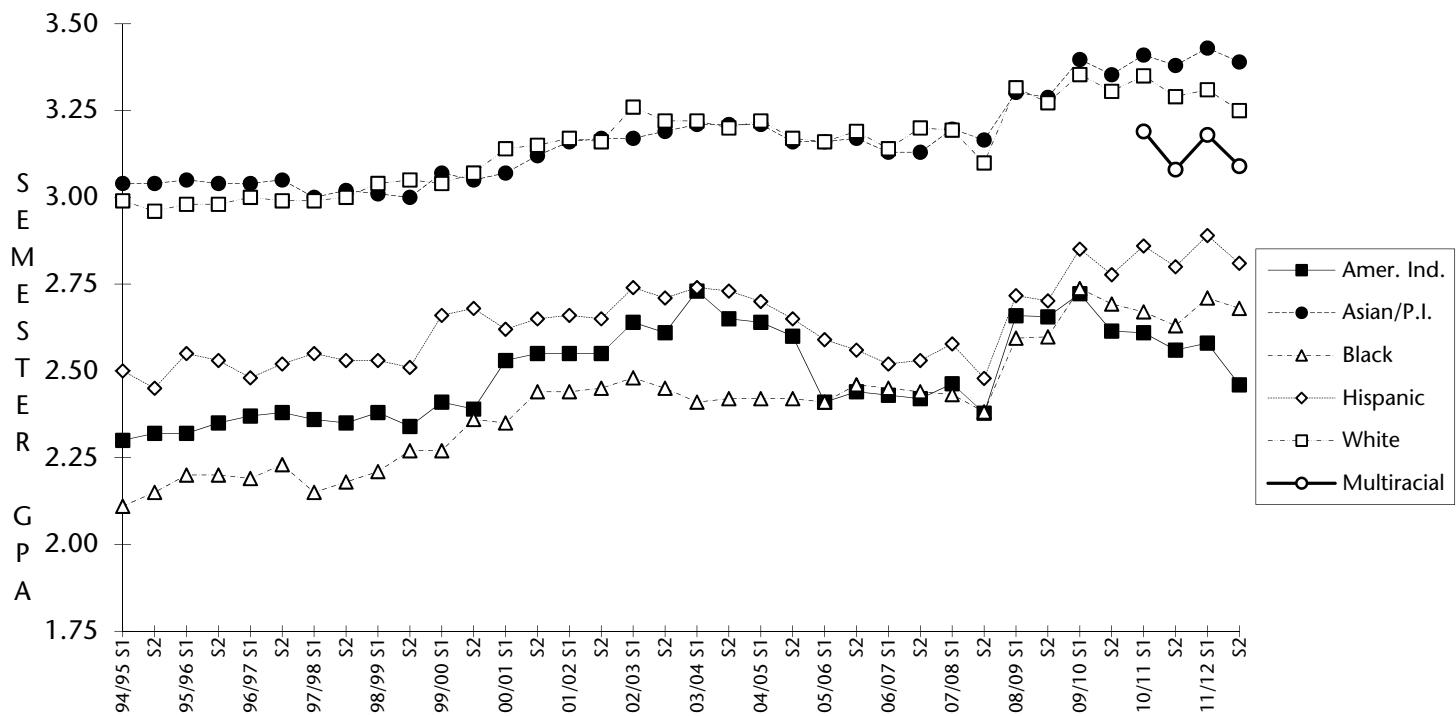
ETHNIC GROUP	2006/2007 Semester		2007/2008 Semester		2008/2009 Semester		2009/2010 Semester		2010/2011 Semester		2011/2012 Semester	
	1st	2nd										
American Indian	2.54	2.55	2.46	2.42	2.38	2.40	2.39	2.39	2.29	2.35	2.33	2.36
Asian/Pac. Islander	2.97	2.95	2.99	2.93	2.97	2.96	3.02	3.00	3.06	3.03	3.07	3.05
Black/Afr. American	2.41	2.40	2.40	2.37	2.23	2.27	2.35	2.33	2.30	2.32	2.36	2.37
Hispanic/Latino	2.52	2.51	2.42	2.43	2.32	2.33	2.36	2.40	2.39	2.39	2.43	2.44
White	3.06	3.05	3.03	3.02	3.05	3.04	3.13	3.10	3.13	3.09	3.13	3.10
Multiracial	--	--	--	--	--	--	--	--	2.83	2.85	2.78	2.73
Female	2.94	2.94	2.93	2.92	2.89	2.92	2.99	2.98	2.99	2.96	2.99	2.98
Male	2.72	2.70	2.68	2.66	2.64	2.62	2.68	2.65	2.68	2.67	2.72	2.70
<b>TOTAL</b>	<b>2.83</b>	<b>2.82</b>	<b>2.80</b>	<b>2.79</b>	<b>2.76</b>	<b>2.77</b>	<b>2.83</b>	<b>2.81</b>	<b>2.83</b>	<b>2.81</b>	<b>2.85</b>	<b>2.84</b>

**Mean Semester GPA by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

Ethnicity:	Race:	2010/2011 Semester		2011/2012 Semester	
		1st	2nd	1st	2nd
Hispanic/Latino	American Indian	2.39	2.39	2.43	2.44
Not Hispanic/Latino	Alaskan Native	2.88	2.86	2.90	2.89
	Other American Indian	2.29	2.31	2.28	2.33
	Washington Indian	1.87	2.14	2.43	2.01
	Total American Indian	2.28	2.30	2.29	2.33
	Black/African American	2.32	2.33	2.37	2.37
	Asian				
	Cambodian	2.28	2.49	2.48	2.40
	Chinese	3.34	3.30	3.33	3.32
	East Indian	3.08	3.02	3.10	3.02
	Filipino	2.86	2.82	2.89	2.90
	Japanese	3.34	3.26	3.35	3.29
	Korean	3.39	3.30	3.28	3.26
	Vietnamese	3.09	3.10	3.13	3.11
	Other Southeast Asian	3.45	3.50	3.12	3.18
	Other Asian	2.69	2.67	2.73	2.69
	Total Asian	3.08	3.05	3.09	3.08
	Pacific Islander				
	Samoan	2.24	2.16	2.14	2.12
	Other Pacific Islander	2.19	2.20	2.44	2.43
	Total Pacific Islander	2.23	2.17	2.21	2.20
	White	3.07	3.03	3.06	3.04
	<b>TOTAL</b>	<b>2.83</b>	<b>2.81</b>	<b>2.85</b>	<b>2.84</b>

Note - 'E' grades not given to high school students from 2000-2001 to 2007-2008. Students who fail a course are given an "N" grade for no credit. N grades are not included in GPA calculations.

**Semester Grade Point Averages by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1st Semester 1994-1995 to 2nd Semester 2011-2012**



**District Summary**  
**Mean Semester GPA of Students by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	Semester		Semester		Semester		Semester		Semester		Semester	
	1st	2nd										
American Indian	2.43	2.42	2.46	2.38	2.66	2.66	2.72	2.61	2.61	2.56	2.58	2.46
Asian/Pac. Islander	3.13	3.13	3.20	3.17	3.30	3.29	3.40	3.35	3.41	3.38	3.43	3.39
Black/Afr. American	2.45	2.44	2.43	2.38	2.59	2.60	2.74	2.69	2.67	2.63	2.71	2.68
Hispanic/Latino	2.52	2.53	2.58	2.48	2.72	2.70	2.85	2.78	2.86	2.80	2.89	2.81
White	3.14	3.20	3.19	3.10	3.32	3.27	3.35	3.31	3.35	3.29	3.31	3.25
Multiracial	--	--	--	--	--	--	--	--	3.19	3.08	3.18	3.09
Female	3.06	3.09	3.11	3.04	3.24	3.22	3.32	3.28	3.31	3.26	3.30	3.25
Male	2.73	2.74	2.78	2.70	2.93	2.89	3.03	2.95	3.00	2.94	3.02	2.96
<b>TOTAL</b>	<b>2.89</b>	<b>2.91</b>	<b>2.94</b>	<b>2.86</b>	<b>3.08</b>	<b>3.05</b>	<b>3.17</b>	<b>3.11</b>	<b>3.15</b>	<b>3.10</b>	<b>3.15</b>	<b>3.10</b>

**Mean Semester GPA by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

Race:	Ethnicity:	2010/2011		2011/2012	
		Semester		Semester	
		1st	2nd	1st	2nd
American Indian	Hispanic/Latino	2.86	2.80	2.89	2.81
	Not Hispanic/Latino	3.20	3.14	3.19	3.14
Black/African American		2.69	2.64	2.73	2.69
	Asian				
	Cambodian	3.03	3.07	3.21	3.26
	Chinese	3.59	3.57	3.61	3.60
	East Indian	3.51	3.50	3.45	3.41
	Filipino	3.32	3.31	3.35	3.30
	Japanese	3.48	3.46	3.45	3.43
	Korean	3.62	3.47	3.51	3.42
	Vietnamese	3.46	3.44	3.45	3.40
	Other Southeast Asian	3.45	3.32	3.43	3.40
	Other Asian	3.13	3.06	3.16	3.10
	Total Asian	3.42	3.39	3.43	3.40
	Pacific Islander				
	Samoan	2.75	2.67	2.81	2.63
	Other Pacific Islander	3.16	3.06	2.92	2.82
	Total Pacific Islander	2.85	2.76	2.84	2.69
	White	3.30	3.24	3.28	3.21
	<b>TOTAL</b>	<b>3.15</b>	<b>3.10</b>	<b>3.15</b>	<b>3.10</b>

## STUDENT TEST SCORE ACHIEVEMENT

### Overview

Student achievement is assessed in different ways during the year. While there are other measures the District uses to monitor and evaluate student academic progress, in this section we provide summary data on two major assessments:

- The Washington Assessment of Student Learning (WASL) was superseded by the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE) in Spring 2010. These State-mandated performance assessments of grades 3 through 8 (WASL/MSP) and grade 10 (WASL/HSPE) are administered in March and April.

- End of Course (EoC) exams in Mathematics were instituted starting with the Spring of 2011 test administration as a requirement for graduation for the Class of 2013 (10th graders in 2010-2011). There are 2 different mathematics EoCs (Algebra and Geometry) but only passing one is required for graduation for the Classes of 2013 and 2014. Beginning with the Class of 2015 and beyond, both math EOCs must be passed to meet graduation requirements. An EoC exam in Biology was instituted as a requirement for graduation for the Class of 2015, and in Spring 2012 replaced the HSPE Science test. End of Course exams are administered at the end of the school year in June.

- The Scholastic Achievement Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS). Juniors and seniors can take this during their last two years of high school.

## **STUDENT TEST SCORE ACHIEVEMENT WASL/MSP/HSPE/EoC**

### **Definition**

Following a law passed by the State Legislature in 1993, the Office of the Superintendent of Public Instruction (OSPI) designed statewide tests to help prepare students for the challenging future they will face in a rapidly changing world. The test was named the Washington Assessment of Student Learning (WASL) until the 2009-2010 school year. Starting with school year 2010-2011, OSPI updated the WASL with two tests, the Measurement of Student Progress for grades 3 through 8, and the High School Proficiency Exam (HSPE) for grade 10. In Spring 2011, OSPI replaced the Mathematics HSPE for grade 10 with End of Course (EoC) exams in Algebra and Geometry, and in Spring 2012, replaced the Science HSPE with an End of Course Biology exam. These performance assessments require students to apply their knowledge by writing descriptive essays, comparing information from different texts, using math skills to solve complex problems, and explaining the steps they took to arrive at an answer. Scores are based on a clear and challenging set of academic standards. Each grade level has a set of Grade Level Expectations (GLEs) which provide specific learning standards for students, clarifying the skills and strategies all students need to demonstrate proficiency in each content area. Information from these tests help teachers and parents see where instructional programs are working, and where changes may be needed. These tests were previously used as the cornerstone assessments for federal Adequate Yearly Progress (AYP) reporting for the No Child Left Behind (NCLB) act.

The state tests do not seek to make comparisons with a nationwide group of students (generally known as a nationally normed or norm-referenced test). Instead, they are designed to show how each individual student and school is performing relative to a high and fixed standard of achievement (also referred to as a criterion-referenced test). In the

WASL/MSP/HSPE/EoC, students complete tasks in two content areas in Mathematics and Reading in grades 3 and 6, three content areas of Mathematics, Reading and Writing in grades 4 and 7, three content areas in Mathematics, Reading and Science in grades 5 and 8, and four content areas of Mathematics EoC, Reading, Writing and Biology EoC in grade 10. Their responses are then evaluated and scored by trained experts. The overall scores in the content areas were then used to determine if the student met standard. A “standard” is the level of performance which demonstrates a student has achieved the knowledge and skills described in the GLEs. “Meeting the standard” in a subject area means a student has shown proficiency over the test content, including factual knowledge, application of that knowledge, and reasoning skills appropriate for their tested grade. The standards were set by a panel made up of Washington State teachers, parents, education specialists, and other community members. Through an exhaustive process, the panel established scoring guidelines based on what students should know and be able to do at each grade level in the tested content areas. The standards were intentionally set to be very challenging.

Readers should take note with regard to the change in the format of the new MSP/HSPE tests compared to the older WASL test. While these two tests were designed to measure similar constructs and content in each subject area in each grade, the MSP/HSPE tests have a slightly different variety of question types than were present in the WASL (fewer extended answer questions, for example) and the tests are shorter overall in length than the WASL. While OSPI made efforts to statistically equate the WASL and the MSP/HSPE so that they are comparable within each grade level from one year to the next, because of the changes made to the design and format of the test, some differences between WASL scores in Spring of 2009 and MSP/HSPE scores in Spring of 2010 may be as much a result of the variation between the two test

types as in student grade level performance. While it is difficult to firmly establish this assertion, one piece of evidence that test score changes from 2009 to 2010 were not only a result of changes in student performance is that the positive or negative direction of District test score changes from 2009 to 2010 generally tracked State results. Out of the 20 possible tests by grade, the District's positive and negative changes in the percent of students meeting standard in these 20 areas were the same positive or negative direction as at the State level, with only three exceptions: 6<sup>th</sup> grade mathematics and 4<sup>th</sup> and 7<sup>th</sup> grade writing. Of these 17 remaining grade/test subject areas, the percentage of students meeting standard at the State level changed by two percentage points or more from 2009 to 2010 in 12 of the 17 areas.

In addition, the End of Course (EoC) exams in Mathematics instituted in 2011 in the far more specific subject areas of either Algebra or Geometry are not comparable to previous grade 10 WASL/HSPE scores in Mathematics, nor is the Biology EoC instituted in 2012 comparable to previous grade 10 WASL/HSPE scores in Science.

## **Results**

The data on the following pages show the percent of students meeting the standard in each content area by ethnic group and gender.

Tenth grade performance in the Algebra and Geometry End of Course exams in 2012 improved by 5.7 and 15.0 points, respectively, from 2011 EoC exam scores. HSPE scores fell in Reading by 1.2 percentage points and rose in Writing by 0.5 percentage points from the 2011 HSPE results.

At the middle school level, sixth grade students improved in Mathematics by 4.4 percentage points, while scores fell by 2.1 percentage points in Reading from the 2011 to 2012 MSP. Seventh graders in the 2012 MSP improved in Mathematics and Reading by 1.8 and 12.0 percentage points, respectively, but fell by 1.4 percentage points in the Writing subtest compared to the 2011 MSP. Eighth grade MSP scores fell in Reading by 2.6 percentage points from 2011 to 2012. Eighth grade WASL/MSP scores have

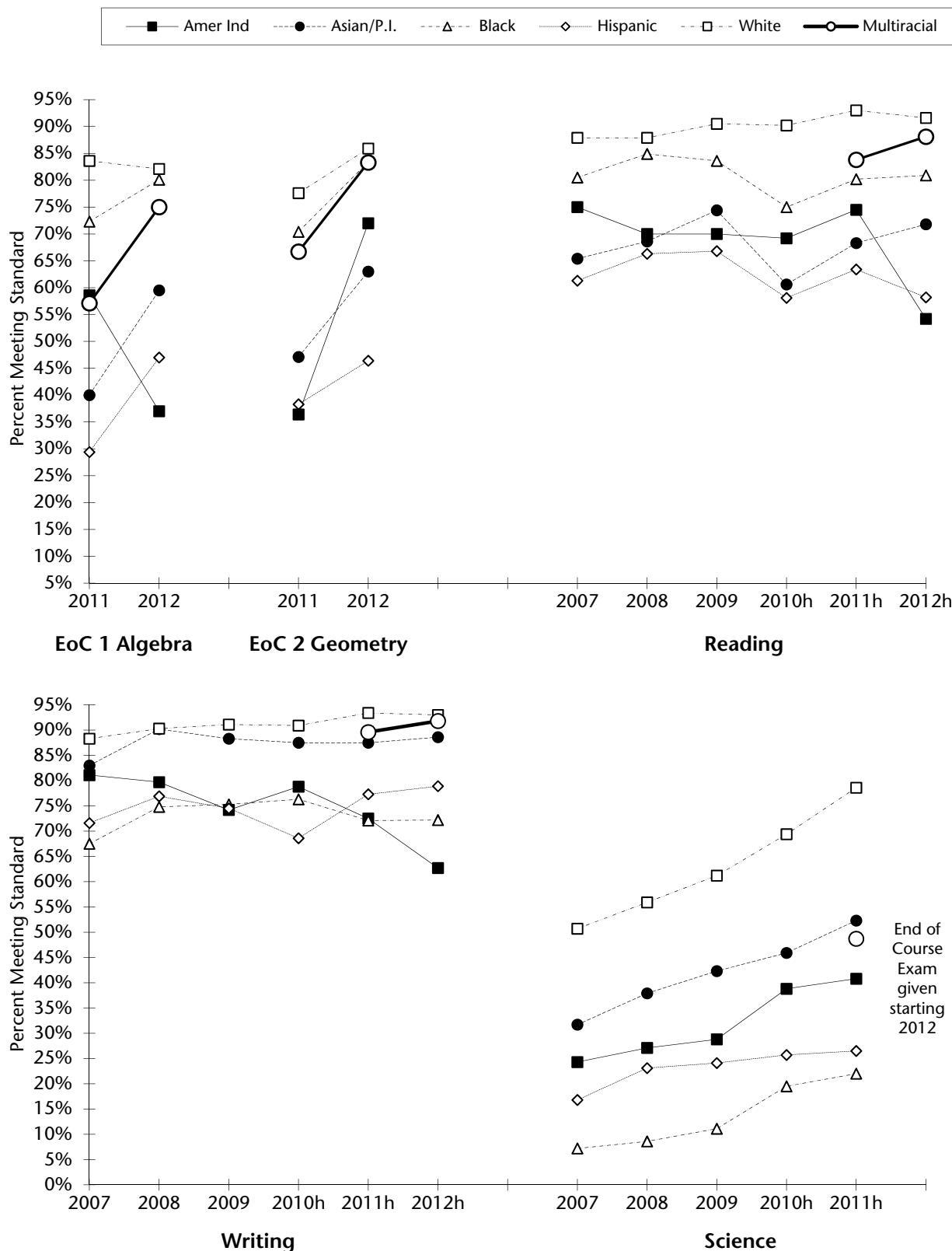
been steadily rising in Mathematics and Science for the last six years from 2007 to 2012, having improved by 2.5 and 5.1 percentage points, respectively, from the 2011 to the 2012 MSP.

Third grade MSP 2012 scores improved in Mathematics by 3.6 percentage points but fell by Reading by 4.5 percentage points from the 2011 MSP. In 2012, fourth grade students improved in Mathematics and Reading by 2.3 and 4.9 percentage points, respectively, but fell in Writing by 0.7 percentage points from the 2011 MSP. Student performance on the MSP in fifth grade in 2012 rose in all three subtests for the second year, as scores improved by 3.5, 2.4 and 8.6 percentage points in Mathematics, Reading and Science, respectively, compared to their 2011 MSP scores.

Generally, the White ethnic group had a higher percent meeting standards for all areas, followed by Asian/Pacific Islander, American Indian, Hispanic/Latino and Black/African American ethnic groups. Females performed considerably better than males in Reading and Writing, in 5<sup>th</sup> and 8<sup>th</sup> grade Science, and the 10<sup>th</sup> grade Biology EoC exam. In 2012, the only area where males performed better than females was in the 10<sup>th</sup> grade Geometry EoC exam.

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**High School Proficiency Exam (HSPE)(h)/**  
**End of Course Exam (EoC)**

**Grade 10**



**District Summary**  
**Tenth Grade End of Course (EoC) Exam Results**  
**Algebra (EoC 1) and Geometry (EoC 2)**

ETHNIC GROUP	Percent Meeting or Exceeding Standards			
	EoC 1: Algebra		EoC 2: Geometry	
	2011	2012	2011	2012
American Indian	58.6%	37.0%	36.4%	72.0%
Asian/Pac. Islander	72.3%	80.1%	70.4%	83.4%
Black/Afr. American	29.4%	47.0%	38.3%	46.4%
Hispanic/Latino	40.0%	59.5%	47.1%	63.0%
White	83.6%	82.1%	77.6%	85.9%
Multiracial	57.1%	75.0%	66.7%	83.3%
Female	70.0%	70.7%	58.4%	73.9%
Male	59.6%	70.6%	62.5%	77.1%
<b>TOTAL</b>	<b>64.9%</b>	<b>70.6%</b>	<b>60.5%</b>	<b>75.5%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Tenth Grade End of Course (EoC) Exam Results**

		EoC 1: Algebra		EoC 2: Geometry	
		2011	2012	2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	40.0%	59.5%	47.1%	63.0%
	Not Hispanic/Latino	67.1%	72.1%	62.5%	76.9%
<b>Race:</b>	<b>American Indian</b>				
	Alaskan Native	50.0%	71.4%	50.0%	83.3%
	Other American Indian	38.3%	52.5%	34.8%	58.8%
	Washington Indian	--	50.0%	100.0%	100.0%
	Total American Indian	38.5%	53.5%	35.9%	60.7%
	<b>Black/African American</b>	29.2%	48.5%	39.8%	47.6%
	<b>Asian</b>				
	Cambodian	--	100.0%	50.0%	42.9%
	Chinese	83.9%	87.4%	74.3%	91.6%
	East Indian	66.7%	87.5%	60.0%	72.7%
	Filipino	63.5%	78.0%	75.8%	80.2%
	Japanese	89.2%	95.7%	90.0%	92.5%
	Korean	93.8%	75.0%	100.0%	87.5%
	Vietnamese	74.0%	82.9%	72.0%	86.9%
	Other Southeast Asian	100.0%	80.0%	50.0%	70.0%
	Other Asian	53.0%	69.1%	52.8%	72.0%
	Total Asian	73.8%	81.4%	70.4%	83.9%
<b>Pacific Islander</b>	Samoan	16.7%	20.0%	50.0%	38.5%
	Other Pacific Islander	66.7%	75.0%	50.0%	33.3%
	Total Pacific Islander	26.7%	35.7%	50.0%	37.5%
	<b>White</b>	80.6%	80.2%	73.4%	85.1%
	<b>TOTAL</b>	<b>64.9%</b>	<b>70.6%</b>	<b>60.5%</b>	<b>75.5%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**High School Proficiency Exam (HSPE) Test Results**  
**Tenth Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		HSPE			
	2007	2008	2009	2010	2011	2012
American Indian	75.0%	70.0%	70.0%	69.2%	74.5%	54.2%
Asian/Pac. Islander	80.5%	84.9%	83.6%	75.0%	80.2%	80.9%
Black/Afr. American	61.3%	66.3%	66.8%	58.1%	63.4%	58.2%
Hispanic/Latino	65.4%	68.6%	74.4%	60.6%	68.3%	71.8%
White	87.9%	87.9%	90.5%	90.2%	93.0%	91.6%
Multiracial	--	--	--	--	83.8%	88.1%
Female	79.4%	81.9%	83.4%	77.6%	84.6%	82.8%
Male	76.1%	78.6%	79.7%	73.2%	75.5%	75.7%
<b>TOTAL</b>	<b>77.7%</b>	<b>80.2%</b>	<b>81.6%</b>	<b>75.4%</b>	<b>80.3%</b>	<b>79.1%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Tenth Grade Reading**

Ethnicity:		HSPE	
		2011	2012
Hispanic/Latino		68.3%	71.8%
Not Hispanic/Latino		81.4%	80.0%
Race:	<b>American Indian</b>		
	Alaskan Native	33.3%	70.0%
	Other American Indian	67.0%	65.5%
	Washington Indian	100.0%	100.0%
	Total American Indian	66.7%	66.2%
	<b>Black/African American</b>	63.5%	60.3%
	<b>Asian</b>		
	Cambodian	50.0%	66.7%
	Chinese	83.9%	85.0%
	East Indian	84.2%	82.4%
	Filipino	81.2%	78.0%
	Japanese	96.0%	95.7%
	Korean	76.5%	94.1%
	Vietnamese	81.4%	86.7%
	Other Southeast Asian	50.0%	69.2%
	Other Asian	70.6%	71.1%
	Total Asian	80.9%	82.1%
	<b>Pacific Islander</b>		
	Samoan	52.9%	36.4%
	Other Pacific Islander	85.7%	83.3%
	Total Pacific Islander	62.5%	46.4%
	<b>White</b>	90.7%	89.9%
	<b>TOTAL</b>	<b>80.3%</b>	<b>79.1%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**High School Proficiency Exam (HSPE) Test Results**  
**Tenth Grade Writing**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		HSPE			
	2007	2008	2009	2010	2011	2012
American Indian	81.1%	79.7%	74.2%	78.8%	72.5%	62.7%
Asian/Pac. Islander	83.0%	90.2%	88.3%	87.5%	87.5%	88.6%
Black/Afr. American	67.5%	74.8%	75.3%	76.3%	72.1%	72.2%
Hispanic/Latino	71.6%	76.9%	74.5%	68.6%	77.3%	78.9%
White	88.3%	90.3%	91.1%	90.9%	93.4%	93.0%
Multiracial	--	--	--	--	89.6%	91.8%
Female	83.7%	87.8%	87.6%	88.6%	89.8%	89.9%
Male	77.6%	82.9%	82.1%	80.1%	80.2%	81.5%
<b>TOTAL</b>	<b>80.6%</b>	<b>85.2%</b>	<b>84.9%</b>	<b>84.2%</b>	<b>85.0%</b>	<b>85.5%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Tenth Grade Writing**

		HSPE	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	77.3%	78.9%
	Not Hispanic/Latino	85.8%	86.4%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	100.0%	63.6%
	Other American Indian	72.4%	73.9%
	Washington Indian	--	100.0%
	Total American Indian	72.9%	73.7%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	100.0%	88.9%
	Chinese	87.3%	88.2%
	East Indian	85.0%	88.2%
	Filipino	89.6%	94.2%
	Japanese	98.0%	97.9%
	Korean	83.3%	100.0%
	Vietnamese	89.5%	87.4%
	Other Southeast Asian	80.0%	76.9%
	Other Asian	80.8%	83.8%
<b>Pacific Islander</b>	Total Asian	87.8%	89.3%
	<b>Samoan</b>	76.5%	81.8%
	Other Pacific Islander	100.0%	100.0%
	Total Pacific Islander	83.3%	85.7%
<b>White</b>	<b>White</b>	91.9%	91.6%
	<b>TOTAL</b>	<b>85.0%</b>	<b>85.5%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**High School Proficiency Exam (HSPE) Test Results**  
**Tenth Grade Science**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		HSPE			
	2007	2008	2009	2010	2011	2012
American Indian	24.3%	27.1%	28.8%	38.8%	40.8%	
Asian/Pac. Islander	31.7%	37.9%	42.3%	45.9%	52.3%	End of
Black/Afr. American	7.2%	8.6%	11.1%	19.5%	22.0%	Course
Hispanic/Latino	16.8%	23.1%	24.1%	25.7%	26.5%	Exam
White	50.7%	55.9%	61.2%	69.4%	78.6%	given
Multiracial	--	--	--	--	48.7%	instead
Female	33.2%	38.3%	43.1%	48.7%	53.3%	of HSPE
Male	31.9%	36.6%	39.9%	45.0%	51.5%	
<b>TOTAL</b>	<b>32.5%</b>	<b>37.4%</b>	<b>41.5%</b>	<b>46.8%</b>	<b>52.7%</b>	

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Tenth Grade Science**

Ethnicity:	HSPE	
	2011	
	Hispanic/Latino	Not Hispanic/Latino
Race:	<b>American Indian</b>	
	Alaskan Native	33.3%
	Other American Indian	23.4%
	Washington Indian	0.0%
	<b>Total American Indian</b>	<b>23.5%</b>
	<b>Black/African American</b>	<b>22.9%</b>
	<b>Asian</b>	
	Cambodian	0.0%
	Chinese	64.0%
	East Indian	68.4%
	Filipino	49.3%
	Japanese	81.6%
	Korean	65.0%
	Vietnamese	50.0%
	Other Southeast Asian	33.3%
	Other Asian	31.4%
	<b>Total Asian</b>	<b>53.4%</b>
	<b>Pacific Islander</b>	
	Samoan	6.3%
	Other Pacific Islander	28.6%
	<b>Total Pacific Islander</b>	<b>13.0%</b>
	<b>White</b>	<b>73.1%</b>
	<b>TOTAL</b>	<b>52.7%</b>

**District Summary**  
**Tenth Grade End of Course (EoC) Exam Results**  
**Biology (EoC 3)**

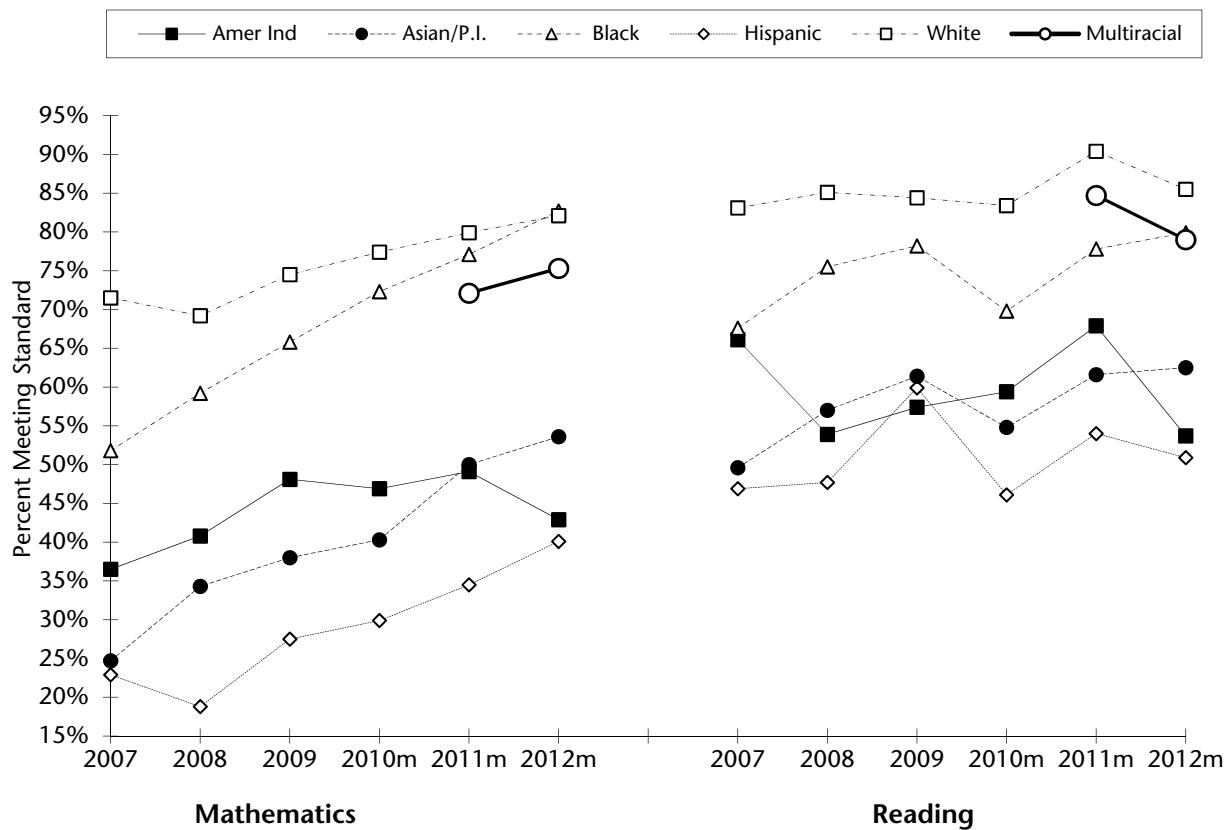
ETHNIC GROUP	Percent Meeting or Exceeding Standards	
	EoC 3: Biology	
	2012	
American Indian	34.0%	
Asian/Pac. Islander	62.5%	
Black/Afr. American	29.1%	
Hispanic/Latino	42.7%	
White	72.7%	
Multiracial	57.6%	
Female	58.3%	
Male	55.7%	
<b>TOTAL</b>	<b>56.9%</b>	

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Tenth Grade End of Course (EOC) Exam Results**

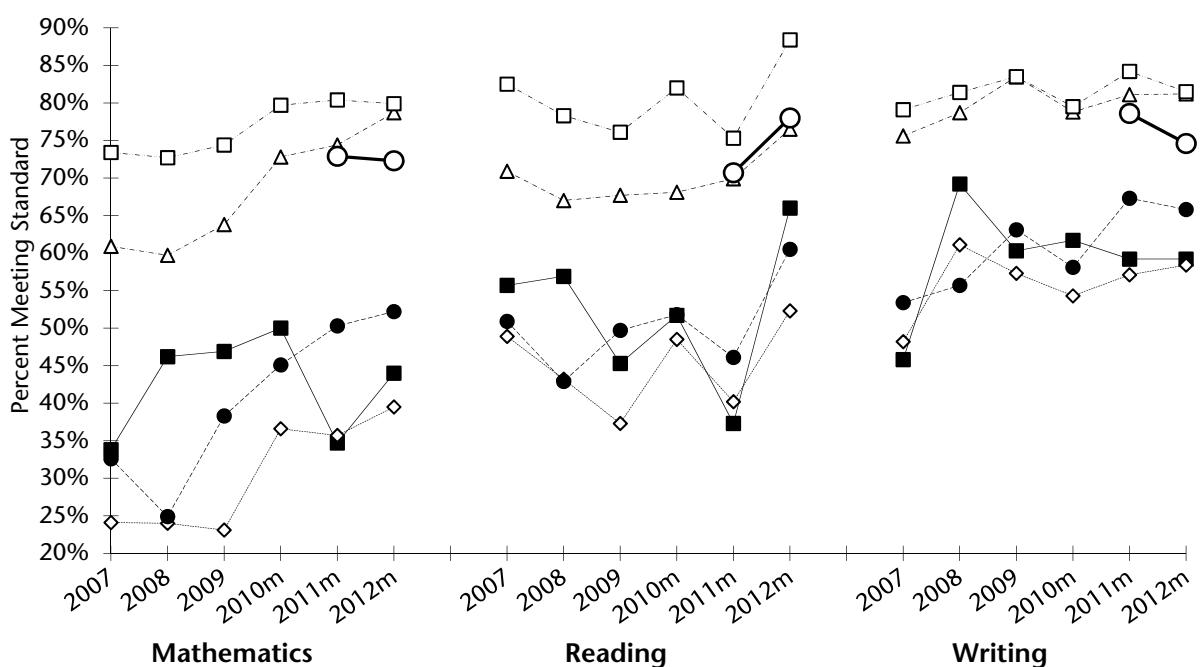
		EoC 3
		2012
Ethnicity:	<b>Hispanic/Latino</b>	42.7%
	Not Hispanic/Latino	58.7%
Race:	<b>American Indian</b>	
	Alaskan Native	36.4%
	Other American Indian	36.6%
	Washington Indian	50.0%
	<b>Total American Indian</b>	<b>36.9%</b>
	<b>Black/African American</b>	<b>30.1%</b>
	<b>Asian</b>	
	Cambodian	25.0%
	Chinese	72.5%
	East Indian	68.8%
	Filipino	59.6%
	Japanese	77.6%
	Korean	61.1%
	Vietnamese	67.3%
	Other Southeast Asian	46.2%
	Other Asian	45.5%
	<b>Total Asian</b>	<b>63.5%</b>
	<b>Pacific Islander</b>	
	Samoan	17.4%
	Other Pacific Islander	33.3%
	<b>Total Pacific Islander</b>	<b>20.7%</b>
	<b>White</b>	<b>70.6%</b>
	<b>TOTAL</b>	<b>56.9%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP)(m)**

**Grade 6**



**Grade 7**



**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Sixth Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	36.5%	40.8%	48.1%	46.9%	49.1%	42.9%
Asian/Pac. Islander	51.8%	59.2%	65.8%	72.3%	77.1%	82.7%
Black/Afr. American	22.9%	18.8%	27.5%	29.9%	34.5%	40.1%
Hispanic/Latino	24.7%	34.3%	38.0%	40.3%	50.0%	53.6%
White	71.5%	69.2%	74.5%	77.4%	79.9%	82.1%
Multiracial	--	--	--	--	72.1%	75.3%
Female	50.6%	52.8%	60.1%	61.1%	66.9%	72.0%
Male	48.9%	50.1%	55.8%	61.7%	65.0%	68.4%
<b>TOTAL</b>	<b>49.7%</b>	<b>51.4%</b>	<b>57.9%</b>	<b>61.4%</b>	<b>65.8%</b>	<b>70.2%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Sixth Grade Mathematics**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	50.0%	53.6%
	Not Hispanic/Latino	68.2%	72.5%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	53.3%	66.7%
	Other American Indian	41.5%	45.1%
	Washington Indian	71.4%	66.7%
	Total American Indian	43.2%	46.6%
<b>Black/African American</b>	35.3%	42.6%	
	<b>Asian</b>		
	Cambodian	71.4%	62.5%
	Chinese	88.4%	89.9%
	East Indian	78.9%	75.0%
	Filipino	72.4%	76.3%
	Japanese	91.9%	90.5%
	Korean	86.2%	91.7%
	Vietnamese	80.0%	91.1%
	Other Southeast Asian	75.0%	88.2%
<b>Pacific Islander</b>	Other Asian	63.2%	72.4%
	Total Asian	79.8%	84.2%
	<b>Samoan</b>	33.3%	38.9%
	Other Pacific Islander	45.5%	41.7%
	Total Pacific Islander	37.9%	40.0%
<b>White</b>	77.6%	79.5%	
	<b>TOTAL</b>	<b>65.8%</b>	<b>70.2%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Sixth Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	66.1%	53.9%	57.4%	59.4%	67.9%	53.7%
Asian/Pac. Islander	67.6%	75.5%	78.2%	69.8%	77.8%	79.9%
Black/Afr. American	46.9%	47.7%	59.9%	46.1%	54.0%	50.9%
Hispanic/Latino	49.6%	57.0%	61.4%	54.8%	61.6%	62.5%
White	83.1%	85.1%	84.4%	83.4%	90.4%	85.5%
Multiracial	--	--	--	--	84.7%	79.0%
Female	71.9%	75.2%	79.6%	73.0%	79.9%	80.6%
Male	62.3%	66.8%	69.8%	64.7%	73.4%	68.6%
<b>TOTAL</b>	<b>67.0%</b>	<b>70.9%</b>	<b>74.7%</b>	<b>68.7%</b>	<b>76.6%</b>	<b>74.5%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Sixth Grade Reading**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	61.6%	62.5%
	Not Hispanic/Latino	78.7%	76.2%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	46.7%	75.0%
	Other American Indian	56.6%	53.7%
	Washington Indian	85.7%	66.7%
	Total American Indian	56.8%	55.0%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	57.1%	60.0%
	Chinese	83.8%	85.6%
	East Indian	94.7%	85.0%
	Filipino	76.4%	79.5%
	Japanese	91.9%	88.1%
	Korean	89.3%	79.2%
	Vietnamese	78.8%	78.7%
	Other Southeast Asian	68.8%	82.4%
	Other Asian	64.2%	75.0%
<b>Pacific Islander</b>	Total Asian	79.4%	80.6%
	<b>Samoan</b>	83.3%	66.7%
	Other Pacific Islander	54.5%	66.7%
	Total Pacific Islander	72.4%	66.7%
	<b>White</b>	88.0%	83.8%
	<b>TOTAL</b>	<b>76.6%</b>	<b>74.5%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Seventh Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	33.8%	46.2%	46.9%	50.0%	34.7%	44.0%
Asian/Pac. Islander	60.9%	59.7%	63.8%	72.8%	74.4%	78.7%
Black/Afr. American	24.1%	24.0%	23.1%	36.6%	35.7%	39.5%
Hispanic/Latino	32.6%	24.9%	38.3%	45.1%	50.3%	52.2%
White	73.4%	72.7%	74.4%	79.7%	80.4%	79.9%
Multiracial	--	--	--	--	72.9%	72.3%
Female	55.5%	54.8%	57.9%	67.6%	66.2%	70.3%
Male	51.3%	49.9%	54.8%	61.1%	65.0%	64.8%
<b>TOTAL</b>	<b>53.3%</b>	<b>52.3%</b>	<b>56.3%</b>	<b>64.3%</b>	<b>65.6%</b>	<b>67.4%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Seventh Grade Mathematics**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	50.3%	52.2%
	Not Hispanic/Latino	67.7%	69.7%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	25.0%	53.3%
	Other American Indian	45.7%	44.7%
	Washington Indian	75.0%	50.0%
	Total American Indian	45.1%	45.4%
<b>Black/African American</b>	38.0%	41.2%	
	<b>Asian</b>		
	Cambodian	91.7%	44.4%
	Chinese	89.6%	89.4%
	East Indian	66.7%	83.3%
	Filipino	69.4%	72.1%
	Japanese	90.2%	90.2%
	Korean	87.0%	76.7%
	Vietnamese	73.4%	83.9%
	Other Southeast Asian	72.7%	75.0%
<b>Pacific Islander</b>	Other Asian	52.7%	63.0%
	Total Asian	75.6%	80.2%
	Samoan	39.1%	40.0%
	Other Pacific Islander	40.0%	50.0%
	Total Pacific Islander	39.3%	43.5%
<b>White</b>	77.7%	77.0%	
	<b>TOTAL</b>	<b>65.6%</b>	<b>67.4%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Seventh Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	55.7%	56.9%	45.3%	51.7%	37.3%	66.0%
Asian/Pac. Islander	70.9%	67.0%	67.7%	68.1%	69.9%	76.5%
Black/Afr. American	48.9%	43.2%	37.3%	48.5%	40.2%	52.3%
Hispanic/Latino	50.9%	42.9%	49.7%	51.8%	46.1%	60.5%
White	82.5%	78.3%	76.1%	82.0%	75.3%	88.4%
Multiracial	--	--	--	--	70.7%	78.0%
Female	73.6%	68.8%	69.4%	73.4%	68.0%	79.8%
Male	62.2%	57.4%	55.4%	61.7%	57.9%	69.9%
<b>TOTAL</b>	<b>67.6%</b>	<b>63.0%</b>	<b>62.2%</b>	<b>67.5%</b>	<b>62.6%</b>	<b>74.6%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Seventh Grade Reading**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	46.1%	60.5%
	Not Hispanic/Latino	65.2%	76.7%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	25.0%	66.7%
	Other American Indian	39.5%	55.0%
	Washington Indian	75.0%	83.3%
	Total American Indian	39.4%	56.5%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	66.7%	55.6%
	Chinese	80.6%	85.7%
	East Indian	66.7%	88.9%
	Filipino	67.6%	71.1%
	Japanese	82.4%	86.9%
	Korean	78.3%	83.3%
	Vietnamese	68.0%	74.7%
	Other Southeast Asian	80.0%	68.8%
	Other Asian	58.0%	67.4%
<b>Pacific Islander</b>	Total Asian	71.2%	77.6%
	<b>Samoan</b>	39.1%	66.7%
	Other Pacific Islander	40.0%	62.5%
	Total Pacific Islander	39.3%	65.2%
<b>White</b>	<b>White</b>	73.3%	85.5%
	<b>TOTAL</b>	<b>62.6%</b>	<b>74.6%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Seventh Grade Writing**

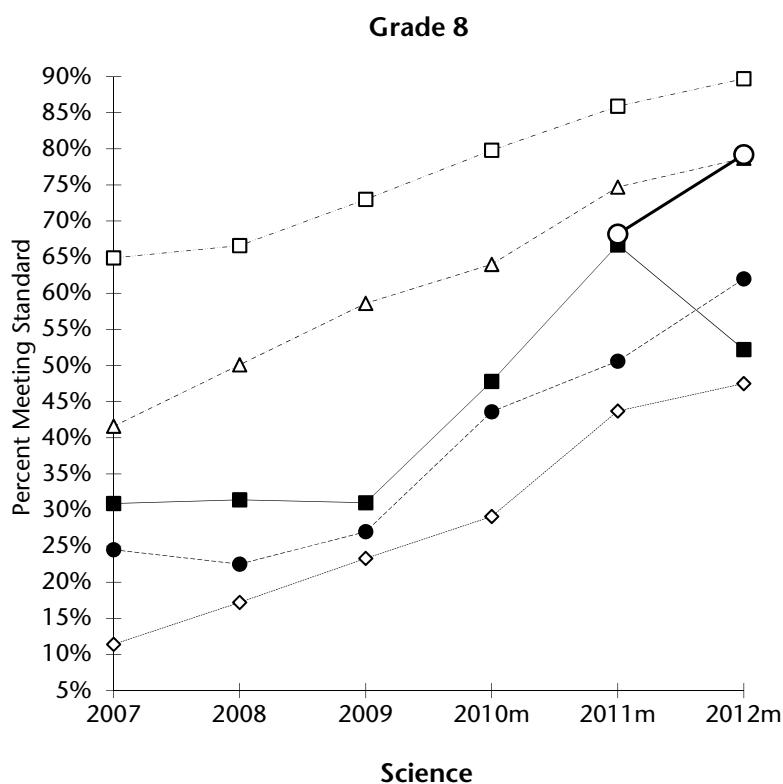
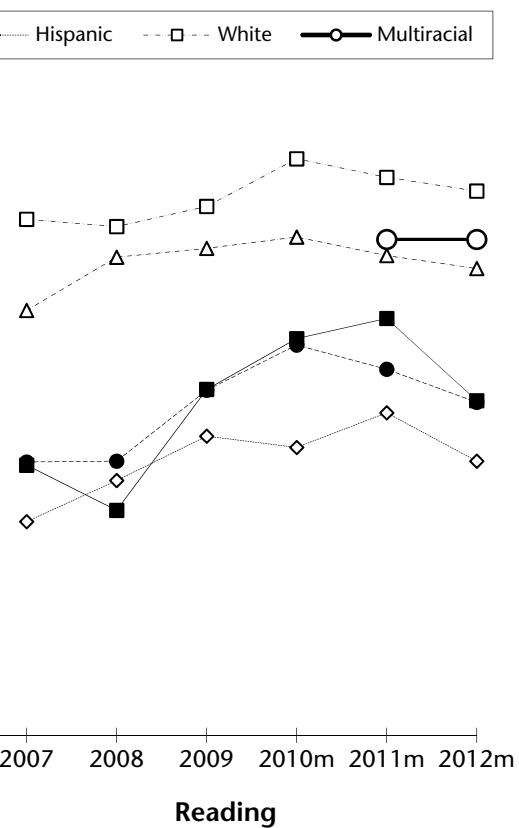
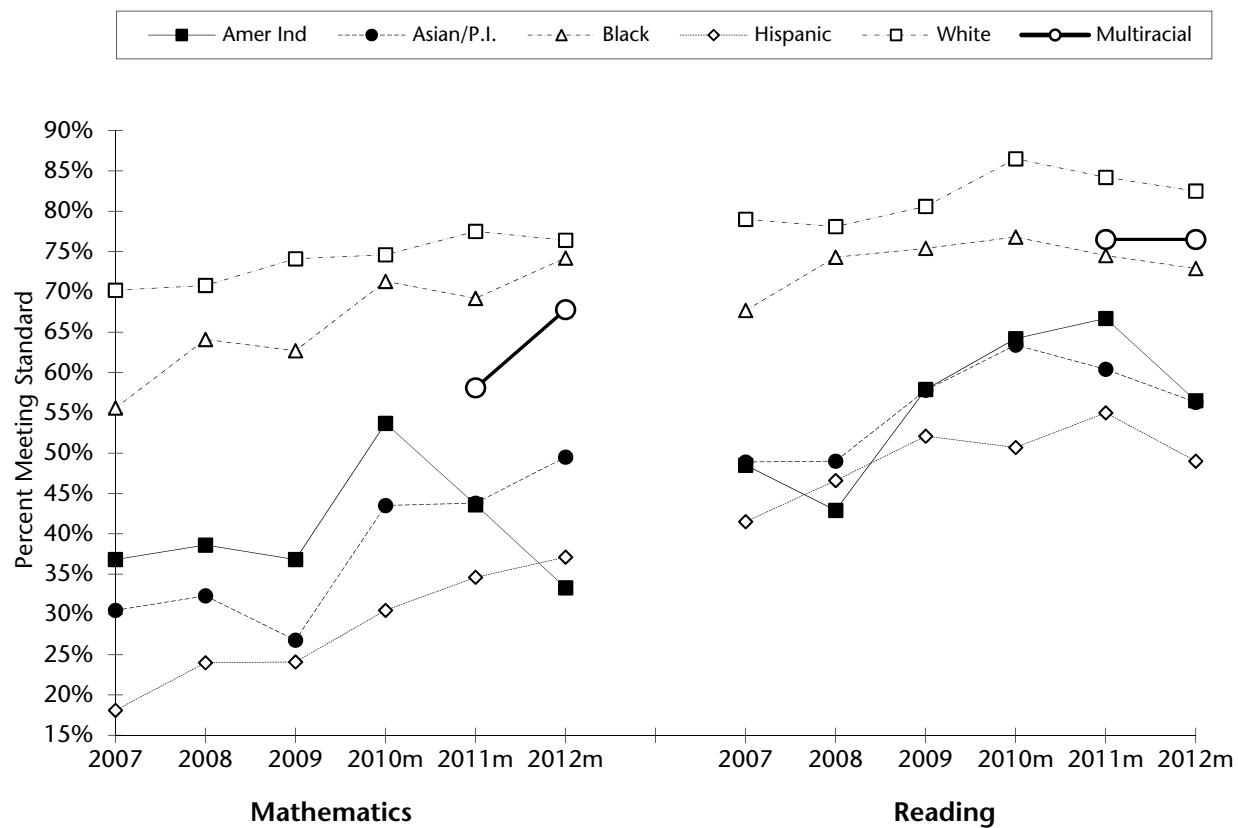
ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	45.8%	69.2%	60.3%	61.7%	59.2%	59.2%
Asian/Pac. Islander	75.6%	78.7%	83.5%	78.8%	81.1%	81.2%
Black/Afr. American	48.2%	61.1%	57.3%	54.3%	57.1%	58.4%
Hispanic/Latino	53.4%	55.7%	63.1%	58.1%	67.3%	65.8%
White	79.1%	81.4%	83.5%	79.5%	84.2%	81.5%
Multiracial	--	--	--	--	78.6%	74.6%
Female	76.2%	80.6%	83.4%	81.0%	82.5%	82.8%
Male	59.4%	65.2%	67.3%	61.5%	68.8%	66.4%
<b>TOTAL</b>	<b>67.3%</b>	<b>72.8%</b>	<b>75.1%</b>	<b>71.1%</b>	<b>75.7%</b>	<b>74.3%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Seventh Grade Writing**

Ethnicity:		MSP	
		2011	2012
Hispanic/Latino		67.3%	65.8%
Not Hispanic/Latino		76.6%	75.6%
Race:	<b>American Indian</b>		
	Alaskan Native	41.7%	66.7%
	Other American Indian	64.9%	58.7%
	Washington Indian	75.0%	66.7%
	Total American Indian	63.8%	59.4%
	<b>Black/African American</b>	59.3%	58.5%
	<b>Asian</b>		
	Cambodian	83.3%	88.9%
	Chinese	88.0%	82.7%
	East Indian	75.0%	88.9%
	Filipino	80.4%	83.5%
	Japanese	78.4%	90.2%
	Korean	91.3%	82.8%
	Vietnamese	83.9%	80.9%
	Other Southeast Asian	80.0%	81.3%
	Other Asian	71.4%	72.8%
	Total Asian	81.9%	82.0%
	<b>Pacific Islander</b>		
	Samoan	56.5%	73.3%
	Other Pacific Islander	60.0%	87.5%
	Total Pacific Islander	57.1%	78.3%
	<b>White</b>	82.3%	80.1%
	<b>TOTAL</b>	<b>75.7%</b>	<b>74.3%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP)(m)**

**Grade 8**



**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Eighth Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	36.8%	38.6%	36.8%	53.7%	43.6%	33.3%
Asian/Pac. Islander	55.6%	64.1%	62.7%	71.3%	69.2%	74.2%
Black/Afr. American	18.1%	24.0%	24.1%	30.5%	34.6%	37.1%
Hispanic/Latino	30.5%	32.3%	26.8%	43.5%	43.8%	49.5%
White	70.2%	70.8%	74.1%	74.6%	77.5%	76.4%
Multiracial	--	--	--	--	58.1%	67.8%
Female	51.2%	55.1%	55.0%	60.7%	63.1%	65.1%
Male	48.2%	51.7%	52.7%	60.1%	60.1%	63.1%
<b>TOTAL</b>	<b>49.7%</b>	<b>53.3%</b>	<b>53.9%</b>	<b>60.4%</b>	<b>61.6%</b>	<b>64.1%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Eighth Grade Mathematics**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	43.8%	49.5%
	Not Hispanic/Latino	64.2%	66.0%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	62.5%	9.1%
	Other American Indian	39.4%	45.5%
	Washington Indian	40.0%	75.0%
	Total American Indian	40.3%	44.2%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	20.0%	83.3%
	Chinese	78.2%	86.5%
	East Indian	61.1%	72.7%
	Filipino	66.9%	69.0%
	Japanese	74.1%	78.4%
	Korean	68.8%	82.8%
	Vietnamese	73.5%	73.8%
	Other Southeast Asian	88.9%	76.9%
	Other Asian	55.8%	57.1%
<b>Pacific Islander</b>	Total Asian	70.0%	74.8%
	<b>Samoan</b>	40.0%	63.6%
	Other Pacific Islander	75.0%	37.5%
	Total Pacific Islander	44.8%	56.7%
<b>White</b>	<b>White</b>	73.4%	73.9%
	<b>TOTAL</b>	<b>61.6%</b>	<b>64.1%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Eighth Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	48.5%	42.9%	57.9%	64.2%	66.7%	56.5%
Asian/Pac. Islander	67.7%	74.3%	75.4%	76.8%	74.5%	72.9%
Black/Afr. American	41.5%	46.6%	52.1%	50.7%	55.0%	49.0%
Hispanic/Latino	48.9%	49.0%	57.8%	63.4%	60.4%	56.3%
White	79.0%	78.1%	80.6%	86.5%	84.2%	82.5%
Multiracial	--	--	--	--	76.5%	76.5%
Female	69.4%	71.5%	75.0%	78.6%	78.1%	75.2%
Male	58.3%	60.6%	65.0%	68.4%	67.5%	65.5%
<b>TOTAL</b>	<b>63.6%</b>	<b>65.8%</b>	<b>69.9%</b>	<b>73.4%</b>	<b>72.8%</b>	<b>70.2%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Eighth Grade Reading**

Ethnicity:		MSP	
		2011	2012
Hispanic/Latino		60.4%	56.3%
Not Hispanic/Latino		74.5%	72.1%
Race:	<b>American Indian</b>		
	Alaskan Native	62.5%	36.4%
	Other American Indian	56.7%	53.5%
	Washington Indian	40.0%	100.0%
	Total American Indian	56.5%	53.5%
	<b>Black/African American</b>	56.6%	50.3%
	<b>Asian</b>		
	Cambodian	60.0%	83.3%
	Chinese	75.8%	81.2%
	East Indian	61.1%	90.0%
	Filipino	77.4%	72.4%
	Japanese	76.3%	86.3%
	Korean	93.8%	75.9%
	Vietnamese	85.1%	75.6%
	Other Southeast Asian	77.8%	61.5%
	Other Asian	65.0%	59.0%
	Total Asian	76.4%	74.9%
	<b>Pacific Islander</b>		
	Samoan	44.0%	38.1%
	Other Pacific Islander	50.0%	37.5%
	Total Pacific Islander	44.8%	37.9%
	<b>White</b>	81.5%	80.4%
	<b>TOTAL</b>	<b>72.8%</b>	<b>70.2%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Eighth Grade Science**

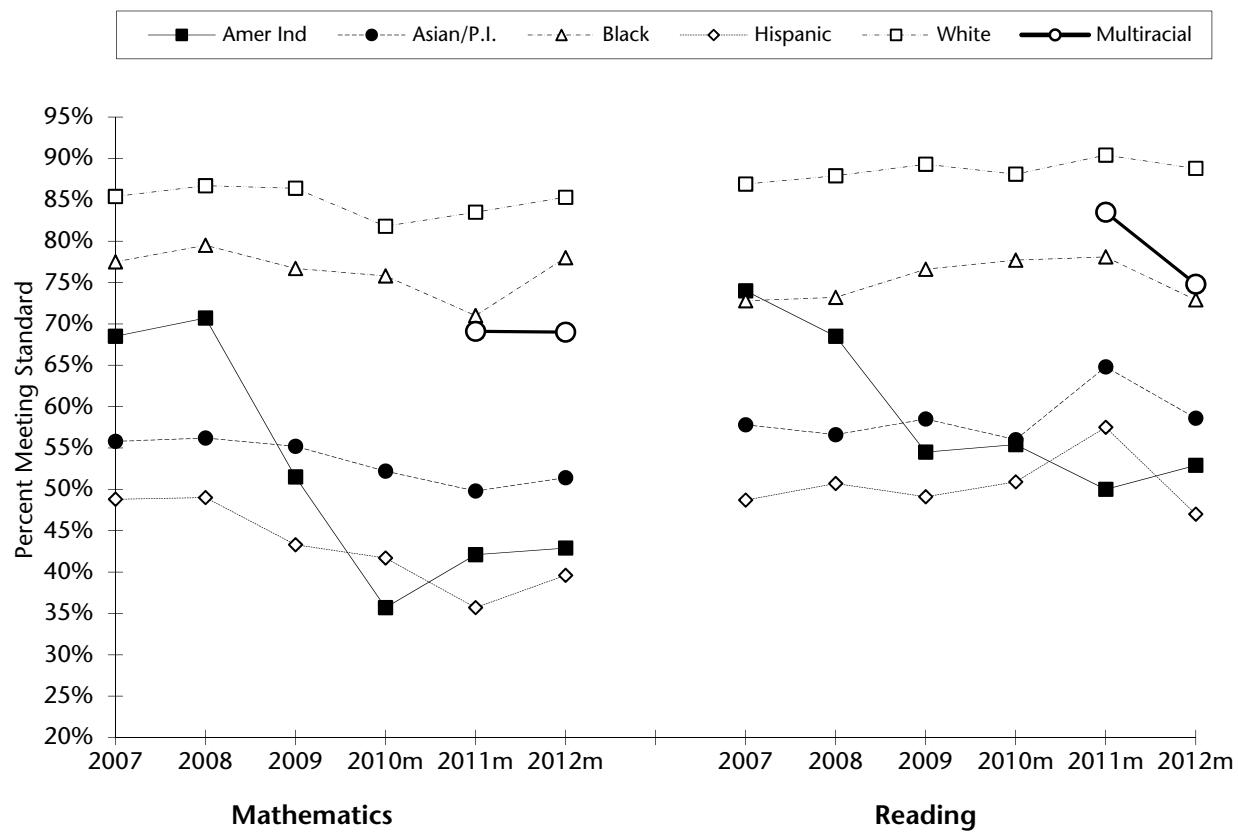
ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	30.9%	31.4%	31.0%	47.8%	66.7%	52.2%
Asian/Pac. Islander	41.6%	50.1%	58.6%	64.0%	74.7%	78.7%
Black/Afr. American	11.4%	17.2%	23.3%	29.1%	43.7%	47.5%
Hispanic/Latino	24.5%	22.5%	27.0%	43.6%	50.6%	62.0%
White	64.9%	66.6%	73.0%	79.8%	85.9%	89.7%
Multiracial	--	--	--	--	68.2%	79.2%
Female	43.6%	46.6%	54.6%	59.0%	71.1%	74.9%
Male	40.3%	44.3%	49.9%	61.7%	68.0%	74.7%
<b>TOTAL</b>	<b>41.9%</b>	<b>45.4%</b>	<b>52.2%</b>	<b>60.4%</b>	<b>69.7%</b>	<b>74.8%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Eighth Grade Science**

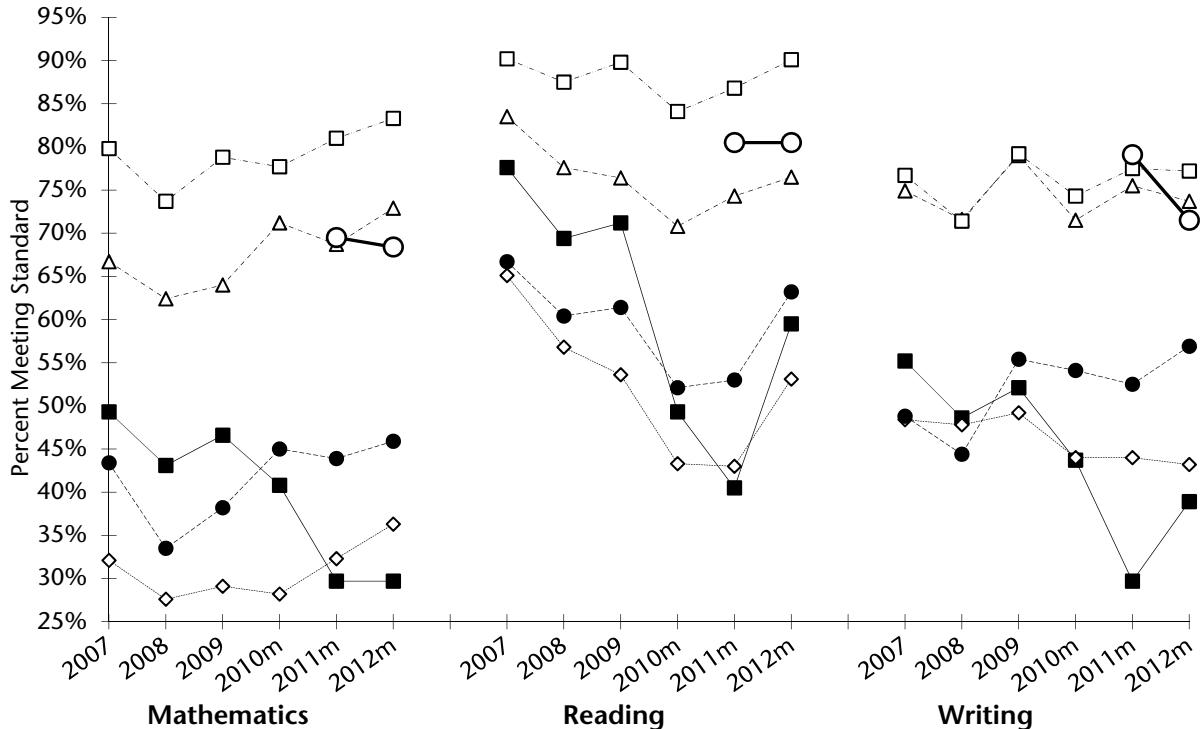
Ethnicity:		MSP	
		2011	2012
Hispanic/Latino		50.6%	62.0%
Not Hispanic/Latino		72.3%	76.5%
Race:	<b>American Indian</b>		
	Alaskan Native	75.0%	54.5%
	Other American Indian	46.6%	55.9%
	Washington Indian	40.0%	75.0%
	Total American Indian	47.5%	56.2%
	<b>Black/African American</b>	44.6%	49.4%
	<b>Asian</b>		
	Cambodian	50.0%	91.7%
	Chinese	79.9%	86.3%
	East Indian	66.7%	80.0%
	Filipino	75.0%	75.3%
	Japanese	87.9%	90.2%
	Korean	87.5%	86.2%
	Vietnamese	79.4%	80.0%
	Other Southeast Asian	77.8%	61.5%
	Other Asian	61.5%	67.6%
	Total Asian	76.2%	79.8%
	<b>Pacific Islander</b>		
	Samoan	44.0%	59.1%
	Other Pacific Islander	75.0%	62.5%
	Total Pacific Islander	48.3%	60.0%
	<b>White</b>	81.7%	87.5%
	<b>TOTAL</b>	<b>69.7%</b>	<b>74.8%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP)(m)**

**Grade 3**



**Grade 4**



**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Third Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	68.5%	70.7%	51.5%	35.7%	42.1%	42.9%
Asian/Pac. Islander	77.5%	79.5%	76.7%	75.8%	71.0%	78.0%
Black/Afr. American	48.8%	49.0%	43.3%	41.7%	35.7%	39.6%
Hispanic/Latino	55.8%	56.2%	55.2%	52.2%	49.8%	51.4%
White	85.4%	86.7%	86.4%	81.8%	83.5%	85.3%
Multiracial	--	--	--	--	69.1%	69.0%
Female	73.2%	74.5%	72.9%	68.8%	68.4%	71.6%
Male	71.4%	72.3%	69.9%	68.5%	65.9%	69.7%
<b>TOTAL</b>	<b>72.3%</b>	<b>73.4%</b>	<b>71.4%</b>	<b>68.7%</b>	<b>67.1%</b>	<b>70.7%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Third Grade Mathematics**

Ethnicity:		MSP	
		2011	2012
Hispanic/Latino		49.8%	51.4%
Not Hispanic/Latino		69.8%	73.4%
Race:	<b>American Indian</b>		
	Alaskan Native	38.5%	64.7%
	Other American Indian	47.4%	47.3%
	Washington Indian	50.0%	66.7%
	Total American Indian	47.0%	49.1%
	<b>Black/African American</b>	36.6%	39.5%
	<b>Asian</b>		
	Cambodian	41.7%	66.7%
	Chinese	90.0%	88.9%
	East Indian	57.1%	82.2%
	Filipino	64.2%	71.2%
	Japanese	86.0%	91.2%
	Korean	94.1%	97.9%
	Vietnamese	70.7%	76.2%
	Other Southeast Asian	78.6%	57.1%
	Other Asian	60.0%	67.7%
	Total Asian	73.6%	79.5%
	<b>Pacific Islander</b>		
	Samoan	37.5%	28.6%
	Other Pacific Islander	40.0%	60.0%
	Total Pacific Islander	38.5%	41.7%
	<b>White</b>	80.2%	81.5%
	<b>TOTAL</b>	<b>67.1%</b>	<b>70.7%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Third Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	74.0%	68.5%	54.5%	55.4%	50.0%	52.9%
Asian/Pac. Islander	72.8%	73.2%	76.6%	77.7%	78.1%	72.9%
Black/Afr. American	48.7%	50.7%	49.1%	50.9%	57.5%	47.0%
Hispanic/Latino	57.8%	56.6%	58.5%	56.0%	64.8%	58.6%
White	86.9%	87.9%	89.3%	88.1%	90.4%	88.8%
Multiracial	--	--	--	--	83.5%	74.8%
Female	75.1%	77.9%	79.0%	79.0%	83.0%	79.0%
Male	69.5%	67.9%	69.6%	69.9%	73.6%	69.2%
<b>TOTAL</b>	<b>72.3%</b>	<b>73.0%</b>	<b>74.3%</b>	<b>74.5%</b>	<b>78.5%</b>	<b>74.0%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Third Grade Reading**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	64.8%	58.6%
	Not Hispanic/Latino	80.3%	76.2%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	53.8%	64.7%
	Other American Indian	58.1%	52.9%
	Washington Indian	50.0%	66.7%
	Total American Indian	57.8%	54.2%
<b>Black/African American</b>	60.1%	48.8%	
	<b>Asian</b>		
	Cambodian	83.3%	77.8%
	Chinese	84.9%	77.7%
	East Indian	71.4%	80.0%
	Filipino	79.1%	71.2%
	Japanese	89.8%	87.7%
	Korean	85.3%	91.1%
	Vietnamese	76.2%	67.6%
	Other Southeast Asian	92.9%	75.0%
<b>Pacific Islander</b>	Other Asian	74.0%	58.1%
	Total Asian	79.9%	73.5%
	Samoan	75.0%	64.3%
	Other Pacific Islander	40.0%	80.0%
	Total Pacific Islander	61.5%	70.8%
<b>White</b>	88.1%	85.7%	
	<b>TOTAL</b>	<b>78.5%</b>	<b>74.0%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fourth Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	49.3%	43.1%	46.6%	40.8%	29.7%	29.7%
Asian/Pac. Islander	66.7%	62.4%	64.0%	71.2%	68.7%	72.9%
Black/Afr. American	32.1%	27.6%	29.1%	28.2%	32.3%	36.3%
Hispanic/Latino	43.4%	33.5%	38.2%	45.0%	43.9%	45.9%
White	79.8%	73.7%	78.8%	77.7%	81.0%	83.3%
Multiracial	--	--	--	--	69.5%	68.4%
Female	62.5%	56.0%	60.7%	63.8%	64.5%	67.1%
Male	61.4%	56.6%	59.2%	60.3%	64.4%	66.7%
<b>TOTAL</b>	<b>61.9%</b>	<b>56.3%</b>	<b>59.9%</b>	<b>62.0%</b>	<b>64.6%</b>	<b>66.9%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fourth Grade Mathematics**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	43.9%	45.9%
	Not Hispanic/Latino	67.4%	70.2%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	35.7%	38.5%
	Other American Indian	33.2%	40.3%
	Washington Indian	50.0%	33.3%
	Total American Indian	33.5%	40.1%
<b>Black/African American</b>	33.6%	37.6%	
	<b>Asian</b>		
	Cambodian	50.0%	50.0%
	Chinese	80.7%	88.4%
	East Indian	77.5%	48.1%
	Filipino	60.4%	69.8%
	Japanese	84.7%	87.5%
	Korean	73.3%	85.3%
	Vietnamese	66.1%	73.5%
	Other Southeast Asian	76.2%	69.2%
<b>Pacific Islander</b>	Other Asian	61.3%	66.7%
	Total Asian	70.7%	75.3%
	<b>Samoan</b>	40.0%	38.5%
	Other Pacific Islander	50.0%	25.0%
	Total Pacific Islander	44.8%	33.3%
<b>White</b>	77.6%	79.6%	
	<b>TOTAL</b>	<b>64.6%</b>	<b>66.9%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fourth Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	77.6%	69.4%	71.2%	49.3%	40.5%	59.5%
Asian/Pac. Islander	83.5%	77.6%	76.4%	70.8%	74.3%	76.5%
Black/Afr. American	65.1%	56.8%	53.6%	43.3%	43.0%	53.1%
Hispanic/Latino	66.7%	60.4%	61.4%	52.1%	53.0%	63.2%
White	90.2%	87.5%	89.8%	84.1%	86.8%	90.1%
Multiracial	--	--	--	--	80.5%	80.5%
Female	83.8%	78.2%	79.3%	72.7%	76.1%	80.4%
Male	77.1%	72.6%	72.1%	65.0%	67.3%	73.3%
<b>TOTAL</b>	<b>80.4%</b>	<b>75.4%</b>	<b>75.7%</b>	<b>68.8%</b>	<b>72.0%</b>	<b>76.9%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fourth Grade Reading**

Ethnicity:		MSP	
		2011	2012
Hispanic/Latino		53.0%	63.2%
Not Hispanic/Latino		74.5%	79.0%
Race:	<b>American Indian</b>		
	Alaskan Native	35.7%	76.9%
	Other American Indian	46.8%	61.0%
	Washington Indian	100.0%	66.7%
	Total American Indian	46.6%	61.8%
	<b>Black/African American</b>	45.2%	55.3%
	<b>Asian</b>		
	Cambodian	42.9%	58.3%
	Chinese	83.9%	86.5%
	East Indian	80.0%	59.3%
	Filipino	70.7%	76.1%
	Japanese	89.8%	89.4%
	Korean	86.7%	93.8%
	Vietnamese	72.6%	76.0%
	Other Southeast Asian	85.7%	69.2%
	Other Asian	61.3%	75.0%
	Total Asian	76.1%	78.9%
	<b>Pacific Islander</b>		
	Samoan	46.7%	69.2%
	Other Pacific Islander	71.4%	62.5%
	Total Pacific Islander	58.6%	66.7%
	<b>White</b>	83.4%	86.9%
	<b>TOTAL</b>	<b>72.0%</b>	<b>76.9%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fourth Grade Writing**

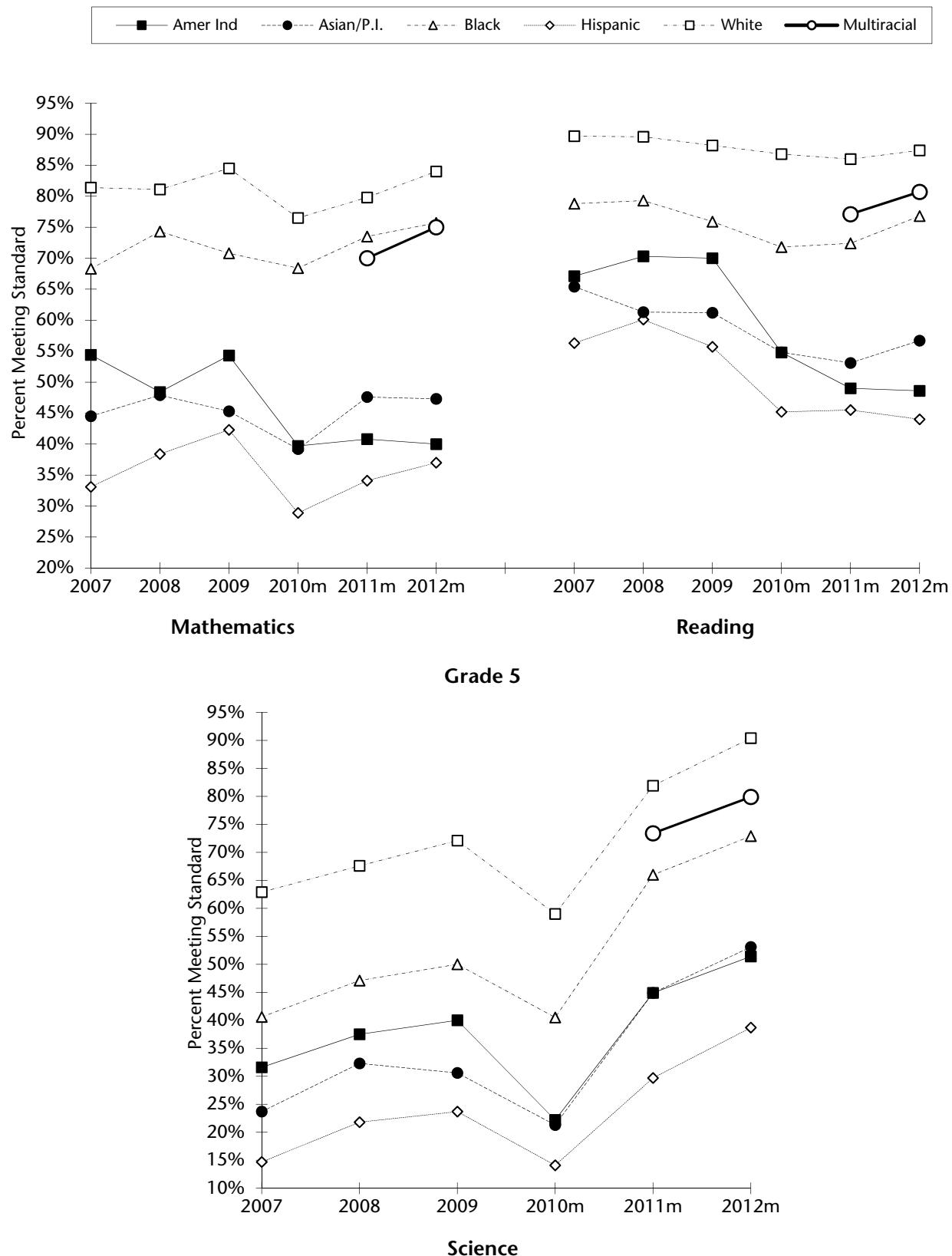
ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	55.2%	48.6%	52.1%	43.7%	29.7%	38.9%
Asian/Pac. Islander	74.9%	71.6%	79.0%	71.5%	75.5%	73.7%
Black/Afr. American	48.4%	47.8%	49.2%	44.0%	44.0%	43.2%
Hispanic/Latino	48.8%	44.4%	55.4%	54.1%	52.5%	56.9%
White	76.7%	71.4%	79.2%	74.3%	77.5%	77.2%
Multiracial	--	--	--	--	79.1%	71.5%
Female	74.2%	69.8%	78.0%	73.5%	74.9%	73.4%
Male	59.2%	56.0%	61.3%	55.9%	60.4%	61.1%
<b>TOTAL</b>	<b>66.6%</b>	<b>62.9%</b>	<b>69.6%</b>	<b>64.7%</b>	<b>67.9%</b>	<b>67.2%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fourth Grade Writing**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	52.5%	56.9%
	Not Hispanic/Latino	70.0%	68.8%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	21.4%	50.0%
	Other American Indian	44.1%	48.1%
	Washington Indian	100.0%	66.7%
	Total American Indian	43.2%	48.4%
<b>Black/African American</b>	46.3%	45.7%	
	<b>Asian</b>		
	Cambodian	57.1%	66.7%
	Chinese	84.9%	82.1%
	East Indian	82.5%	73.1%
	Filipino	69.3%	78.3%
	Japanese	83.1%	70.2%
	Korean	90.0%	87.5%
	Vietnamese	70.4%	71.8%
	Other Southeast Asian	90.5%	84.6%
<b>Pacific Islander</b>	Other Asian	65.3%	67.8%
	Total Asian	76.1%	75.7%
	Samoan	73.3%	61.5%
	Other Pacific Islander	78.6%	50.0%
<b>White</b>	Total Pacific Islander	75.9%	57.1%
	75.4%	75.5%	
	<b>TOTAL</b>	<b>67.9%</b>	<b>67.2%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP)(m)**

**Grade 5**



**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fifth Grade Mathematics**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	54.4%	48.4%	54.3%	39.7%	40.8%	40.0%
Asian/Pac. Islander	68.3%	74.3%	70.8%	68.4%	73.5%	75.7%
Black/Afr. American	33.1%	38.4%	42.3%	28.9%	34.1%	37.0%
Hispanic/Latino	44.5%	47.9%	45.3%	39.2%	47.6%	47.3%
White	81.4%	81.1%	84.5%	76.5%	79.8%	84.0%
Multiracial	--	--	--	--	70.0%	75.0%
Female	63.4%	68.9%	67.6%	60.8%	67.7%	71.1%
Male	63.1%	63.7%	67.8%	59.0%	62.8%	66.3%
<b>TOTAL</b>	<b>63.2%</b>	<b>66.3%</b>	<b>67.7%</b>	<b>59.9%</b>	<b>65.2%</b>	<b>68.7%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fifth Grade Mathematics**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	47.6%	47.3%
	Not Hispanic/Latino	67.7%	71.9%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	64.7%	26.7%
	Other American Indian	37.7%	40.0%
	Washington Indian	25.0%	50.0%
	Total American Indian	39.3%	39.2%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	58.8%	57.1%
	Chinese	90.3%	91.5%
	East Indian	69.6%	88.1%
	Filipino	63.5%	63.4%
	Japanese	84.1%	87.3%
	Korean	91.2%	86.7%
	Vietnamese	72.4%	73.3%
	Other Southeast Asian	87.5%	71.4%
	Other Asian	58.8%	61.1%
<b>Pacific Islander</b>	Total Asian	74.9%	77.1%
	<b>Samoan</b>	26.7%	38.5%
	Other Pacific Islander	35.7%	66.7%
	Total Pacific Islander	31.0%	53.6%
	<b>White</b>	77.3%	80.4%
	<b>TOTAL</b>	<b>65.2%</b>	<b>68.7%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fifth Grade Reading**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	67.1%	70.3%	70.0%	54.8%	49.0%	48.6%
Asian/Pac. Islander	78.8%	79.3%	75.9%	71.8%	72.4%	76.8%
Black/Afr. American	56.3%	60.1%	55.7%	45.2%	45.5%	44.0%
Hispanic/Latino	65.4%	61.3%	61.2%	54.8%	53.1%	56.7%
White	89.7%	89.6%	88.2%	86.8%	86.0%	87.4%
Multiracial	--	--	--	--	77.1%	80.7%
Female	79.2%	80.9%	76.3%	72.1%	74.6%	76.2%
Male	74.4%	74.3%	74.4%	69.1%	67.2%	70.4%
<b>TOTAL</b>	<b>76.7%</b>	<b>77.5%</b>	<b>75.3%</b>	<b>70.6%</b>	<b>70.9%</b>	<b>73.3%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fifth Grade Reading**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	53.1%	56.7%
	Not Hispanic/Latino	73.4%	75.7%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	55.6%	40.0%
	Other American Indian	47.9%	49.8%
	Washington Indian	50.0%	100.0%
	Total American Indian	48.4%	49.5%
<b>Black/African American</b>	46.8%	47.1%	
	<b>Asian</b>		
	Cambodian	47.1%	42.9%
	Chinese	85.1%	85.1%
	East Indian	69.6%	88.1%
	Filipino	69.6%	71.0%
	Japanese	86.4%	90.9%
	Korean	87.1%	89.3%
	Vietnamese	69.7%	74.4%
	Other Southeast Asian	81.3%	71.4%
<b>Pacific Islander</b>	Other Asian	61.8%	73.6%
	Total Asian	74.0%	78.3%
	Samoan	46.7%	53.8%
	Other Pacific Islander	42.9%	73.3%
	Total Pacific Islander	44.8%	64.3%
<b>White</b>	83.1%	84.1%	
	<b>TOTAL</b>	<b>70.9%</b>	<b>73.3%</b>

**District Summary**  
**Washington Assessment of Student Learning (WASL)/**  
**Measurement of Student Progress (MSP) Test Results**  
**Fifth Grade Science**

ETHNIC GROUP	Percent Meeting or Exceeding Standards					
	WASL		MSP			
	2007	2008	2009	2010	2011	2012
American Indian	31.6%	37.5%	40.0%	22.2%	44.9%	51.4%
Asian/Pac. Islander	40.6%	47.1%	50.0%	40.5%	66.0%	72.9%
Black/Afr. American	14.7%	21.8%	23.7%	14.1%	29.7%	38.7%
Hispanic/Latino	23.7%	32.3%	30.6%	21.3%	44.9%	53.1%
White	62.9%	67.6%	72.1%	59.0%	81.9%	90.4%
Multiracial	--	--	--	--	73.4%	79.9%
Female	43.8%	52.5%	53.1%	42.9%	64.4%	72.7%
Male	40.9%	45.3%	50.7%	38.4%	63.0%	71.9%
<b>TOTAL</b>	<b>42.3%</b>	<b>48.8%</b>	<b>51.9%</b>	<b>40.6%</b>	<b>63.7%</b>	<b>72.3%</b>

**Percent Meeting or Exceeding Standards by Ethnicity and Primary Race**  
**Fifth Grade Science**

		MSP	
		2011	2012
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	44.9%	53.1%
	Not Hispanic/Latino	66.4%	75.2%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	61.1%	46.7%
	Other American Indian	39.0%	44.5%
	Washington Indian	50.0%	50.0%
	Total American Indian	40.7%	44.7%
<b>Black/African American</b>	<b>Asian</b>		
	Cambodian	29.4%	50.0%
	Chinese	81.0%	85.6%
	East Indian	65.2%	88.1%
	Filipino	61.9%	63.4%
	Japanese	88.6%	92.5%
	Korean	78.1%	89.7%
	Vietnamese	64.6%	67.4%
	Other Southeast Asian	68.8%	81.0%
	Other Asian	51.0%	61.4%
<b>Pacific Islander</b>	Total Asian	67.8%	74.7%
	<b>Samoan</b>	20.0%	69.2%
	Other Pacific Islander	35.7%	66.7%
	Total Pacific Islander	27.6%	67.9%
	<b>White</b>	78.8%	86.6%
	<b>TOTAL</b>	<b>63.7%</b>	<b>72.3%</b>

## SCHOLASTIC APTITUDE TEST (SAT)

### Definition

The Scholastic Aptitude Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS). Juniors and seniors can take this during their last two years of high school. Some students elect not to take this test. The portions of this test used most frequently by college admission boards are the sections measuring students' verbal and math abilities. A new writing section of the SAT was instituted in 2005-2006, and is included here. Average scores are shown below for college-bound seniors from school years 2002-2003 to 2011-2012. Scores are shown for the District, all of Washington State, and nationally.

### Results

Seattle students have scored significantly higher than the national average in all three sections of the SAT since 2002-2003. In 2011-2012, Seattle Public Schools' verbal scores on the SAT were eight points higher than the State scores and 31 points above the national average.

High school students in the Seattle Public Schools have consistently scored well above the national average on the Math section of the SAT. District Math scores were equal to the State average and sixteen points above the national average in 2011-2012.

Seattle students scored eight points higher than State students and 24 points above the national average on the Writing section of the SAT in 2011-2012.

**District Summary  
Scholastic Aptitude Test (SAT)  
Average Scores**

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
<b>VERBAL</b>										
District	531	531	534	530	529	531	524	535	530	527
WA State	530	528	532	527	526	526	524	524	523	519
National	507	508	508	503	502	502	501	501	497	496
<b>MATH</b>										
District	540	535	532	530	523	533	528	533	528	530
WA State	532	531	534	532	531	533	531	532	529	530
National	519	518	520	518	515	515	515	516	514	514
<b>WRITING</b>										
District	--	--	--	512	511	514	506	517	515	512
WA State	--	--	--	511	510	509	507	508	508	503
National	--	--	--	497	494	494	493	492	489	488



# ATTENDANCE

## Definition

Average daily attendance is reported in the following tables and graphs as a percentage for each ethnic group and by gender for the overall District and also at the high, middle and elementary school levels.

An attendance percentage is calculated for each student by dividing the number of days present at a school by the number of membership days (the total number of possible school days a student is enrolled in the school during the school year). The attendance percentage is calculated separately for each school a student attends throughout the year. As a result, a student who has transferred to another school within the District during the year will be represented in this data more than once. Note, however, that if a student enters, leaves, and then re-enters the *same school* during one school year, only the information for the last, most recent tenure of that student is reported from that school. All students' daily attendance rates are then averaged to determine the ethnic group and gender means.

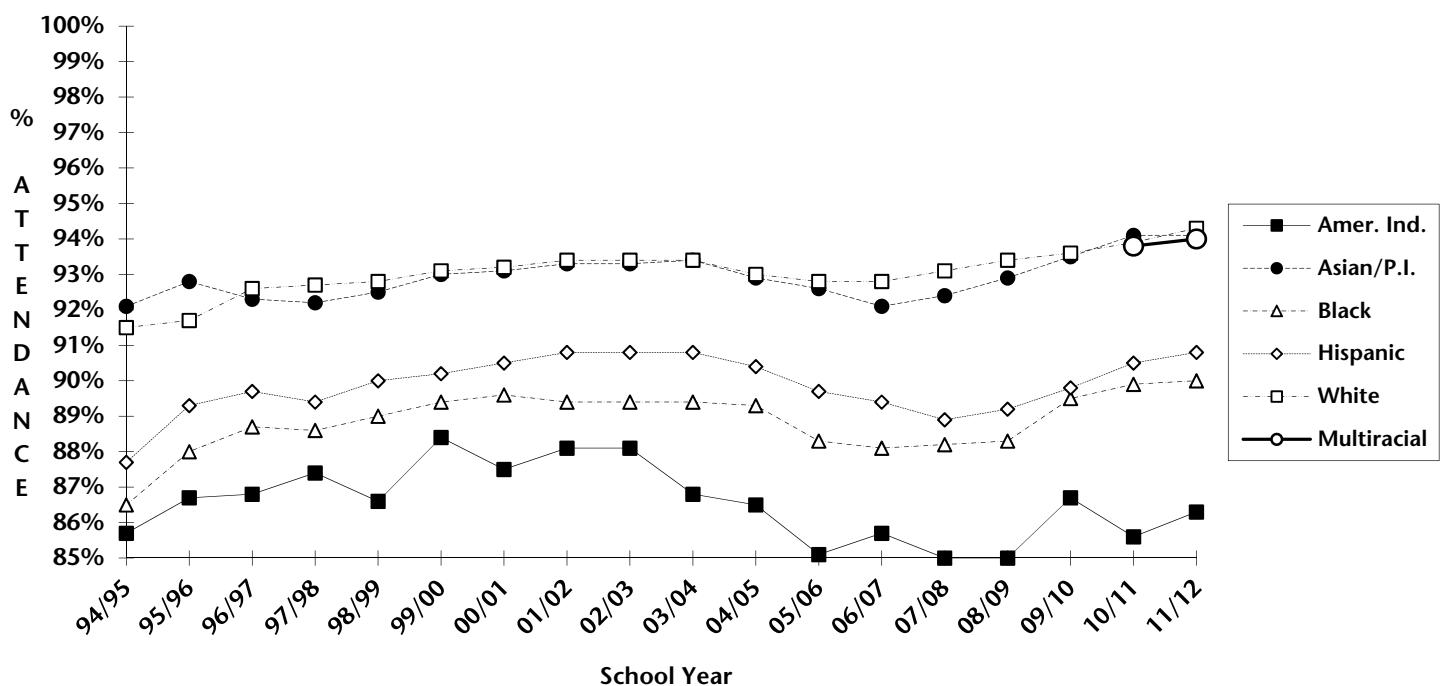
## Results

Attendance is higher for elementary students and lower for middle and high school students. Overall, attendance rose by 0.2 percentage points from 2010-2011 to 2011-2012 to 92.8%. All ethnic groups maintained or increased their attendance rates from the previous year.

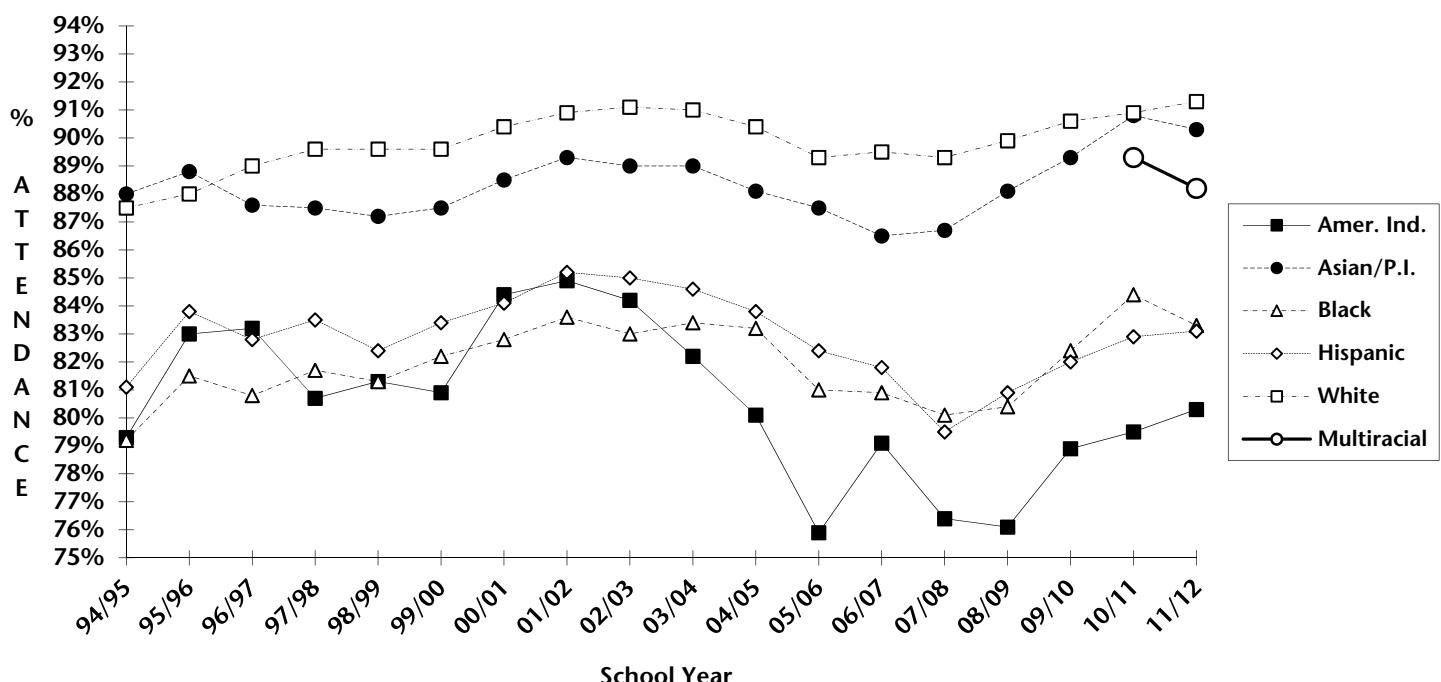
High school attendance fell by 0.2 percentage points to 87.8% in 2011-2012. While attendance rates rose for the American Indian, Hispanic/Latino and White ethnic groups by 0.8, 0.3 and 0.4 percentage points, respectively, this was offset by a decrease in attendance rates in the Asian/Pacific Islander and Black/African American ethnic groups by 0.5 and 1.1 percentage points from 2010-2011 to 2011-2012. Middle school student attendance rose by 0.3 percentage points in 2011-2012 to 93.2%, with attendance increasing in every ethnic group category compared to the 2010-2011 school year. Elementary school attendance in 2011-2012 also rose across every ethnic group from 2010-2011 rates by a total of 0.4 percentage points to 95.5%, the highest rate in six years.

Attendance rates for male and female students were nearly identical at the high and middle school levels and slightly higher for females at the elementary school level in 2011-2012.

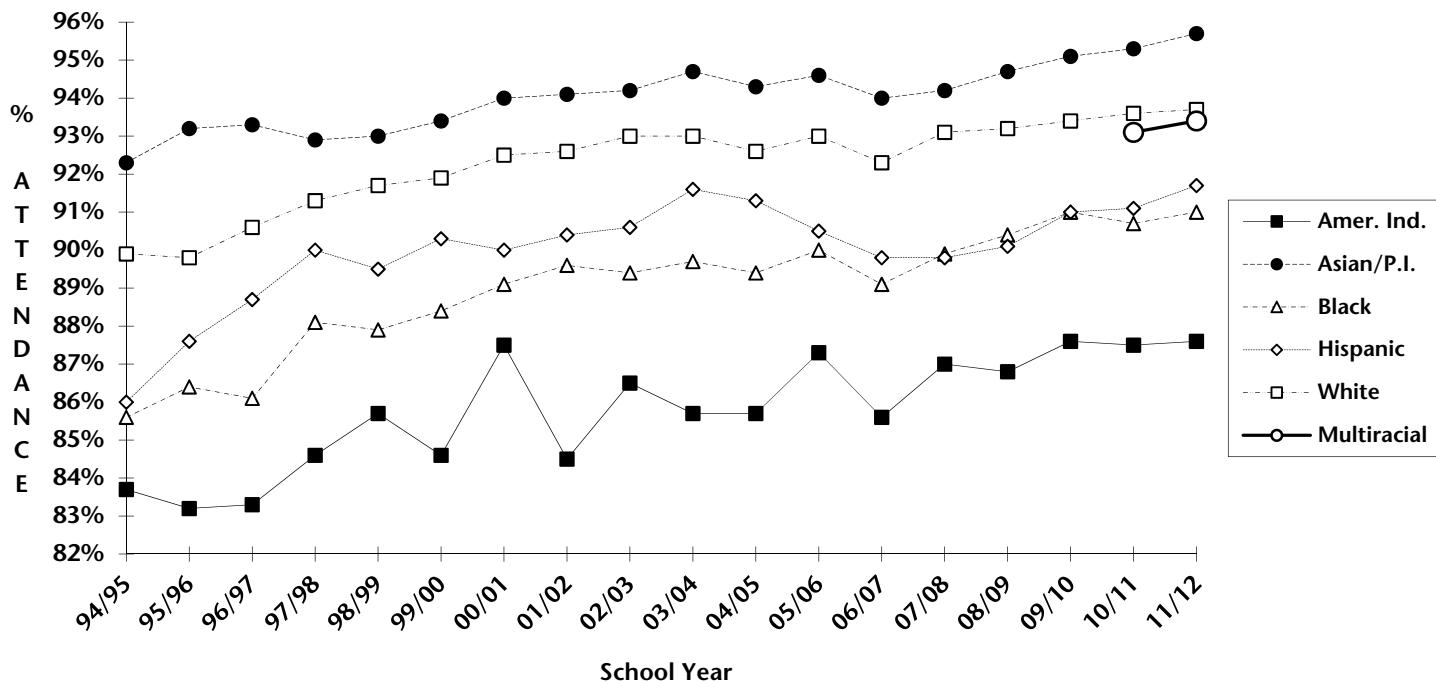
**Average Daily Attendance by Ethnic Group**  
**All Students/Grades K - 12**  
**1994-1995 to 2011-2012**



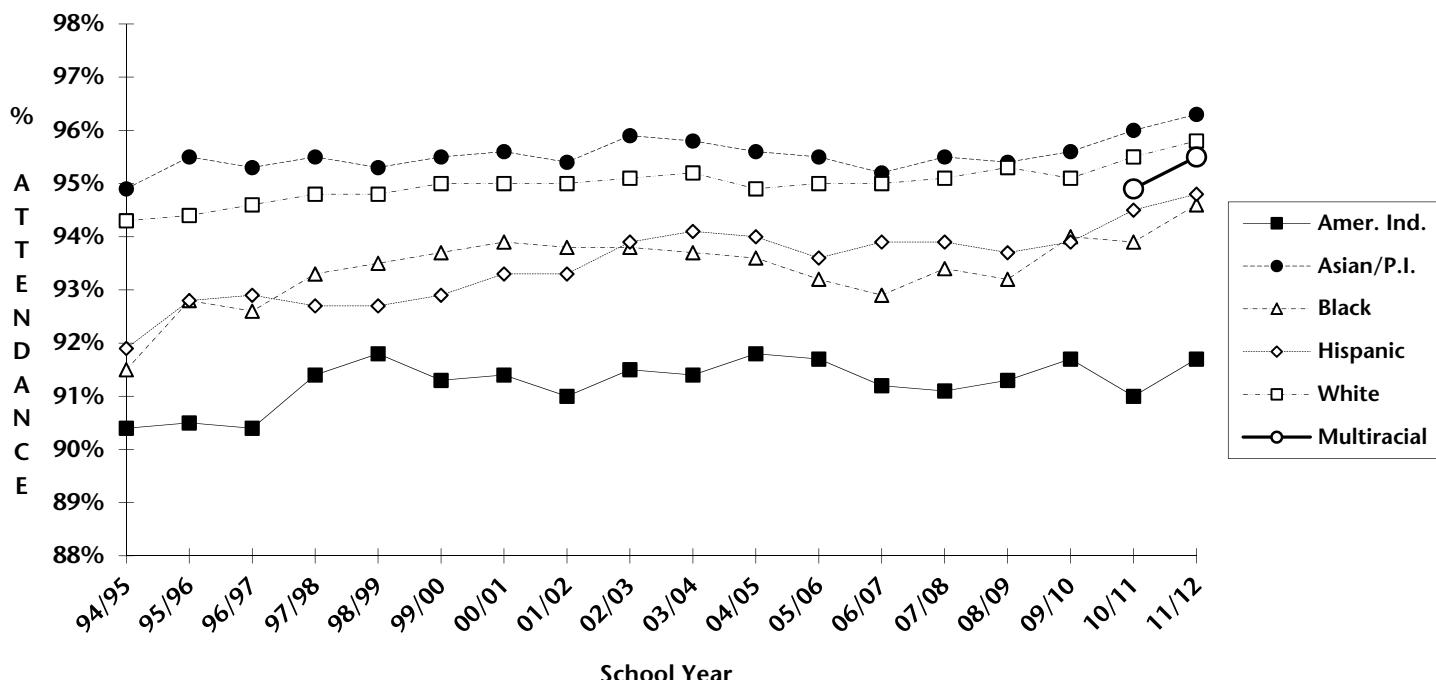
**Average Daily Attendance by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1994-1995 to 2011-2012**



**Average Daily Attendance by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1994-1995 to 2011-2012**



**Average Daily Attendance by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1994-1995 to 2011-2012**



**District Summary**  
**Average Daily Attendance by Ethnic Group and Gender**  
**All Students/Grades K - 12**

<b>ETHNIC GROUP</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
	%	%	%	%	%	%
<b>American Indian</b>	85.7%	85.0%	85.0%	86.7%	85.6%	86.3%
<b>Asian/Pac. Islander</b>	92.1%	92.4%	92.9%	93.5%	94.1%	94.1%
<b>Black/Afr. American</b>	88.1%	88.2%	88.3%	89.5%	89.9%	90.0%
<b>Hispanic/Latino</b>	89.4%	88.9%	89.2%	89.8%	90.5%	90.8%
<b>White</b>	92.8%	93.1%	93.4%	93.6%	93.9%	94.3%
<b>Multiracial</b>	--	--	--	--	93.8%	94.0%
<b>Female</b>	91.2%	91.3%	91.6%	92.2%	92.7%	93.0%
<b>Male</b>	90.7%	90.9%	91.3%	91.9%	92.4%	92.7%
<b>TOTAL</b>	91.0%	91.1%	91.4%	92.1%	92.6%	92.8%

**Average Daily Attendance by Ethnicity and Primary Race**  
**All Students/Grades K - 12**

		<b>2010/2011</b>	<b>2011/2012</b>
		%	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	90.5%	90.8%
	Not Hispanic/Latino	92.9%	93.1%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	86.9%	88.8%
	Other American Indian	89.1%	89.2%
	Washington Indian	88.6%	90.9%
	Total American Indian	89.0%	89.2%
	<b>Black/African American</b>	90.1%	90.2%
<b>Asian</b>			
	Cambodian	93.6%	93.0%
	Chinese	96.2%	96.7%
	East Indian	94.1%	94.0%
	Filipino	93.5%	93.8%
	Japanese	95.3%	95.4%
	Korean	95.1%	96.4%
	Vietnamese	94.6%	94.6%
	Other Southeast Asian	94.6%	94.3%
	Other Asian	90.4%	89.6%
	Total Asian	94.3%	94.4%
	<b>Pacific Islander</b>		
	Samoan	86.9%	86.0%
	Other Pacific Islander	90.8%	88.6%
	Total Pacific Islander	87.9%	86.9%
<b>White</b>	93.6%	94.0%	
<b>TOTAL</b>	92.6%	92.8%	

**District Summary**  
**Average Daily Attendance by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**

<b>ETHNIC GROUP</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
	%	%	%	%	%	%
<b>American Indian</b>	79.1%	76.4%	76.1%	78.9%	79.5%	80.3%
<b>Asian/Pac. Islander</b>	86.5%	86.7%	88.1%	89.3%	90.8%	90.3%
<b>Black/Afr. American</b>	80.9%	80.1%	80.4%	82.4%	84.4%	83.3%
<b>Hispanic/Latino</b>	81.8%	79.5%	80.9%	82.0%	82.9%	83.1%
<b>White</b>	89.5%	89.3%	89.9%	90.6%	90.9%	91.3%
<b>Multiracial</b>	--	--	--	--	89.3%	88.2%
<b>Female</b>	85.8%	85.3%	85.6%	86.9%	88.3%	87.9%
<b>Male</b>	85.3%	84.7%	85.7%	86.9%	87.8%	87.8%
<b>TOTAL</b>	85.5%	85.0%	85.7%	86.9%	88.0%	87.8%

**Average Daily Attendance by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

		<b>2010/2011</b>	<b>2011/2012</b>
		%	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	82.9%	83.1%
	Not Hispanic/Latino	88.8%	88.5%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	74.2%	81.9%
	Other American Indian	81.5%	80.7%
	Washington Indian	70.7%	86.3%
	Total American Indian	81.2%	80.8%
	<b>Black/African American</b>	84.5%	83.3%
<b>Asian</b>			
	Cambodian	88.4%	84.4%
	Chinese	94.0%	95.1%
	East Indian	91.7%	90.1%
	Filipino	90.6%	90.4%
	Japanese	93.4%	93.1%
	Korean	91.6%	94.4%
	Vietnamese	91.7%	91.0%
	Other Southeast Asian	90.7%	88.9%
	Other Asian	84.9%	82.9%
<b>Pacific Islander</b>	Total Asian	91.0%	90.7%
	Samoan	82.2%	79.4%
	Other Pacific Islander	80.5%	81.8%
	Total Pacific Islander	81.9%	80.0%
	<b>White</b>	90.1%	90.5%
	<b>TOTAL</b>	88.0%	87.8%

**District Summary**  
**Average Daily Attendance by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
	%	%	%	%	%	%
<b>American Indian</b>	85.6%	87.0%	86.8%	87.6%	87.5%	87.6%
<b>Asian/Pac. Islander</b>	94.0%	94.2%	94.7%	95.1%	95.3%	95.7%
<b>Black/Afr. American</b>	89.1%	89.9%	90.4%	91.0%	90.7%	91.0%
<b>Hispanic/Latino</b>	89.8%	89.8%	90.1%	91.0%	91.1%	91.7%
<b>White</b>	92.3%	93.1%	93.2%	93.4%	93.6%	93.7%
<b>Multiracial</b>	--	--	--	--	93.1%	93.4%
<b>Female</b>	91.9%	92.3%	92.5%	92.9%	93.1%	93.2%
<b>Male</b>	91.0%	91.8%	92.3%	92.8%	92.8%	93.1%
<b>TOTAL</b>	91.4%	92.1%	92.4%	92.8%	92.9%	93.2%

**Average Daily Attendance by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

		2010/2011	2011/2012
		%	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	91.1%	91.7%
	Not Hispanic/Latino	93.2%	93.4%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	87.6%	87.3%
	Other American Indian	90.1%	91.3%
	Washington Indian	91.4%	92.6%
	Total American Indian	90.0%	91.1%
	<b>Black/African American</b>	90.7%	91.1%
<b>Asian</b>	Cambodian	95.9%	95.9%
	Chinese	97.4%	97.6%
	East Indian	93.5%	94.3%
	Filipino	93.5%	94.8%
	Japanese	95.0%	95.5%
	Korean	96.0%	95.9%
	Vietnamese	96.4%	96.0%
	Other Southeast Asian	94.7%	96.1%
	Other Asian	92.4%	92.9%
	Total Asian	95.3%	95.7%
<b>Pacific Islander</b>	Samoan	89.4%	89.1%
	Other Pacific Islander	91.8%	91.2%
	Total Pacific Islander	90.0%	89.8%
	<b>White</b>	93.4%	93.4%
	<b>TOTAL</b>	92.9%	93.2%

**District Summary**  
**Average Daily Attendance by Ethnic Group and Gender**  
**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
	%	%	%	%	%	%
<b>American Indian</b>	91.2%	91.1%	91.3%	91.7%	91.0%	91.7%
<b>Asian/Pac. Islander</b>	95.2%	95.5%	95.4%	95.6%	96.0%	96.3%
<b>Black/Afr. American</b>	92.9%	93.4%	93.2%	94.0%	93.9%	94.6%
<b>Hispanic/Latino</b>	93.9%	93.9%	93.7%	93.9%	94.5%	94.8%
<b>White</b>	95.0%	95.1%	95.3%	95.1%	95.5%	95.8%
<b>Multiracial</b>	--	--	--	--	94.9%	95.5%
<b>Female</b>	94.3%	94.7%	94.7%	94.9%	95.1%	95.6%
<b>Male</b>	94.4%	94.5%	94.5%	94.7%	95.0%	95.4%
<b>TOTAL</b>	94.3%	94.6%	94.6%	94.8%	95.1%	95.5%

**Average Daily Attendance by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

		2010/2011	2011/2012
		%	%
<b>Ethnicity:</b>	<b>Hispanic/Latino</b>	94.5%	94.8%
	Not Hispanic/Latino	95.1%	95.6%
<b>Race:</b>	<b>American Indian</b>		
	Alaskan Native	91.7%	92.4%
	Other American Indian	94.1%	94.5%
	Washington Indian	93.8%	92.8%
	Total American Indian	94.0%	94.4%
	<b>Black/African American</b>	93.9%	94.6%
<b>Asian</b>	Cambodian	94.8%	96.5%
	Chinese	97.2%	97.5%
	East Indian	95.0%	95.2%
	Filipino	95.3%	95.7%
	Japanese	96.7%	96.8%
	Korean	96.2%	97.2%
	Vietnamese	95.9%	96.5%
	Other Southeast Asian	95.6%	95.8%
	Other Asian	95.0%	95.1%
	Total Asian	96.0%	96.4%
<b>Pacific Islander</b>	Samoan	90.2%	91.3%
	Other Pacific Islander	93.5%	90.4%
	Total Pacific Islander	91.5%	90.9%
	<b>White</b>	95.4%	95.7%
	<b>TOTAL</b>	95.1%	95.5%

## DISCIPLINE

### Definition

The following tables and graphs summarize data entered in the central student disciplinary action and intervention reporting system by each school. Schools report discipline incidences, the student's ID number, date, type of action taken, reason, and number of days suspended. If there is more than one reason or more than one action taken, multiple entries are made for that student. The possible actions are divided into two broad categories -- interventions and disciplinary actions, the latter including suspensions and expulsions. Suspensions are further divided into short- and long-term suspensions. The District's definition of a short-term suspension since 1996-1997 is defined as a suspension of 10 days or less. Before then, short-term suspensions were for fewer than four days. Students under short-term suspension are not formally withdrawn from school. A long-term suspension lasts until the end of the semester, and students are withdrawn from school and normally enrolled in a re-entry program. Other interventions (e.g., parent contact, schedule adjustment, or student conference) prompted by less serious offenses that do not involve the loss of school time are not reported in this section.

Reporting requirements have varied over the years. Originally the system was developed to report suspensions and corporal punishments to the Office for Civil Rights. In recent years, other interventions and offense codes have been added. The extent to which schools have reported non-disciplinary interventions has varied from school to school over the years.

While there is variation in the degree to which schools report interventions, all schools regularly report the disciplinary actions summarized in the following tables. To prepare the following tables, entries for all short-term suspensions, long-term suspensions and expulsions were extracted from the

computer files. Multiple entries for a student were consolidated so that regardless of how many times a student was suspended or expelled during the year or for how many reasons, the student is counted only once on a table. For example, a student may have received two short-term suspensions, a long-term suspension and an expulsion. However, the student is counted only once for each category as a short-term suspension, a long-term suspension, and an expulsion. Percentages were calculated by dividing the number of students subject to each type of disciplinary action by the June enrollment figures for that year.

Discipline rates by gender are presented with the ethnic group data. For the three types of discipline and at all grade levels, males are disciplined at a much higher rate than females.



## **DISCIPLINE SHORT-TERM SUSPENSIONS**

### **Results**

Across all grade levels, Black/African American short-term suspension rates are highest, while Asian/Pacific Islander and White suspension rates are lowest.

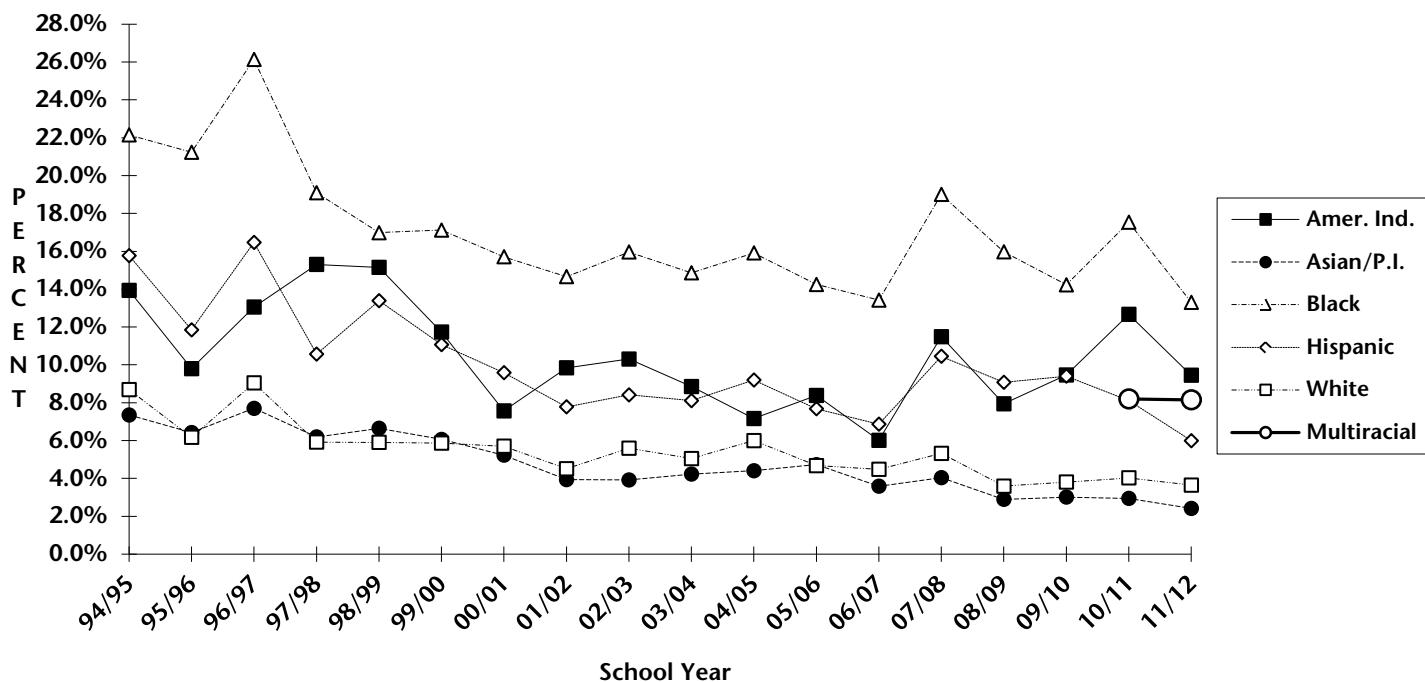
At the high school level there was a sharp decline in the number and percentage of short-term suspensions from 2010-2011 to 2011-2012. 190 fewer high school students received short-term suspensions in 2011-2012 compared to 2010-2011, corresponding to a 1.6 percentage point drop in the short-term suspension rate from 7.5% to 5.9%. This is the lowest number and rate of short-term suspensions at the high school level in the 26 years of data gathered for this statistic.

The total number of middle school short-term suspensions rose by 15 students (0.1 percentage point) from 2010-2011 to 2011-2012 as 11.3% of middle school students received short-term suspensions.

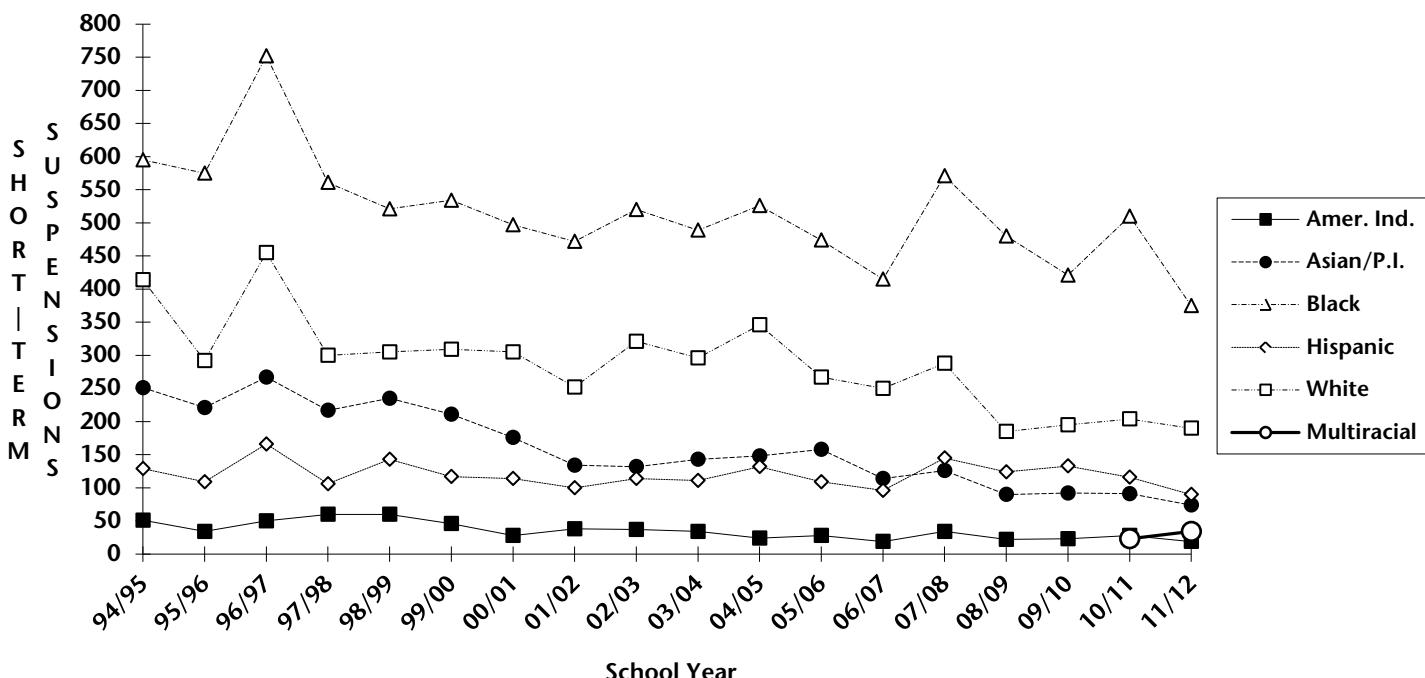
The number of elementary students receiving short-term suspensions fell by 77 students (or 0.4 percentage points) from 2010-2011 to 2011-2012. This reversed the 2010-2011 numbers that exhibited the highest number and percentage of short-term suspensions at the elementary level in the eighteen years graphed here. The most notable decrease by ethnic group in elementary students receiving short-term suspensions from 2010-2011 to 2011-2012 occurred in the Black/African American category, falling by 35 students (0.7 percentage points) from the previous year.



**Percent of Short-Term Suspensions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



**Short-Term Suspensions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



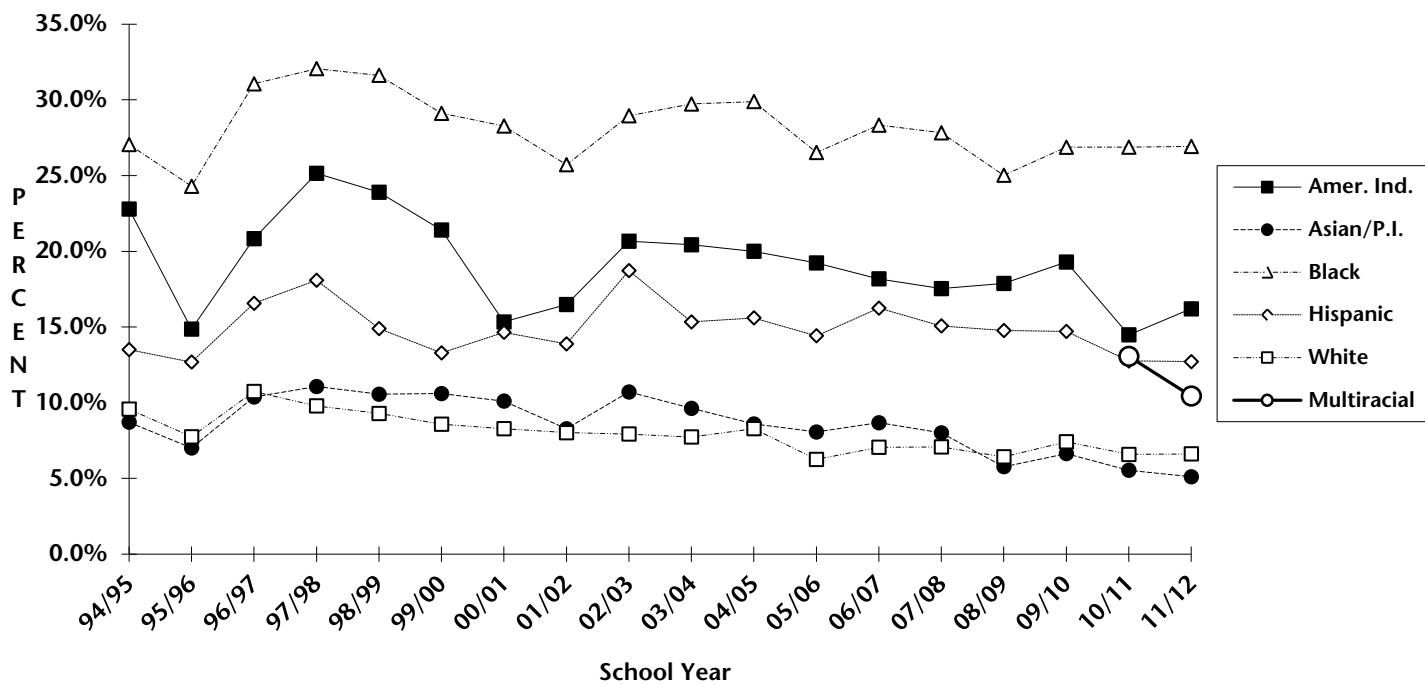
**District Summary**  
**Number and Percent of Short-Term Suspensions by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indian	19	6.0%	34	11.5%	22	7.9%	23	9.5%	28	12.7%	19	9.5%
Asian/Pac. Islander	114	3.6%	126	4.0%	90	2.9%	92	3.0%	91	2.9%	74	2.4%
Black/Afr. American	415	13.4%	571	19.0%	480	16.0%	421	14.2%	510	17.5%	375	13.3%
Hispanic/Latino	96	6.9%	145	10.5%	124	9.1%	133	9.4%	116	8.1%	90	6.0%
White	250	4.5%	288	5.3%	185	3.6%	195	3.8%	204	4.0%	190	3.6%
Multiracial	--	--	--	--	--	--	--	--	23	8.2%	34	8.2%
Female	323	4.9%	417	6.5%	332	5.3%	238	3.9%	339	5.4%	243	3.8%
Male	571	8.3%	747	11.1%	569	8.5%	626	9.4%	633	9.4%	539	7.9%
<b>TOTAL</b>	<b>894</b>	<b>6.6%</b>	<b>1,164</b>	<b>8.8%</b>	<b>901</b>	<b>7.0%</b>	<b>864</b>	<b>6.8%</b>	<b>972</b>	<b>7.5%</b>	<b>782</b>	<b>5.9%</b>

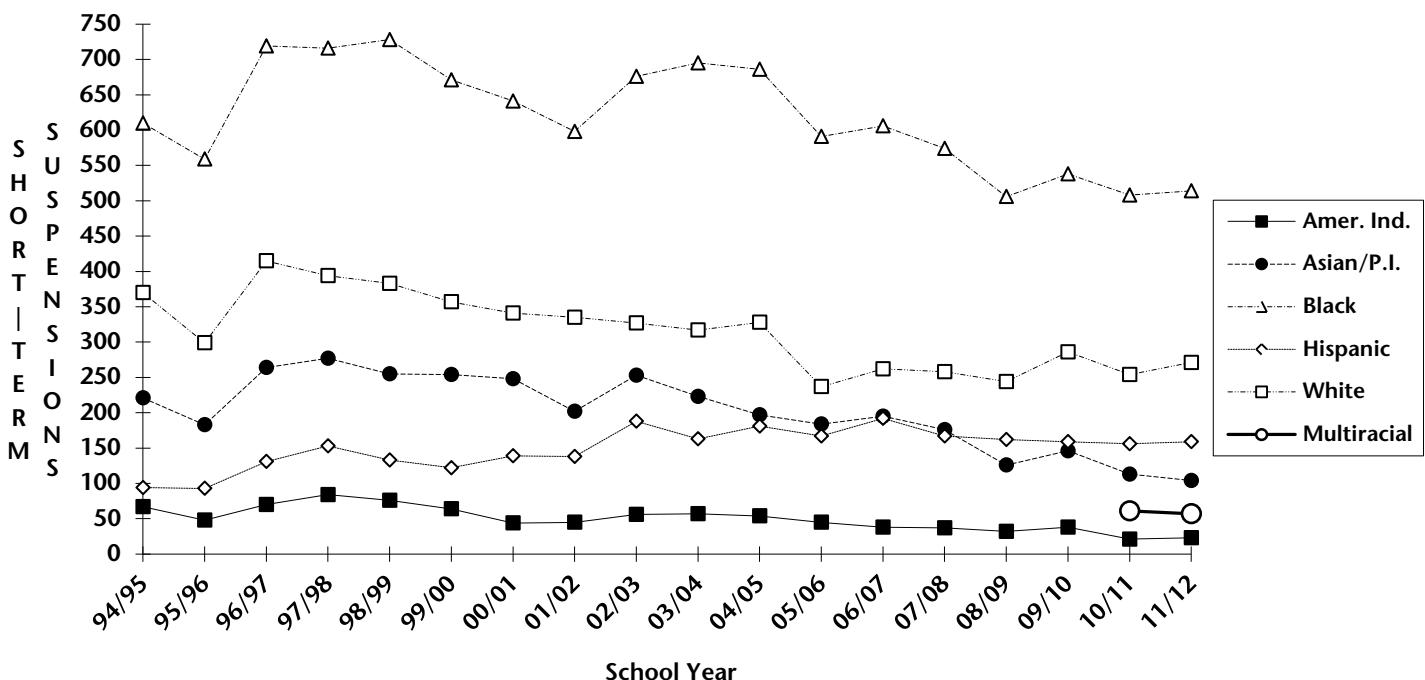
**Short-Term Suspensions by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	116	8.1%	90	6.0%
Not Hispanic/Latino	856	7.4%	692	5.9%
<b>Race: American Indian</b>				
Alaskan Native	5	18.5%	3	8.3%
Other American Indian	79	9.0%	59	7.1%
Washington Indian	1	16.7%	2	16.7%
Total American Indian	85	9.4%	64	7.3%
<b>Black/African American</b>	540	17.4%	408	13.3%
<b>Asian</b>				
Cambodian	2	7.1%	0	0.0%
Chinese	15	1.8%	14	1.6%
East Indian	1	1.4%	3	4.1%
Filipino	20	3.5%	15	2.5%
Japanese	7	3.3%	6	3.0%
Korean	1	1.1%	0	0.0%
Vietnamese	20	2.5%	15	1.9%
Other Southeast Asian	1	2.8%	1	1.8%
Other Asian	21	4.3%	15	3.2%
Total Asian	88	2.8%	69	2.2%
<b>Pacific Islander</b>				
Samoan	10	11.0%	11	11.7%
Other Pacific Islander	3	16.7%	2	6.9%
Total Pacific Islander	13	11.9%	13	10.6%
<b>White</b>	246	4.3%	228	3.8%
<b>TOTAL</b>	<b>972</b>	<b>7.5%</b>	<b>782</b>	<b>5.9%</b>

**Percent of Short-Term Suspensions by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1994-1995 to 2011-2012**



**Short-Term Suspensions by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1994-1995 to 2011-2012**



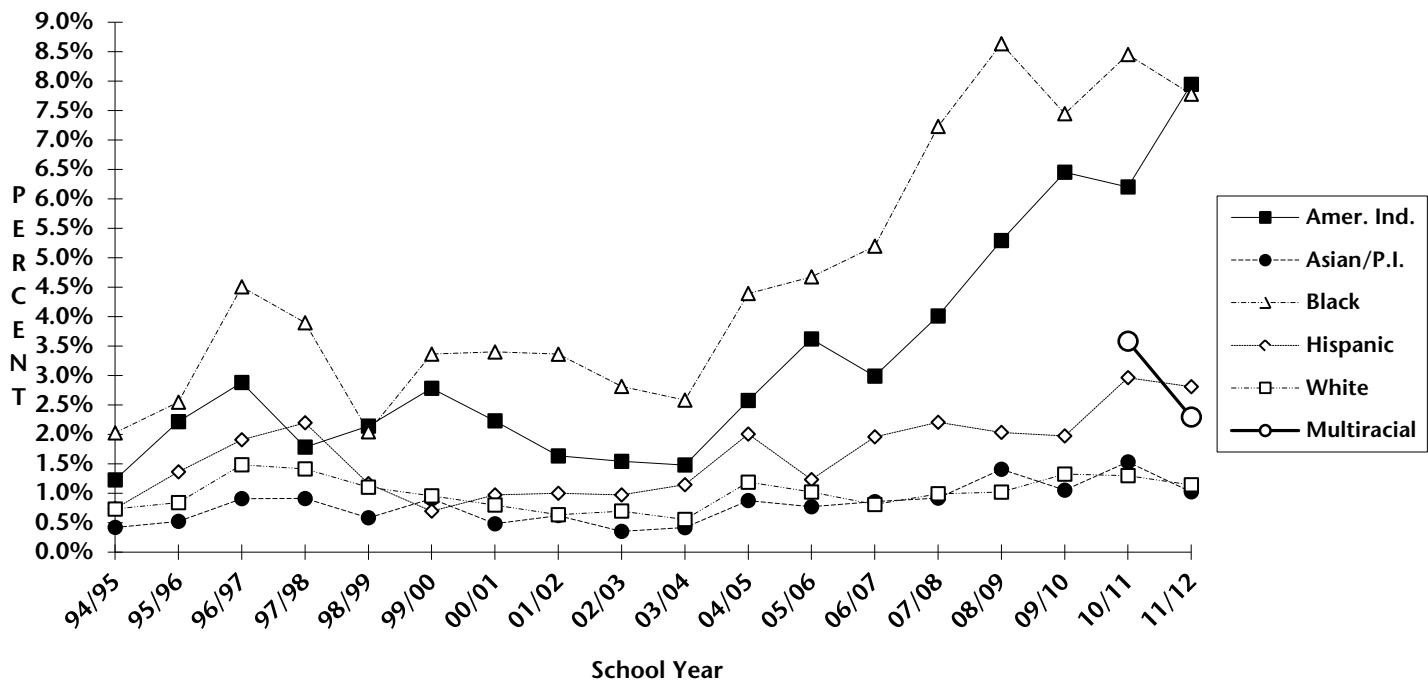
**District Summary**  
**Number and Percent of Short-Term Suspensions by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	38	18.2%	37	17.5%	32	17.9%	38	19.3%	21	14.5%	23	16.2%
Asian/Pac. Islander	195	8.7%	176	8.0%	126	5.8%	146	6.6%	113	5.5%	104	5.1%
Black/Afr. American	606	28.3%	574	27.8%	506	25.0%	538	26.9%	508	26.9%	514	26.9%
Hispanic/Latino	192	16.2%	167	15.1%	162	14.8%	159	14.7%	156	12.8%	159	12.7%
White	262	7.1%	258	7.1%	244	6.4%	286	7.4%	254	6.6%	271	6.6%
Multiracial	--	--	--	--	--	--	--	--	61	13.1%	57	10.4%
Female	360	7.9%	350	7.9%	321	7.1%	390	8.6%	364	7.8%	344	7.1%
Male	933	18.9%	862	18.0%	749	15.7%	777	16.2%	749	15.1%	784	15.2%
<b>TOTAL</b>	<b>1,293</b>	<b>13.6%</b>	<b>1,212</b>	<b>13.1%</b>	<b>1,070</b>	<b>11.5%</b>	<b>1,167</b>	<b>12.5%</b>	<b>1,113</b>	<b>11.6%</b>	<b>1,128</b>	<b>11.3%</b>

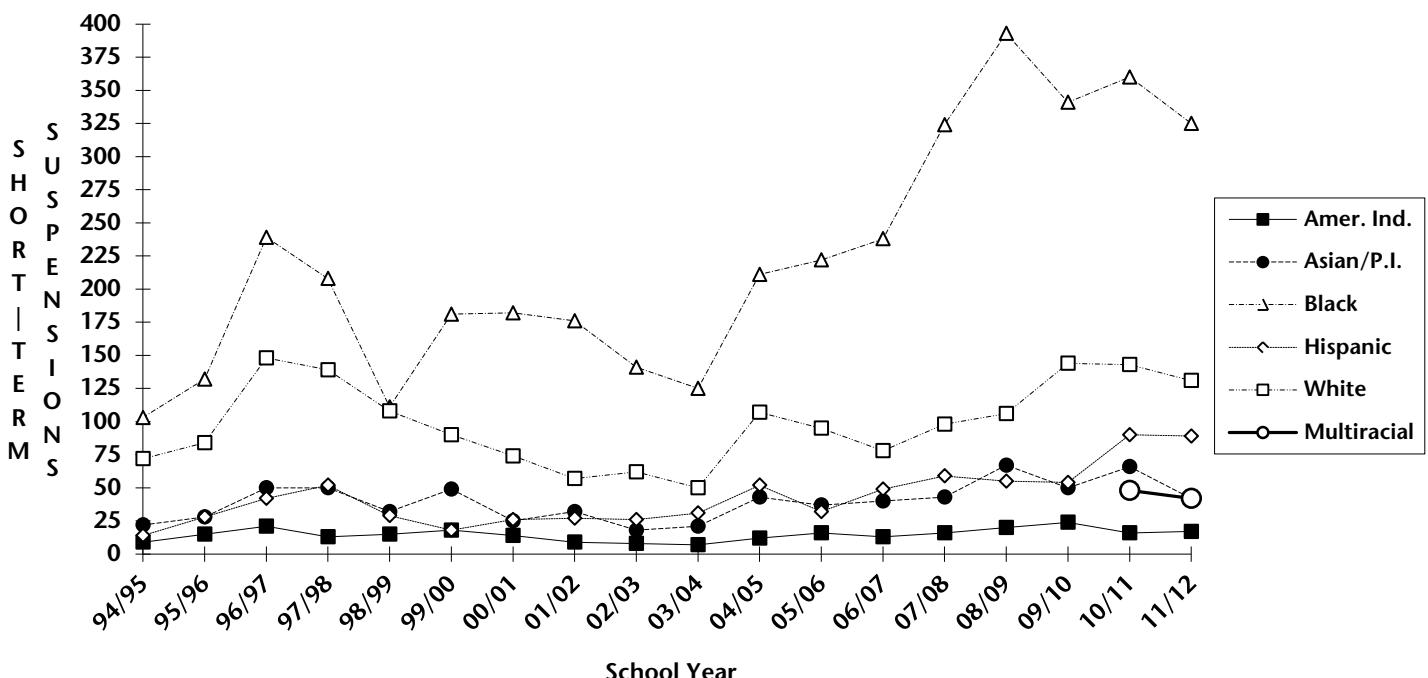
**Short-Term Suspensions by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	156	12.8%	159	12.7%
Not Hispanic/Latino	957	11.4%	969	11.1%
<b>Race: American Indian</b>				
Alaskan Native	7	20.6%	6	14.6%
Other American Indian	88	14.0%	85	13.5%
Washington Indian	0	0.0%	1	7.7%
Total American Indian	95	14.0%	92	13.5%
<b>Black/African American</b>	560	25.9%	566	25.7%
<b>Asian</b>				
Cambodian	0	0.0%	1	2.7%
Chinese	21	3.5%	17	2.9%
East Indian	2	4.2%	3	6.3%
Filipino	21	5.3%	15	3.5%
Japanese	13	7.6%	12	7.7%
Korean	2	2.7%	2	2.4%
Vietnamese	32	6.5%	28	5.4%
Other Southeast Asian	1	2.7%	3	6.4%
Other Asian	28	8.9%	25	8.5%
Total Asian	120	5.5%	106	4.8%
<b>Pacific Islander</b>				
Samoan	9	13.4%	12	21.8%
Other Pacific Islander	2	9.5%	3	10.3%
Total Pacific Islander	11	12.5%	15	17.9%
<b>White</b>	327	7.2%	349	7.3%
<b>TOTAL</b>	<b>1,113</b>	<b>11.6%</b>	<b>1,128</b>	<b>11.3%</b>

**Percent of Short-Term Suspensions by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1994-1995 to 2011-2012**



**Short-Term Suspensions by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Short-Term Suspensions by Ethnic Group and Gender**  
**All Elementary School Students/Grades K - 5**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	13	3.0%	16	4.0%	20	5.3%	24	6.5%	16	6.2%	17	7.9%
Asian/Pac. Islander	40	0.9%	43	0.9%	67	1.4%	50	1.1%	66	1.5%	42	1.0%
Black/Afr. American	238	5.2%	324	7.2%	393	8.6%	341	7.4%	360	8.5%	325	7.8%
Hispanic/Latino	49	2.0%	59	2.2%	55	2.0%	54	2.0%	90	3.0%	89	2.8%
White	78	0.8%	98	1.0%	106	1.0%	144	1.3%	143	1.3%	131	1.1%
Multiracial	--	--	--	--	--	--	--	--	48	3.6%	42	2.3%
Female	70	0.6%	106	1.0%	115	1.0%	104	0.9%	131	1.1%	122	1.0%
Male	348	3.2%	434	3.9%	526	4.6%	509	4.3%	592	4.8%	524	4.1%
<b>TOTAL</b>	<b>418</b>	<b>1.9%</b>	<b>540</b>	<b>2.4%</b>	<b>641</b>	<b>2.8%</b>	<b>613</b>	<b>2.6%</b>	<b>723</b>	<b>3.0%</b>	<b>646</b>	<b>2.6%</b>

**Short-Term Suspensions by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	90	3.0%	89	2.8%
Not Hispanic/Latino	633	3.0%	557	2.6%
<b>Race: American Indian</b>				
Alaskan Native	6	7.4%	7	8.4%
Other American Indian	47	3.2%	49	3.6%
Washington Indian	2	8.3%	1	3.4%
Total American Indian	55	3.5%	57	3.8%
<b>Black/African American</b>	402	8.2%	370	7.4%
<b>Asian</b>				
Cambodian	1	1.3%	3	4.1%
Chinese	8	0.7%	6	0.5%
East Indian	3	1.4%	1	0.5%
Filipino	16	1.7%	5	0.6%
Japanese	2	0.6%	4	1.2%
Korean	0	0.0%	1	0.4%
Vietnamese	25	2.2%	14	1.3%
Other Southeast Asian	2	1.7%	2	1.3%
Other Asian	16	2.9%	8	1.7%
Total Asian	73	1.5%	44	0.9%
<b>Pacific Islander</b>				
Samoan	5	4.8%	7	7.7%
Other Pacific Islander	4	6.2%	1	1.3%
Total Pacific Islander	9	5.3%	8	4.8%
<b>White</b>	184	1.4%	167	1.2%
<b>TOTAL</b>	<b>723</b>	<b>3.0%</b>	<b>646</b>	<b>2.6%</b>

## **DISCIPLINE LONG-TERM SUSPENSIONS**

### **Results**

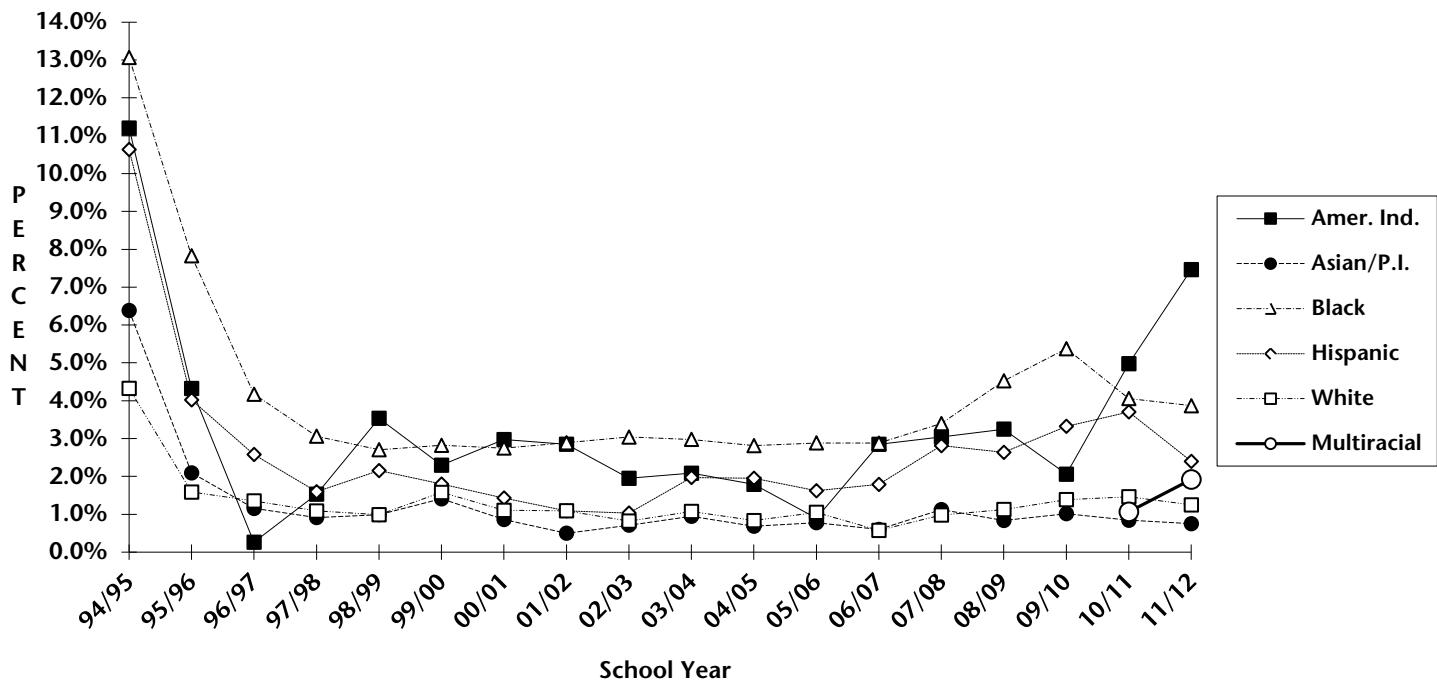
In the following charts chronicling eighteen years of long-term suspensions, please note again that the District's definition of what constituted a long-term suspension changed from four days or less prior to 1996-1997 to ten days or less in the time since then.

High school long-term suspension numbers fell by 29 students from 2010-2011 to 2011-2012 to 1.9% of enrollment. This is the second year reversing the 2009-2010 data that had recorded the highest number (313) and percentage (2.4%) of long-term suspensions since 1996-1997. When compared to 2010-2011, the percentage of long-term suspensions received in 2011-2012 actually increased for the American Indian and Multiracial ethnic groups (by +2.5 and +0.7 percentage points), but was countered by decreases in high school students receiving long-term suspensions in the Black/African American, Hispanic/Latino and White ethnic groups (by -0.2, -1.3 and -0.3 percentage points, respectively).

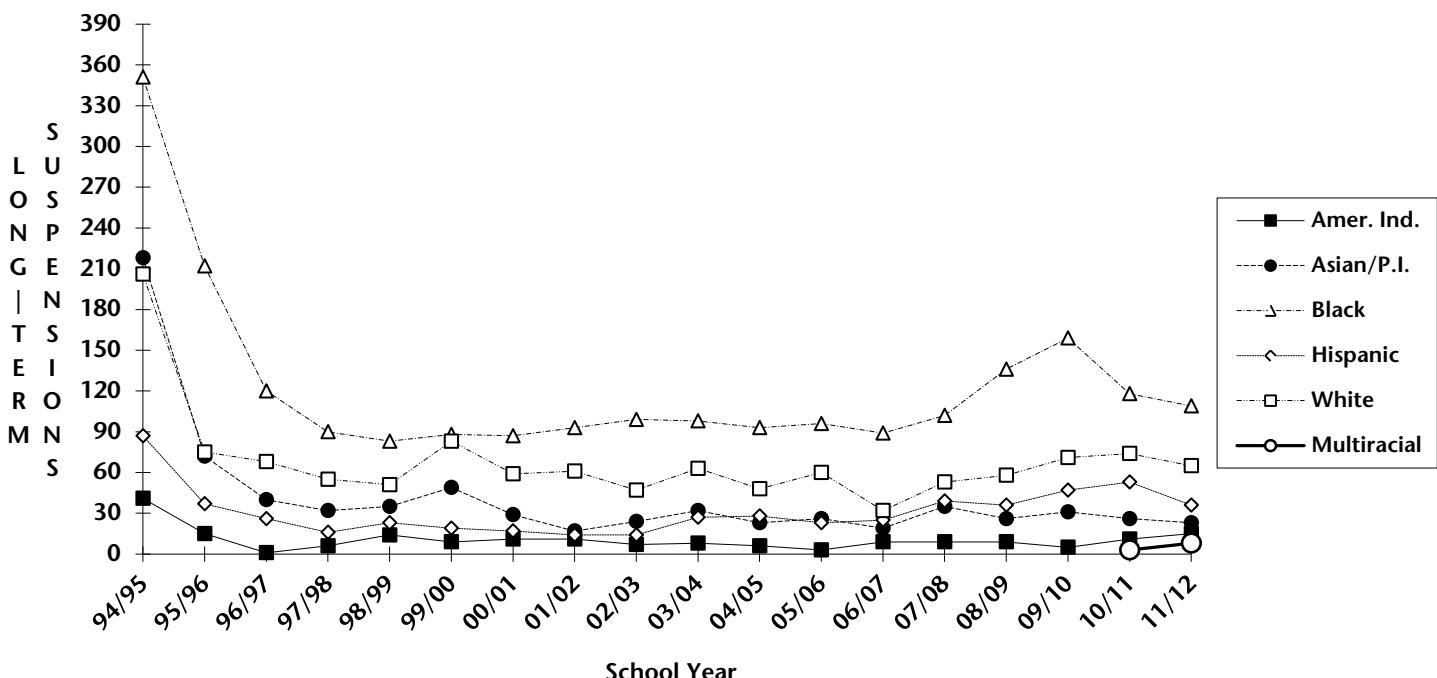
The total number of middle school students receiving long-term suspensions in 2011-2012 fell by 15 students from the previous year (for the third straight year), decreasing by 0.2 percentage points to 1.9% of middle school enrollment.

Six elementary school students received long-term suspensions in 2011-2012, rising from an historic low of two students in 2010-2011 but still a very low 0.02% of elementary enrollment.

**Percent of Long-Term Suspensions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



**Long-Term Suspensions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



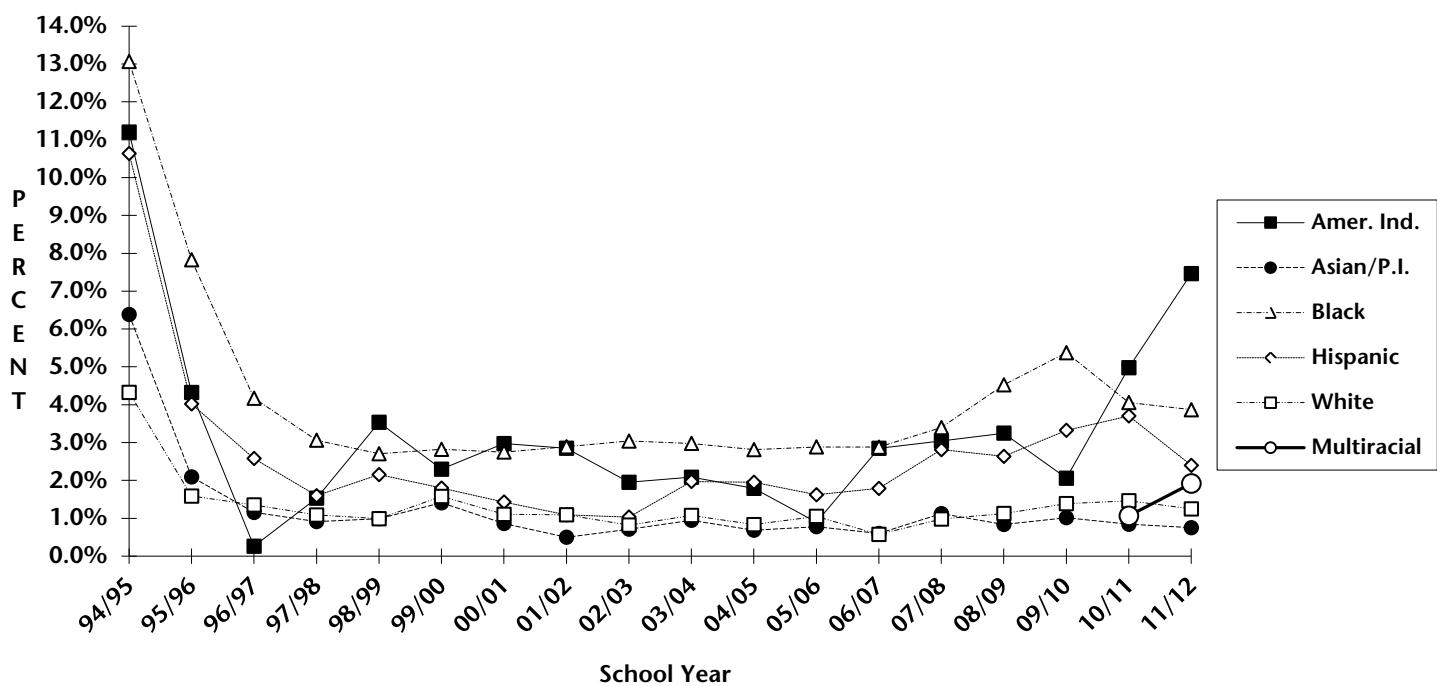
**District Summary**  
**Number and Percent of Long-Term Suspensions by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	9	2.8%	9	3.0%	9	3.2%	5	2.1%	11	5.0%	15	7.5%
Asian/Pac. Islander	19	0.6%	35	1.1%	26	0.8%	31	1.0%	26	0.8%	23	0.8%
Black/Afr. American	89	2.9%	102	3.4%	136	4.5%	159	5.4%	118	4.1%	109	3.9%
Hispanic/Latino	25	1.8%	39	2.8%	36	2.6%	47	3.3%	53	3.7%	36	2.4%
White	32	0.6%	53	1.0%	58	1.1%	71	1.4%	74	1.5%	65	1.2%
Multiracial	--	--	--	--	--	--	--	--	3	1.1%	8	1.9%
Female	45	0.7%	54	0.8%	61	1.0%	85	1.4%	65	1.0%	67	1.0%
Male	129	1.9%	184	2.7%	204	3.1%	228	3.4%	220	3.3%	189	2.8%
<b>TOTAL</b>	<b>174</b>	<b>1.3%</b>	<b>238</b>	<b>1.8%</b>	<b>265</b>	<b>2.1%</b>	<b>313</b>	<b>2.4%</b>	<b>285</b>	<b>2.2%</b>	<b>256</b>	<b>1.9%</b>

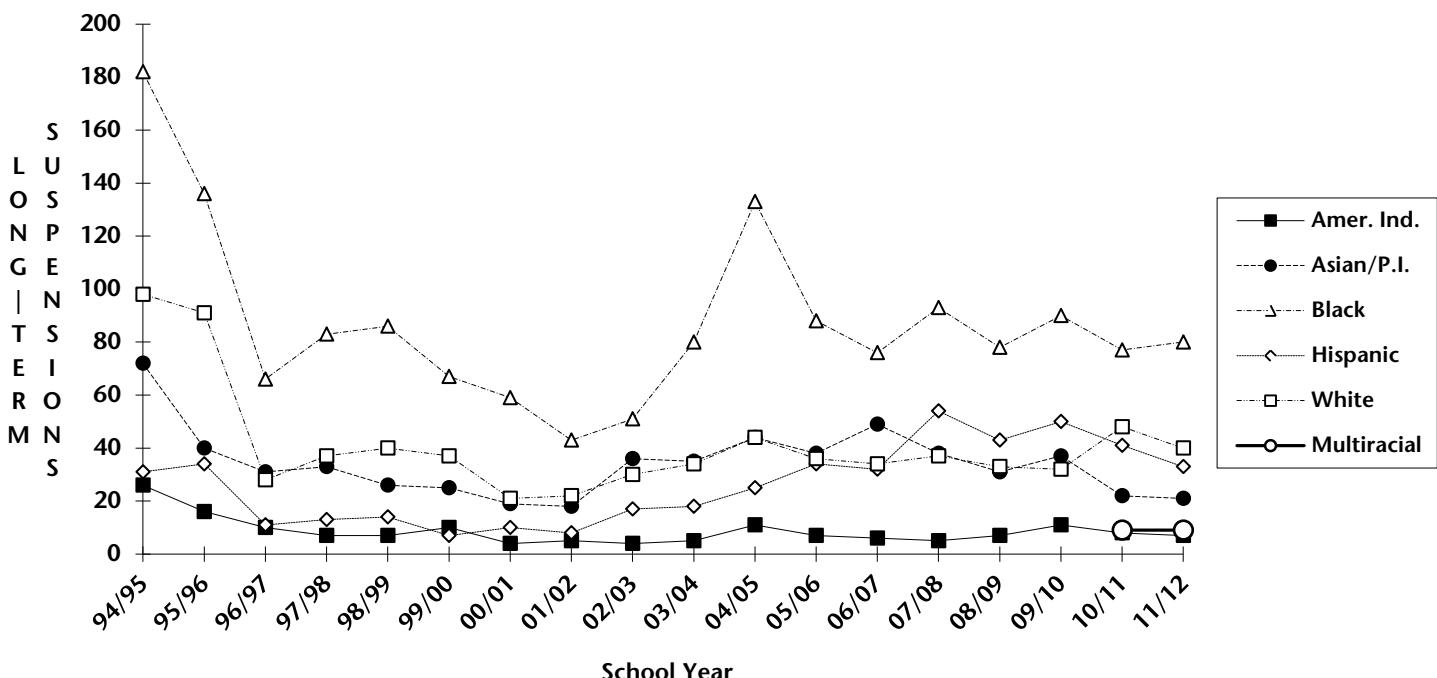
**Long-Term Suspensions by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	53	3.7%	36	2.4%
Not Hispanic/Latino	232	2.0%	220	1.9%
<b>Race: American Indian</b>				
Alaskan Native	2	7.4%	2	5.6%
Other American Indian	33	3.8%	29	3.5%
Washington Indian	0	0.0%	1	8.3%
Total American Indian	35	3.9%	32	3.6%
<b>Black/African American</b>	125	4.0%	116	3.8%
<b>Asian</b>				
Cambodian	0	0.0%	1	3.0%
Chinese	4	0.5%	2	0.2%
East Indian	0	0.0%	2	2.7%
Filipino	4	0.7%	2	0.3%
Japanese	0	0.0%	2	1.0%
Korean	0	0.0%	0	0.0%
Vietnamese	10	1.3%	8	1.0%
Other Southeast Asian	1	2.8%	0	0.0%
Other Asian	8	1.6%	4	0.9%
Total Asian	27	0.9%	21	0.7%
<b>Pacific Islander</b>				
Samoan	1	1.1%	3	3.2%
Other Pacific Islander	0	0.0%	1	3.4%
Total Pacific Islander	1	0.9%	4	3.3%
<b>White</b>	97	1.7%	83	1.4%
<b>TOTAL</b>	<b>285</b>	<b>2.2%</b>	<b>256</b>	<b>1.9%</b>

**Percent of Long-Term Suspensions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



**Long-Term Suspensions by Ethnic Group  
All Middle School Students/Grades 6 - 8  
1994-1995 to 2011-2012**



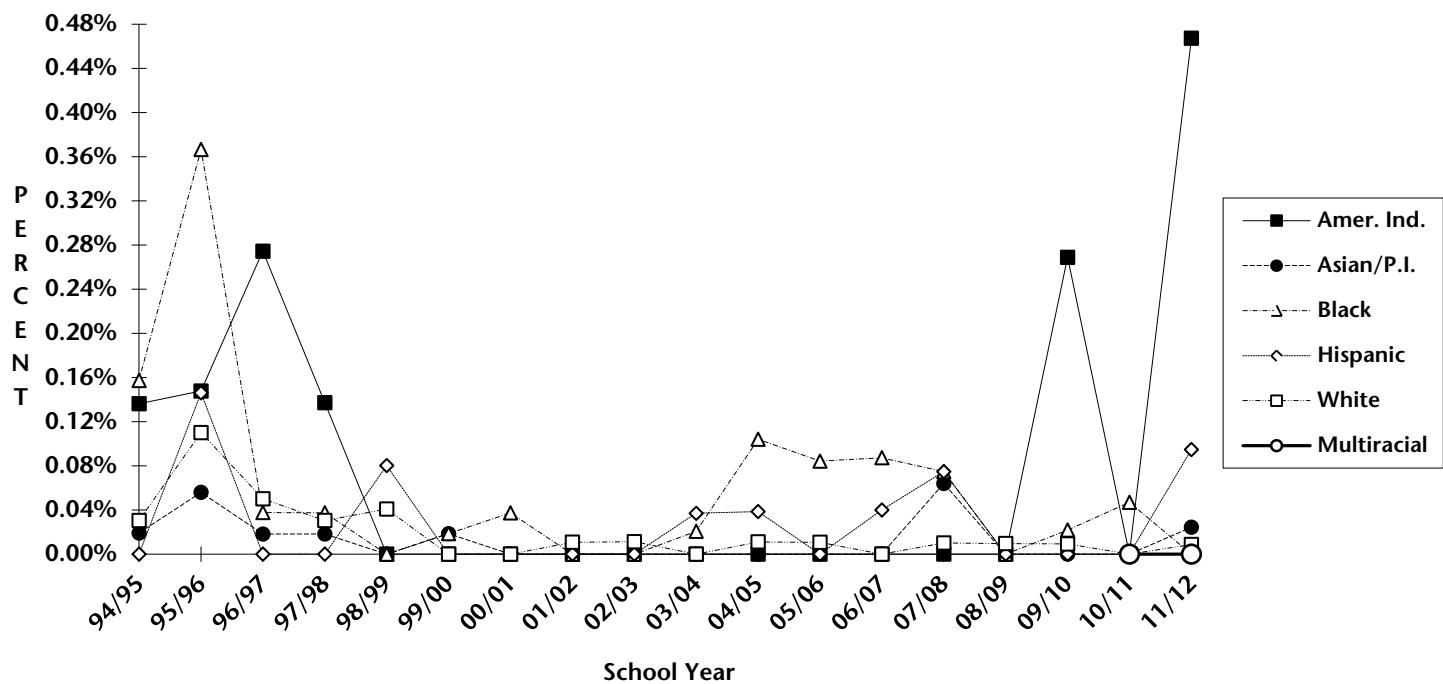
**District Summary**  
**Number and Percent of Long-Term Suspensions by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	6	2.9%	5	2.4%	7	3.9%	11	5.6%	8	5.5%	7	4.9%
Asian/Pac. Islander	49	2.2%	38	1.7%	31	1.4%	37	1.7%	22	1.1%	21	1.0%
Black/Afr. American	76	3.6%	93	4.5%	78	3.9%	90	4.5%	77	4.1%	80	4.2%
Hispanic/Latino	32	2.7%	54	4.9%	43	3.9%	50	4.6%	41	3.4%	33	2.6%
White	34	0.9%	37	1.0%	33	0.9%	32	0.8%	48	1.2%	40	1.0%
Multiracial	--	--	--	--	--	--	--	--	9	1.9%	9	1.6%
Female	47	1.0%	63	1.4%	64	1.4%	62	1.4%	48	1.0%	62	1.3%
Male	150	3.0%	164	3.4%	128	2.7%	158	3.3%	157	3.2%	128	2.5%
<b>TOTAL</b>	<b>197</b>	<b>2.1%</b>	<b>227</b>	<b>2.5%</b>	<b>192</b>	<b>2.1%</b>	<b>220</b>	<b>2.4%</b>	<b>205</b>	<b>2.1%</b>	<b>190</b>	<b>1.9%</b>

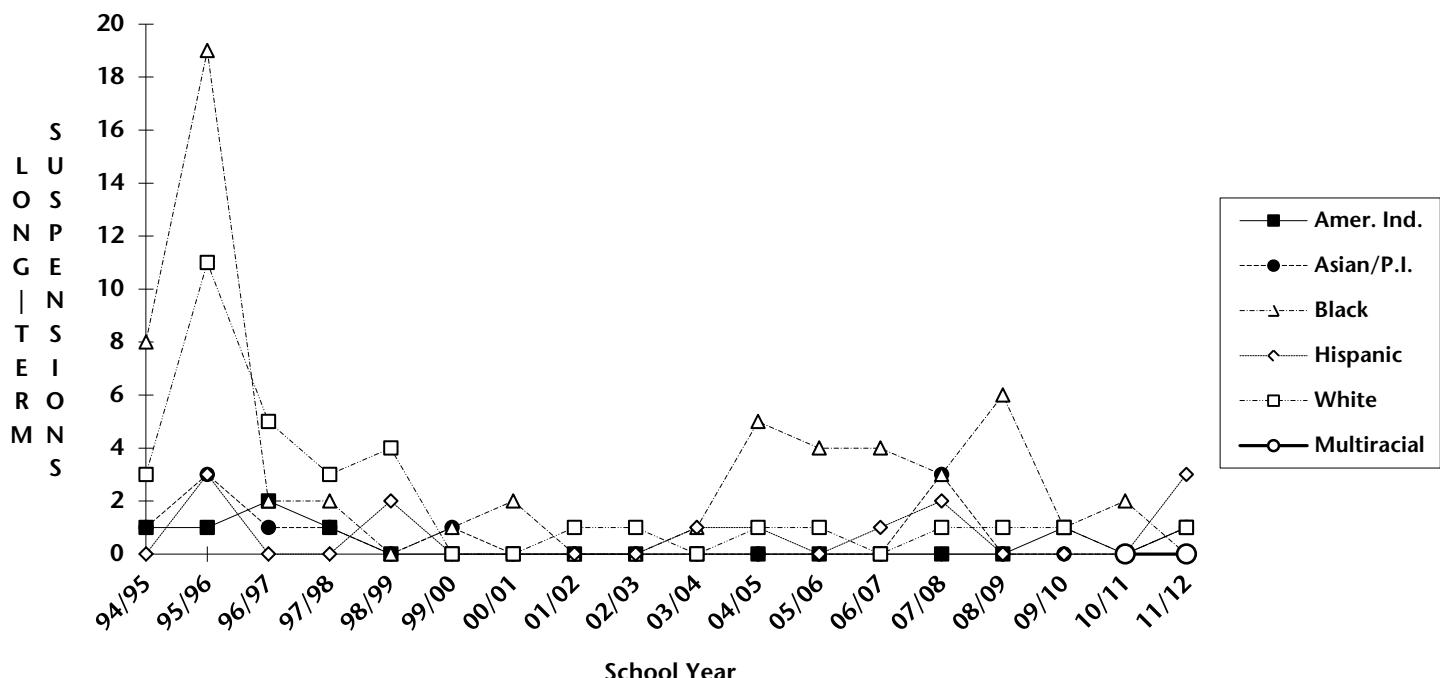
**Long-Term Suspensions by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	41	3.4%	33	2.6%
Not Hispanic/Latino	164	2.0%	157	1.8%
<b>Race: American Indian</b>				
Alaskan Native	1	2.9%	4	9.8%
Other American Indian	23	3.7%	23	3.7%
Washington Indian	0	0.0%	0	0.0%
Total American Indian	24	3.5%	27	3.9%
<b>Black/African American</b>	89	4.1%	87	3.9%
<b>Asian</b>				
Cambodian	0	0.0%	0	0.0%
Chinese	4	0.7%	4	0.7%
East Indian	0	0.0%	0	0.0%
Filipino	4	1.0%	5	1.2%
Japanese	0	0.0%	1	0.6%
Korean	0	0.0%	0	0.0%
Vietnamese	7	1.4%	5	1.0%
Other Southeast Asian	0	0.0%	0	0.0%
Other Asian	5	1.6%	7	2.4%
Total Asian	20	0.9%	22	1.0%
<b>Pacific Islander</b>				
Samoan	4	6.0%	2	3.6%
Other Pacific Islander	1	4.8%	0	0.0%
Total Pacific Islander	5	5.7%	2	2.4%
<b>White</b>	67	1.5%	52	1.1%
<b>TOTAL</b>	<b>205</b>	<b>2.1%</b>	<b>190</b>	<b>1.9%</b>

**Percent of Long-Term Suspensions by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1994-1995 to 2011-2012**



**Long-Term Suspensions by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Long-Term Suspensions by Ethnic Group and Gender**  
**All Elementary School Students/Grades K - 5**      **Updated 5/2013**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	0	0.00%	0	0.00%	0	0.00%	1	0.27%	0	0.00%	1	0.47%
Asian/Pac. Islander	0	0.00%	3	0.06%	0	0.00%	0	0.00%	0	0.00%	1	0.02%
Black/Afr. American	4	0.09%	3	0.07%	6	0.13%	1	0.02%	2	0.05%	0	0.00%
Hispanic/Latino	1	0.04%	2	0.07%	0	0.00%	0	0.00%	0	0.00%	3	0.09%
White	0	0.00%	1	0.01%	1	0.01%	1	0.01%	0	0.00%	1	0.01%
Multiracial	--	--	--	--	--	--	--	--	0	0.00%	0	0.00%
Female	2	0.02%	1	0.01%	0	0.00%	1	0.01%	0	0.00%	1	0.01%
Male	3	0.03%	8	0.07%	7	0.06%	2	0.02%	2	0.02%	5	0.04%
<b>TOTAL</b>	<b>5</b>	<b>0.02%</b>	<b>9</b>	<b>0.04%</b>	<b>7</b>	<b>0.03%</b>	<b>3</b>	<b>0.01%</b>	<b>2</b>	<b>0.01%</b>	<b>6</b>	<b>0.02%</b>

**Long-Term Suspensions by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	0	0.00%	3	0.09%
Not Hispanic/Latino	2	0.01%	3	0.01%
<b>Race: American Indian</b>				
Alaskan Native	0	0.00%	0	0.00%
Other American Indian	0	0.00%	2	0.15%
Washington Indian	0	0.00%	0	0.00%
Total American Indian	0	0.00%	2	0.14%
<b>Black/African American</b>	2	0.04%	0	0.00%
<b>Asian</b>				
Cambodian	0	0.00%	0	0.00%
Chinese	0	0.00%	1	0.09%
East Indian	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%
Japanese	0	0.00%	0	0.00%
Korean	0	0.00%	0	0.00%
Vietnamese	0	0.00%	0	0.00%
Other Southeast Asian	0	0.00%	0	0.00%
Other Asian	0	0.00%	0	0.00%
Total Asian	0	0.00%	1	0.02%
<b>Pacific Islander</b>				
Samoan	0	0.00%	0	0.00%
Other Pacific Islander	0	0.00%	0	0.00%
Total Pacific Islander	0	0.00%	0	0.00%
<b>White</b>	0	0.00%	3	0.02%
<b>TOTAL</b>	<b>2</b>	<b>0.01%</b>	<b>6</b>	<b>0.02%</b>

## **DISCIPLINE EXPULSIONS**

### **Results**

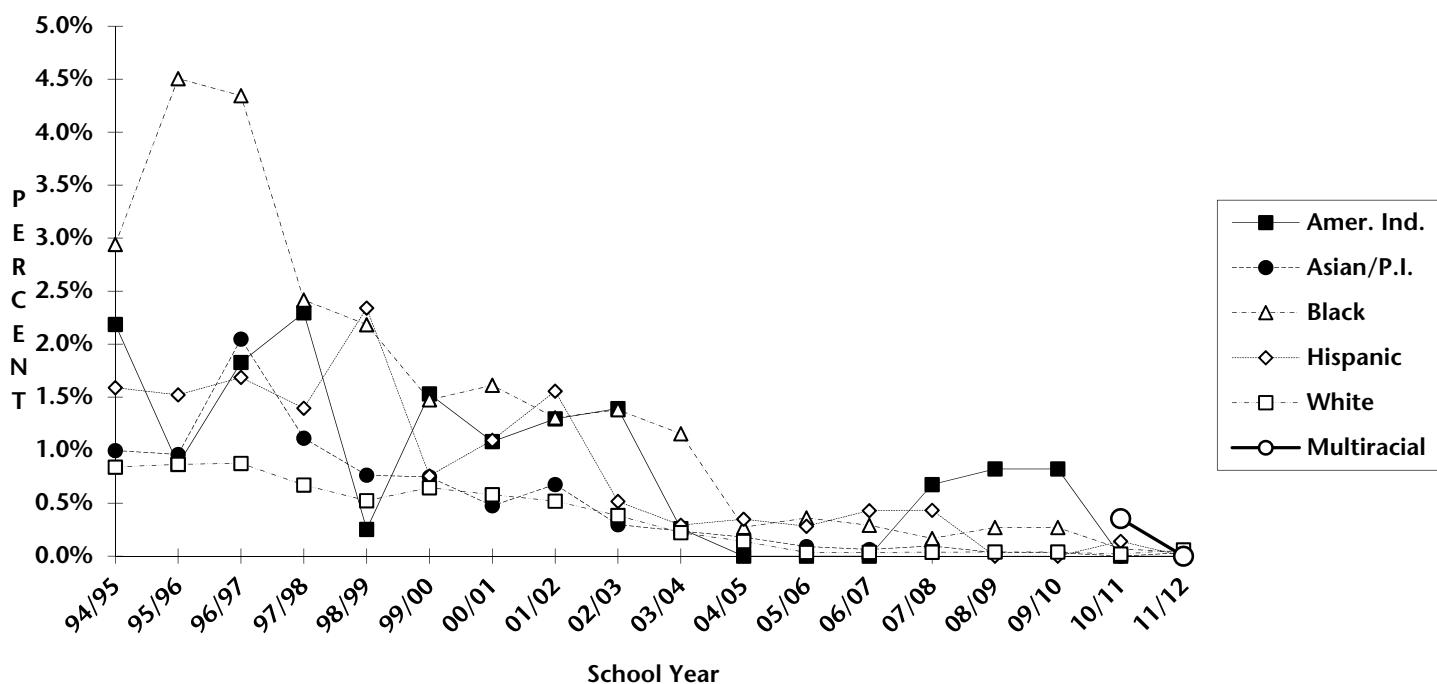
At the high school level, the number and percentage of high school students expelled in 2011-2012 continues a downward trend, and is the lowest in the 27 years of the reporting of this statistic in these profiles. There were five high school students expelled in 2011-2012: in comparison, the number of expulsions at high schools in 2003-2004 was 64 (not shown here).

The total number of students expelled at middle school rose from an historic low of 5 students in 2010-2011, which had been the lowest number of middle school expulsions reported since 1985-1986, to 14 students in 2011-2012.

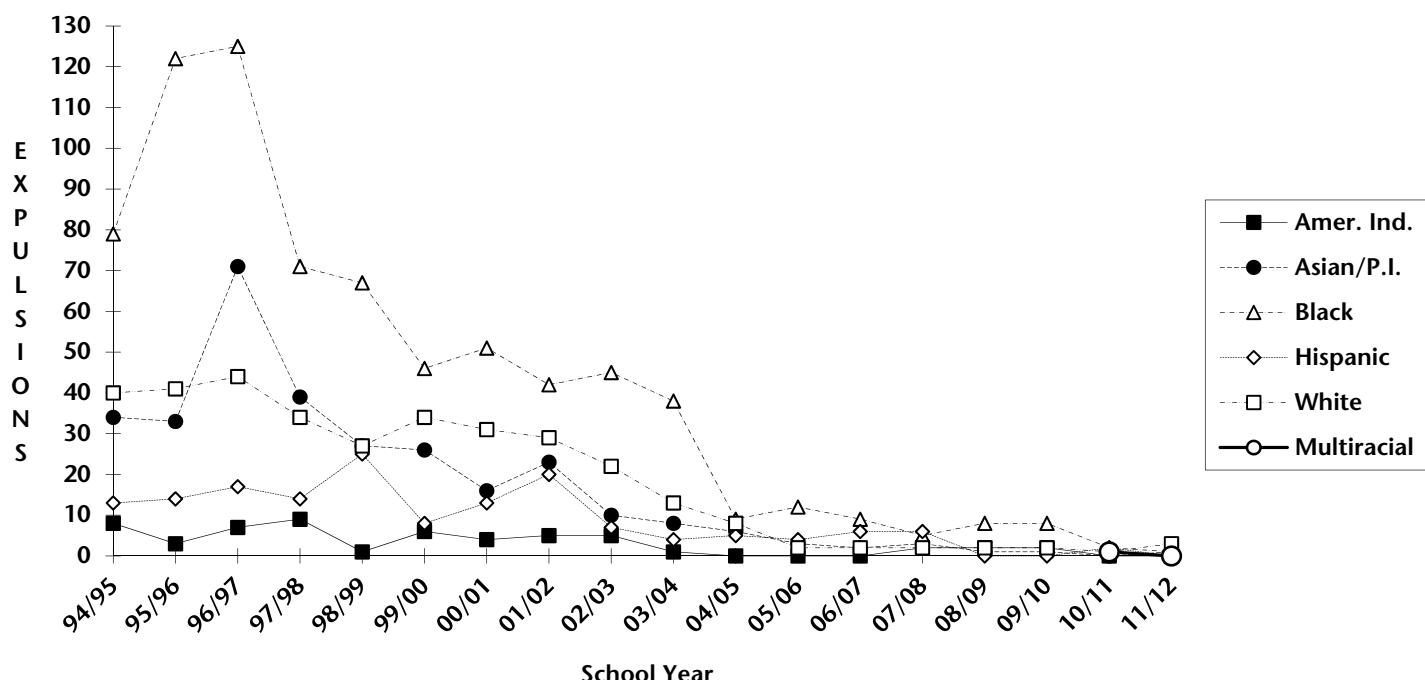
There were no expulsions at the elementary school level in 2011-2012.



**Percent of Expulsions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



**Expulsions by Ethnic Group  
All High School Students/Grades 9 - 12  
1994-1995 to 2011-2012**



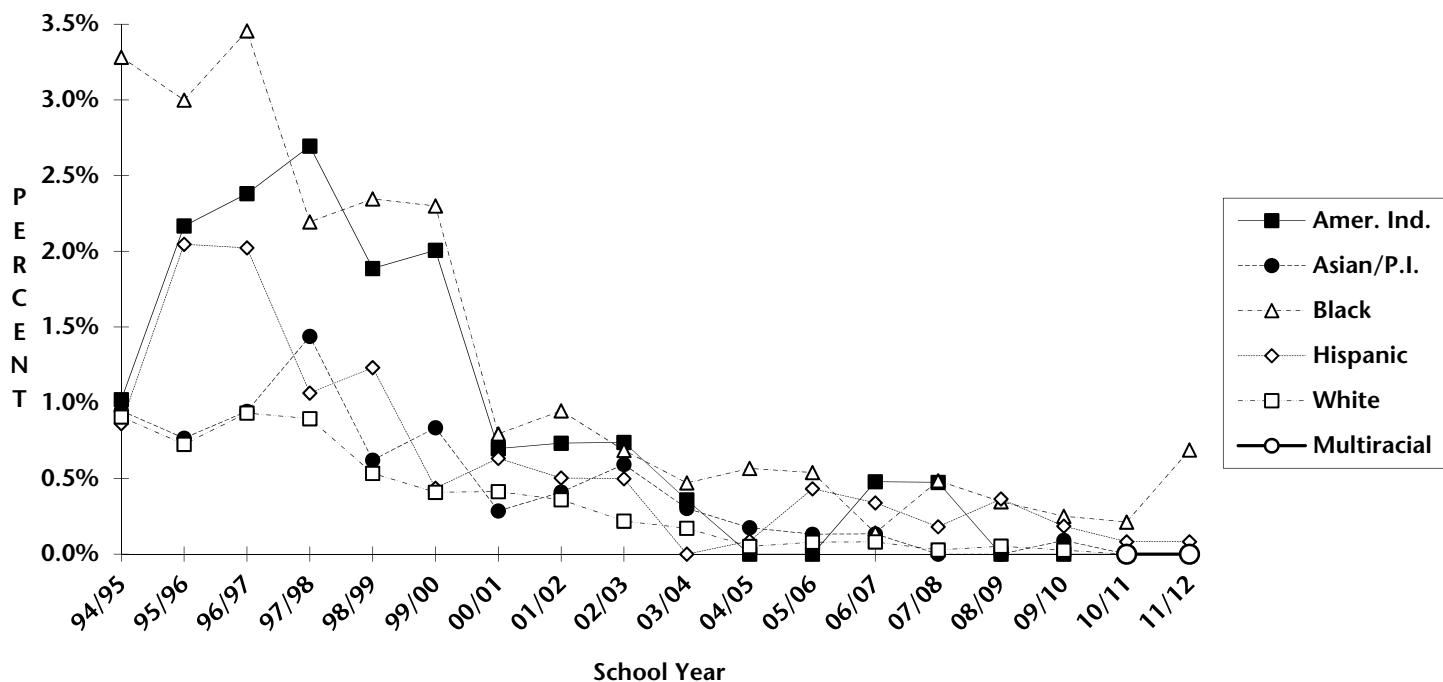
**District Summary**  
**Number and Percent of Expulsions by Ethnic Group and Gender**  
**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	0	0.0%	2	0.7%	0	0.0%	2	0.8%	0	0.0%	0	0.0%
Asian/Pac. Islander	2	0.1%	3	0.1%	2	0.1%	1	0.0%	0	0.0%	1	0.0%
Black/Afr. American	9	0.3%	5	0.2%	10	0.3%	8	0.3%	2	0.1%	1	0.0%
Hispanic/Latino	6	0.4%	6	0.4%	5	0.4%	0	0.0%	2	0.1%	0	0.0%
White	2	0.0%	2	0.0%	1	0.0%	2	0.0%	1	0.0%	3	0.1%
Multiracial	--	--	--	--	--	--	--	--	1	0.4%	0	0.0%
Female	5	0.1%	5	0.1%	1	0.0%	0	0.0%	1	0.0%	1	0.0%
Male	14	0.2%	13	0.2%	17	0.3%	13	0.2%	5	0.1%	4	0.1%
<b>TOTAL</b>	<b>19</b>	<b>0.1%</b>	<b>18</b>	<b>0.1%</b>	<b>18</b>	<b>0.1%</b>	<b>13</b>	<b>0.1%</b>	<b>6</b>	<b>0.0%</b>	<b>5</b>	<b>0.0%</b>

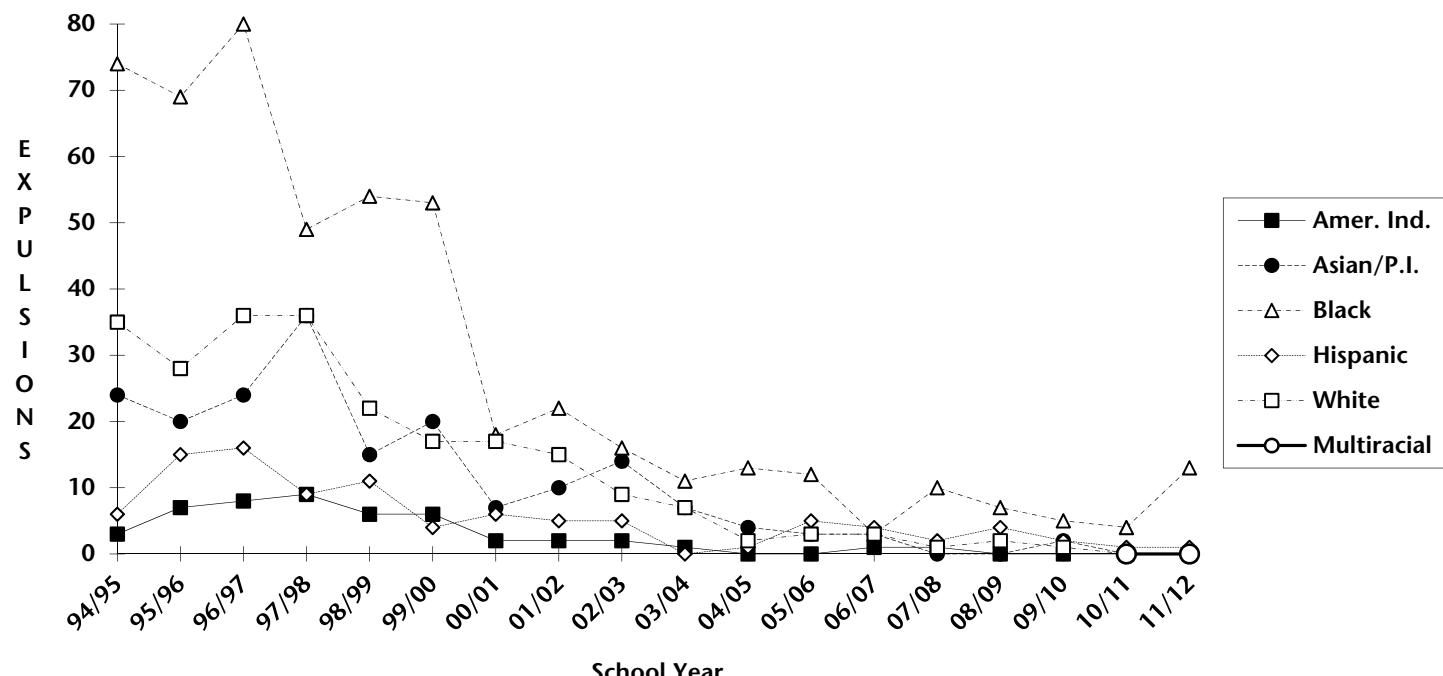
**Expulsions by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	2	0.1%	0	0.0%
Not Hispanic/Latino	4	0.0%	5	0.0%
<b>Race: American Indian</b>				
Alaskan Native	0	0.0%	0	0.0%
Other American Indian	1	0.1%	0	0.0%
Washington Indian	0	0.0%	0	0.0%
Total American Indian	1	0.1%	0	0.0%
<b>Black/African American</b>	3	0.1%	1	0.0%
<b>Asian</b>				
Cambodian	0	0.0%	0	0.0%
Chinese	0	0.0%	0	0.0%
East Indian	1	1.4%	0	0.0%
Filipino	0	0.0%	0	0.0%
Japanese	0	0.0%	0	0.0%
Korean	0	0.0%	0	0.0%
Vietnamese	0	0.0%	0	0.0%
Other Southeast Asian	0	0.0%	0	0.0%
Other Asian	0	0.0%	1	0.2%
Total Asian	1	0.0%	1	0.0%
<b>Pacific Islander</b>				
Samoan	0	0.0%	0	0.0%
Other Pacific Islander	0	0.0%	0	0.0%
Total Pacific Islander	0	0.0%	0	0.0%
<b>White</b>	1	0.0%	3	0.1%
<b>TOTAL</b>	<b>6</b>	<b>0.0%</b>	<b>5</b>	<b>0.0%</b>

**Percent of Expulsions by Ethnic Group  
All Middle School Students/Grades 6 - 8  
1994-1995 to 2011-2012**



**Expulsions by Ethnic Group  
All Middle School Students/Grades 6 - 8  
1994-1995 to 2011-2012**



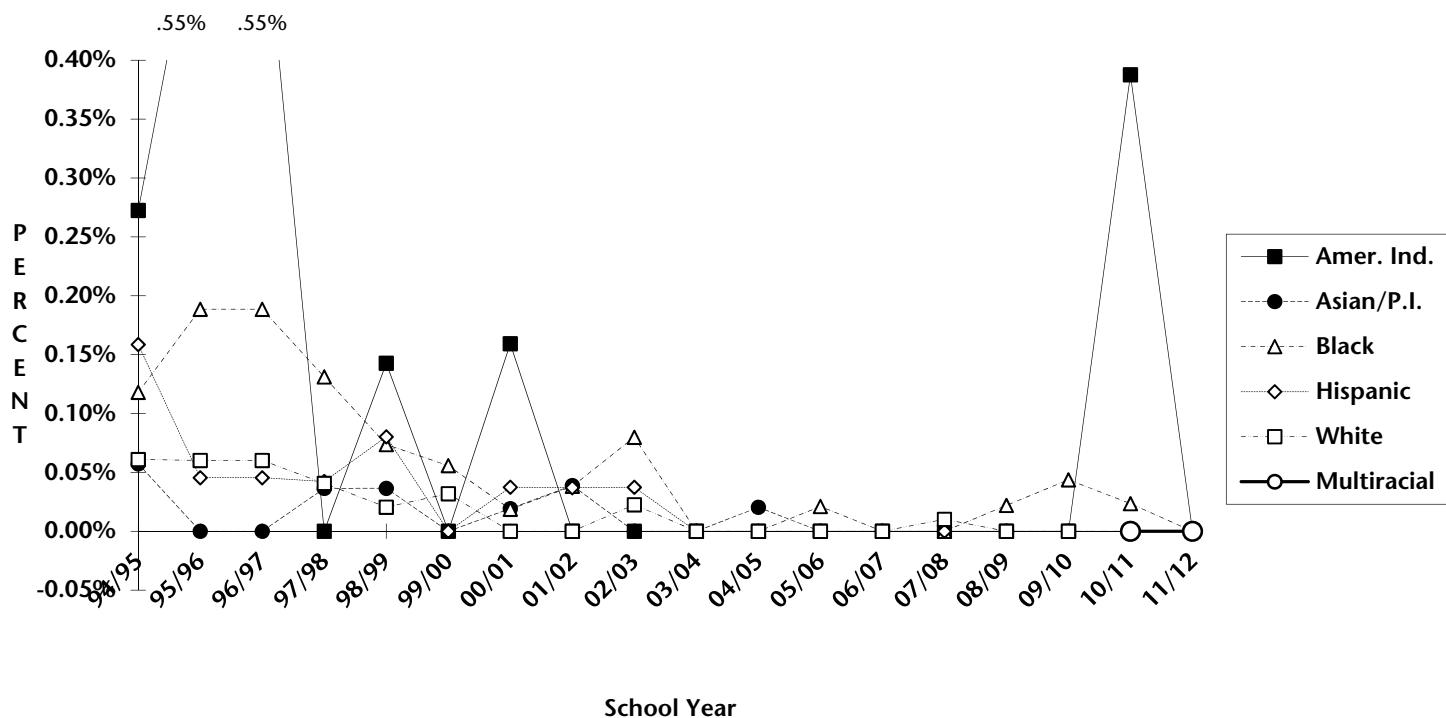
**District Summary**  
**Number and Percent of Expulsions by Ethnic Group and Gender**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	1	0.5%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pac. Islander	3	0.1%	0	0.0%	0	0.0%	2	0.1%	0	0.0%	0	0.0%
Black/Afr. American	3	0.1%	10	0.5%	7	0.3%	5	0.2%	4	0.2%	13	0.7%
Hispanic/Latino	4	0.3%	2	0.2%	4	0.4%	2	0.2%	1	0.1%	1	0.1%
White	3	0.1%	1	0.0%	2	0.1%	1	0.0%	0	0.0%	0	0.0%
Multiracial	--	--	--	--	--	--	--	--	0	0.0%	0	0.0%
Female	8	0.2%	4	0.1%	7	0.2%	3	0.1%	1	0.0%	3	0.1%
Male	6	0.1%	10	0.2%	6	0.1%	7	0.1%	4	0.1%	11	0.2%
<b>TOTAL</b>	<b>14</b>	<b>0.1%</b>	<b>14</b>	<b>0.2%</b>	<b>13</b>	<b>0.1%</b>	<b>10</b>	<b>0.1%</b>	<b>5</b>	<b>0.1%</b>	<b>14</b>	<b>0.1%</b>

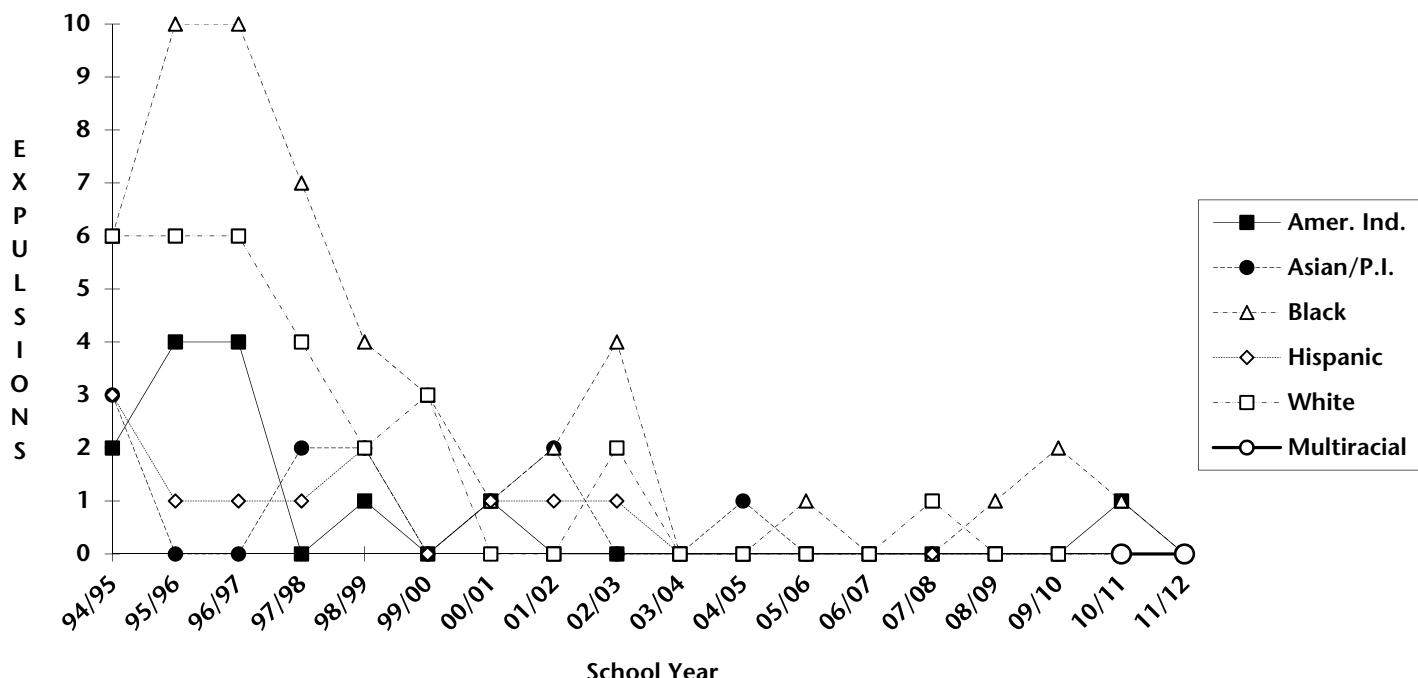
**Expulsions by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	1	0.1%	1	0.1%
Not Hispanic/Latino	4	0.0%	13	0.2%
<b>Race: American Indian</b>				
Alaskan Native	0	0.0%	0	0.0%
Other American Indian	1	0.2%	1	0.2%
Washington Indian	0	0.0%	0	0.0%
Total American Indian	1	0.1%	1	0.1%
<b>Black/African American</b>	4	0.2%	13	0.6%
<b>Asian</b>				
Cambodian	0	0.0%	0	0.0%
Chinese	0	0.0%	0	0.0%
East Indian	0	0.0%	0	0.0%
Filipino	0	0.0%	0	0.0%
Japanese	0	0.0%	0	0.0%
Korean	0	0.0%	0	0.0%
Vietnamese	0	0.0%	0	0.0%
Other Southeast Asian	0	0.0%	0	0.0%
Other Asian	0	0.0%	0	0.0%
Total Asian	0	0.0%	0	0.0%
<b>Pacific Islander</b>				
Samoan	0	0.0%	0	0.0%
Other Pacific Islander	0	0.0%	0	0.0%
Total Pacific Islander	0	0.0%	0	0.0%
<b>White</b>	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>5</b>	<b>0.1%</b>	<b>14</b>	<b>0.1%</b>

**Percent of Expulsions by Ethnic Group  
All Elementary School Students/Grades K - 5  
1994-1995 to 2011-2012**



**Expulsions by Ethnic Group  
All Elementary School Students/Grades K - 5  
1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Expulsions by Ethnic Group and Gender**  
**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.39%	0	0.00%
Asian/Pac. Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Black/Afr. American	0	0.00%	0	0.00%	1	0.02%	2	0.04%	1	0.02%	0	0.00%
Hispanic/Latino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	1	0.01%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiracial	--	--	--	--	--	--	--	--	0	0.00%	0	0.00%
Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Male	0	0.00%	1	0.01%	1	0.01%	2	0.02%	2	0.02%	0	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.00%</b>	<b>1</b>	<b>0.00%</b>	<b>2</b>	<b>0.01%</b>	<b>2</b>	<b>0.01%</b>	<b>0</b>	<b>0.00%</b>

**Expulsions by Ethnicity and Primary Race**  
**All Elementary School Students/Grades K - 5**

	2010/2011		2011/2012	
	No.	%	No.	%
<b>Ethnicity: Hispanic/Latino</b>	1	0.03%	0	0.00%
Not Hispanic/Latino	4	0.02%	0	0.00%
<b>Race: American Indian</b>				
Alaskan Native	0	0.00%	0	0.00%
Other American Indian	1	0.07%	0	0.00%
Washington Indian	0	0.00%	0	0.00%
Total American Indian	1	0.06%	0	0.00%
<b>Black/African American</b>	4	0.08%	0	0.00%
<b>Asian</b>				
Cambodian	0	0.00%	0	0.00%
Chinese	0	0.00%	0	0.00%
East Indian	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%
Japanese	0	0.00%	0	0.00%
Korean	0	0.00%	0	0.00%
Vietnamese	0	0.00%	0	0.00%
Other Southeast Asian	0	0.00%	0	0.00%
Other Asian	0	0.00%	0	0.00%
Total Asian	0	0.00%	0	0.00%
<b>Pacific Islander</b>				
Samoan	0	0.00%	0	0.00%
Other Pacific Islander	0	0.00%	0	0.00%
Total Pacific Islander	0	0.00%	0	0.00%
<b>White</b>	0	0.00%	0	0.00%
<b>TOTAL</b>	<b>5</b>	<b>0.02%</b>	<b>0</b>	<b>0.00%</b>

# TRUANCY

## Definition

In 1995-1996, a revised Statewide truancy law was implemented that mandated that school districts monitor unexcused absences daily and immediately notify parents with letters or phone calls. Schools were also required to intervene when unexcused absences occurred and implement strategies to modify truant behavior. In addition, when unexcused absences exceeded a certain threshold, school districts were required to file petitions with the juvenile court seeking orders that would require students with excessive absences to return to regular attendance.

Since implementing the new law, the District has tracked and measured truancy in order to focus on a continuing problem that seriously impacts academic achievement and, in many cases, is a precursor to dropping out of school. A student is termed truant on a school day if he or she is absent in an unexcused status for half or more of the scheduled school day. The revised law required a petition to be filed with the court if a student was truant 10 or more days in the school year. To determine a truancy rate, only students whose truant days equaled or exceeded the above threshold were counted. Students who were truant in more than one school were counted only once.

The truancy data reported since the December 2011 edition of the Profile differ from what was published in prior years. The previous system used by the District to identify truant students was discontinued in early 2011. This system was not flexible and based its counts on periods missed, not percentage of the day. Since many schools had non-standard daily period schedules, period counts for those schools undercounted the actual percentage of the day that students at those schools were truant. Given this, it was not possible (nor preferable) to compare data from the older system to other, newer methods of measuring truancy. In order to provide historical perspective and to improve consistency and

accuracy of truancy reporting, the last seven years of end-of-year attendance data are used in this Profile to query for students who had 10 or more unexcused absence days during the school year. While these numbers are higher than what was reported previously, the patterns across years and between ethnic groups are consistent with past reporting. The percentages shown are based on total number of students enrolled in the District during the school year.

## Results

The percentage of truant students at high schools fell by 0.2 percentage points to 21.5% from 2010-2011 to 2011-2012, the lowest level in seven years.

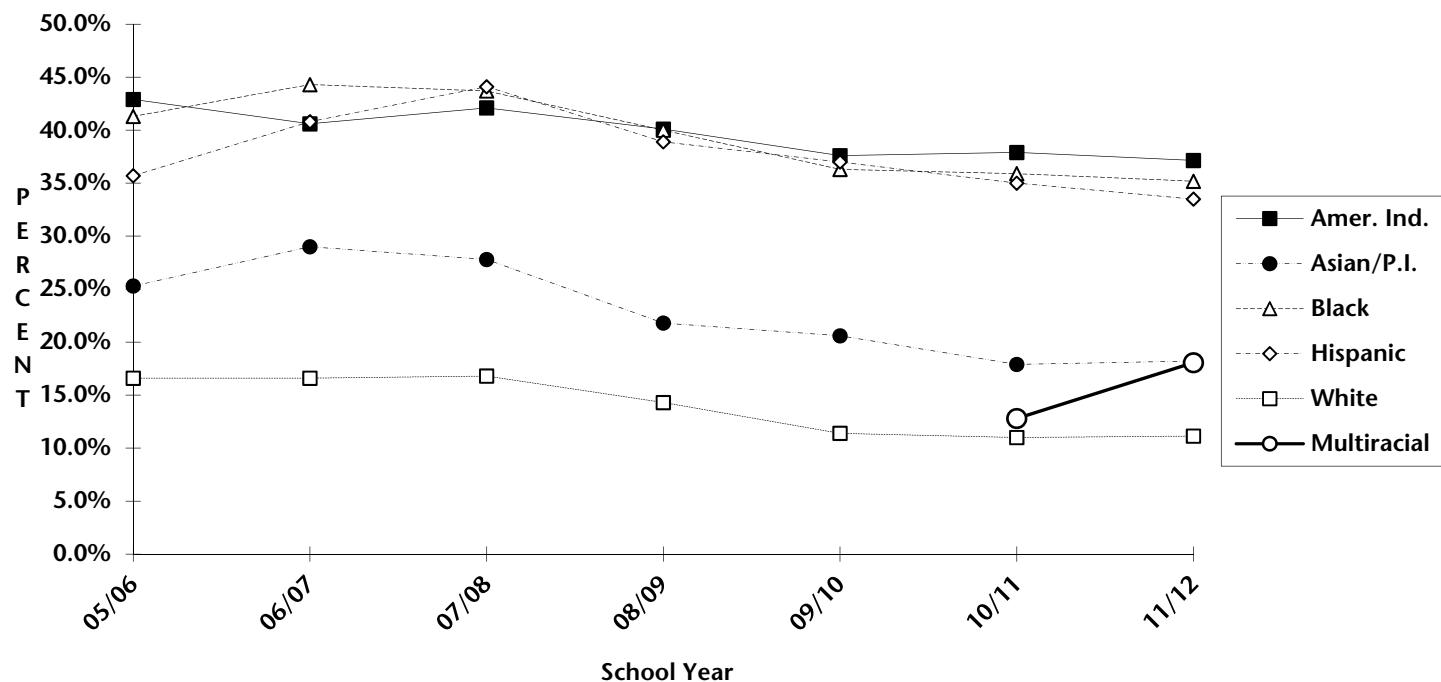
Middle schools increased in the total number and percentage of truant students from 2010-2011 to 2011-2012. Truancies decreased during this period for the Black/African American ethnic group, but rose for all other ethnic groups.

The number of truancies at the elementary student level rose by 43 students from 2010-2011 to 2011-2012 to the highest number (327) and percentage (1.3%) of truant students in the seven years shown. Elementary truancies rose most notably for the Asian/Pacific Islander ethnic group, rising 0.5 percentage points from the previous year.

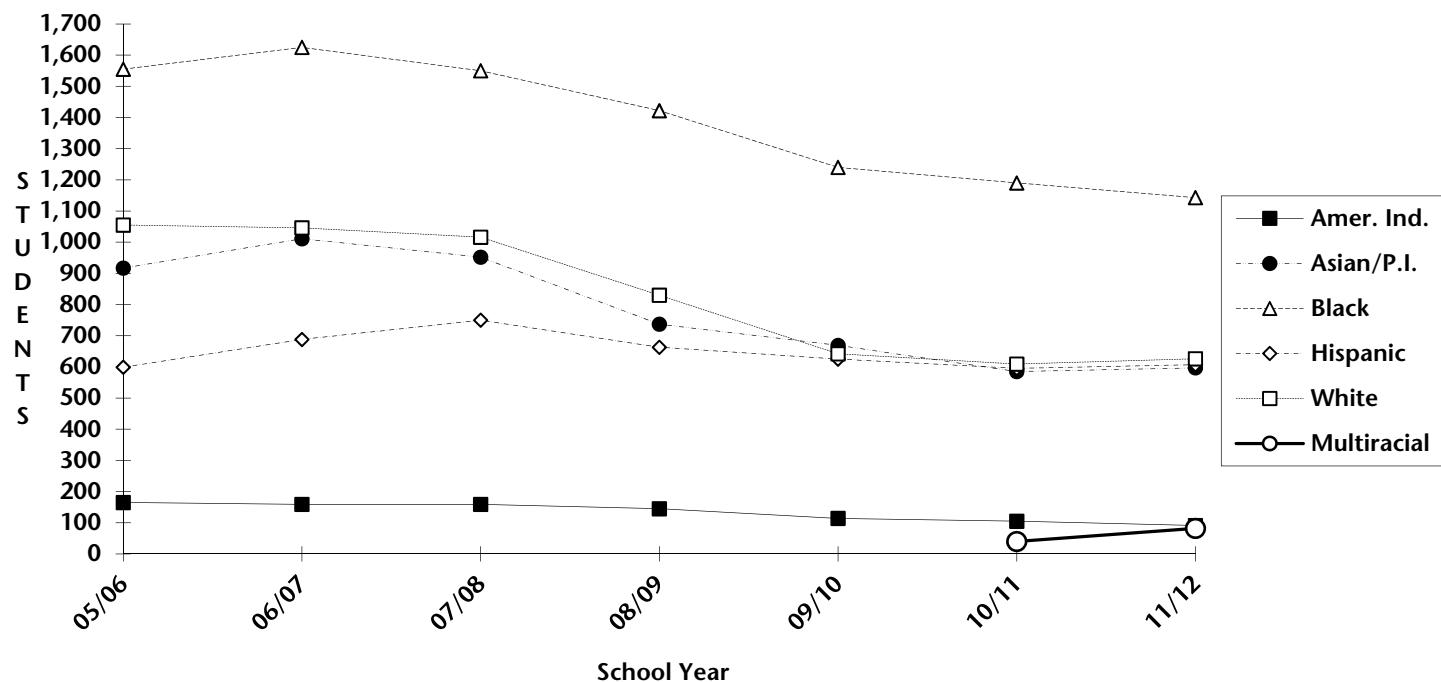
As might be expected, truancy rates increase with grade level. There is substantial variability across ethnic group, with White and Asian/Pacific Islander students being least truant. Males are generally truant at a somewhat higher rate than females; one notable exception is at the middle school level, where in 2009-2010 the female truancy rate was 0.4 percentage points higher than the truancy rate for males and has been equal to the male truancy rate since 2010-2011.



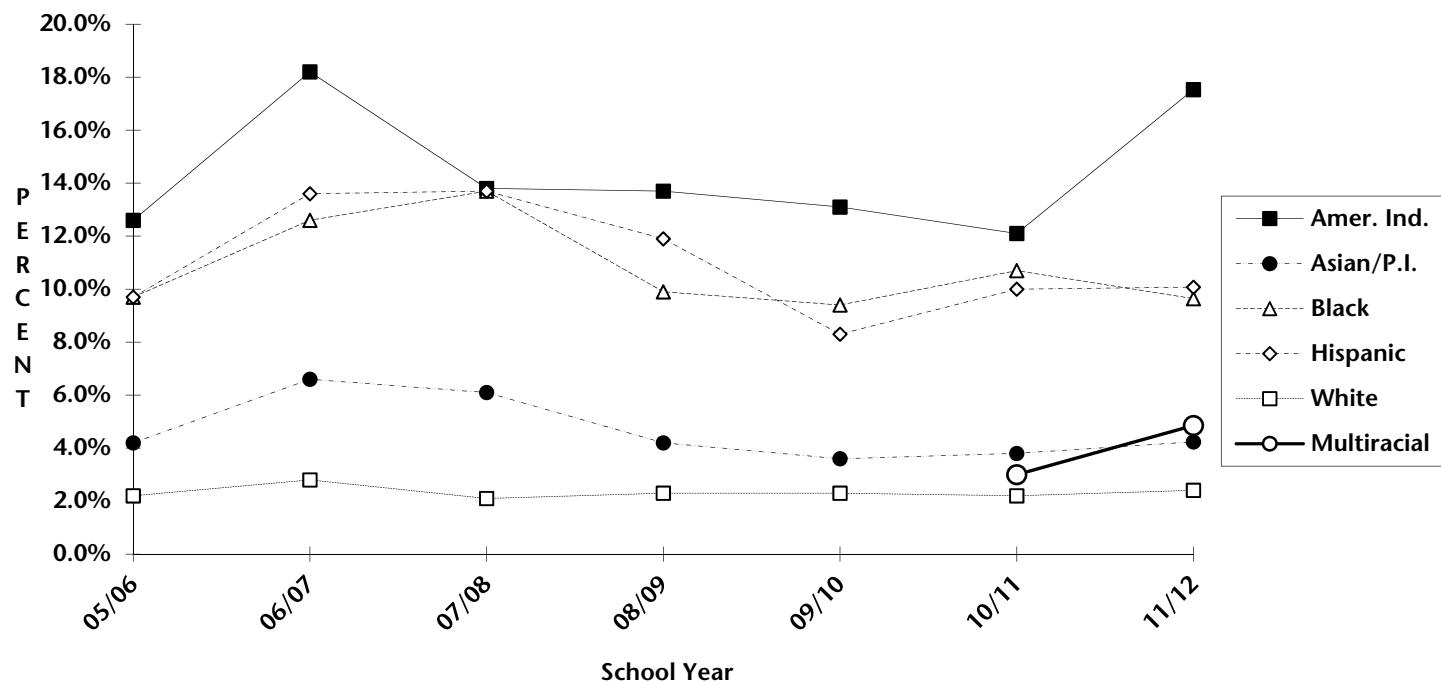
**Truancy by Percent of Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**2005-2006 to 2011-2012**



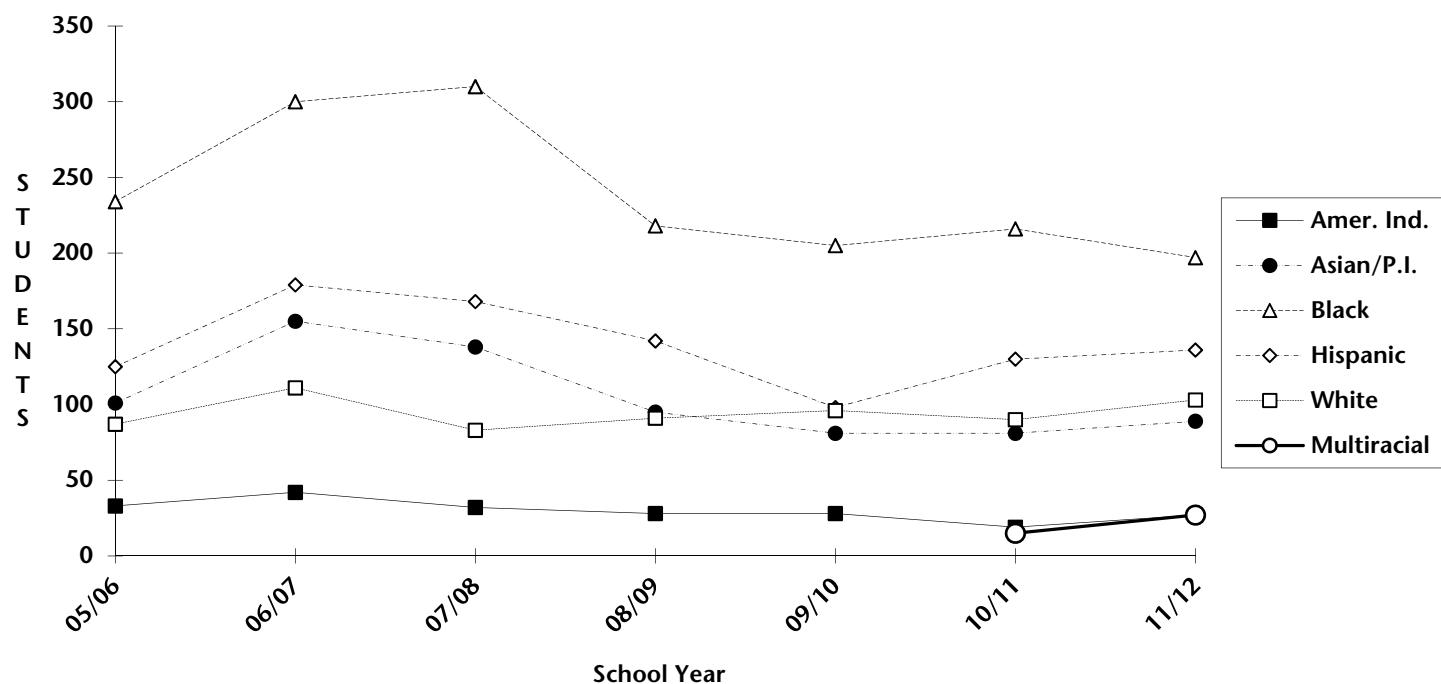
**Truancy by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**2005-2006 to 2011-2012**



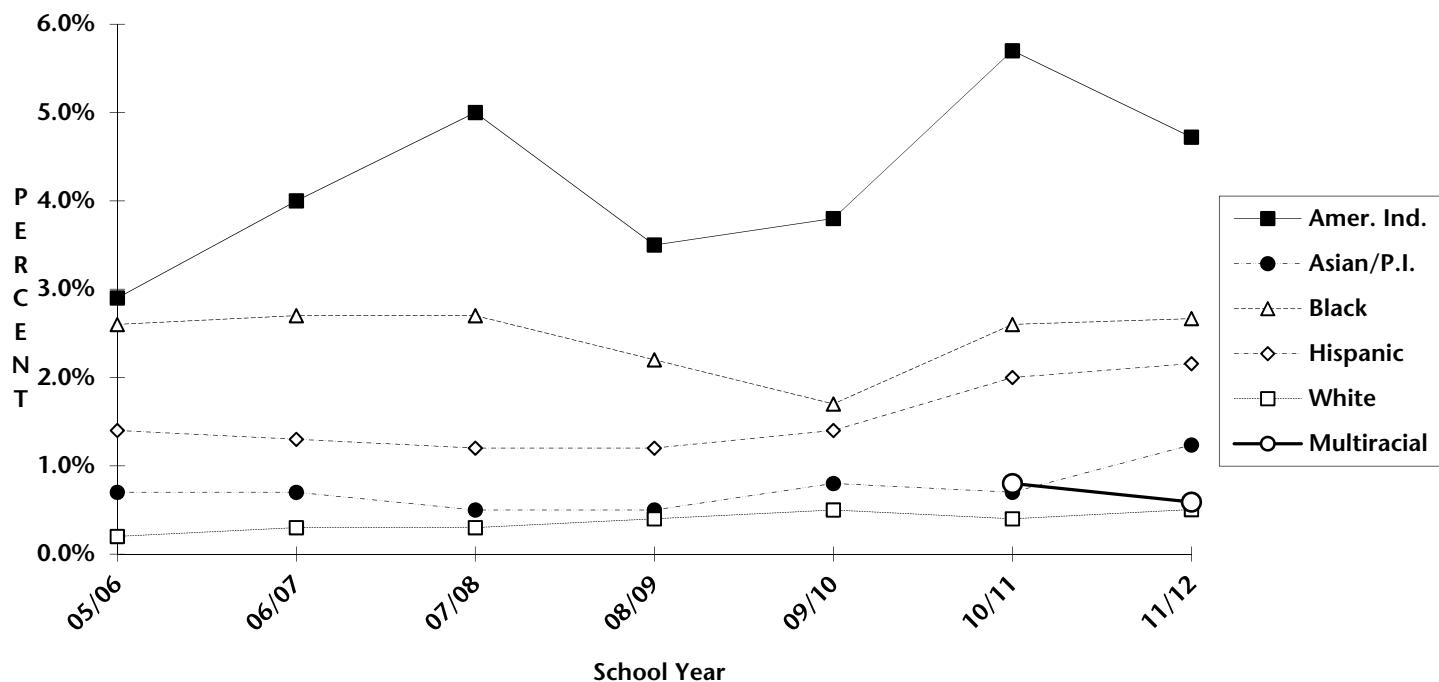
**Truancy by Percent of Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**2005-2006 to 2011-2012**



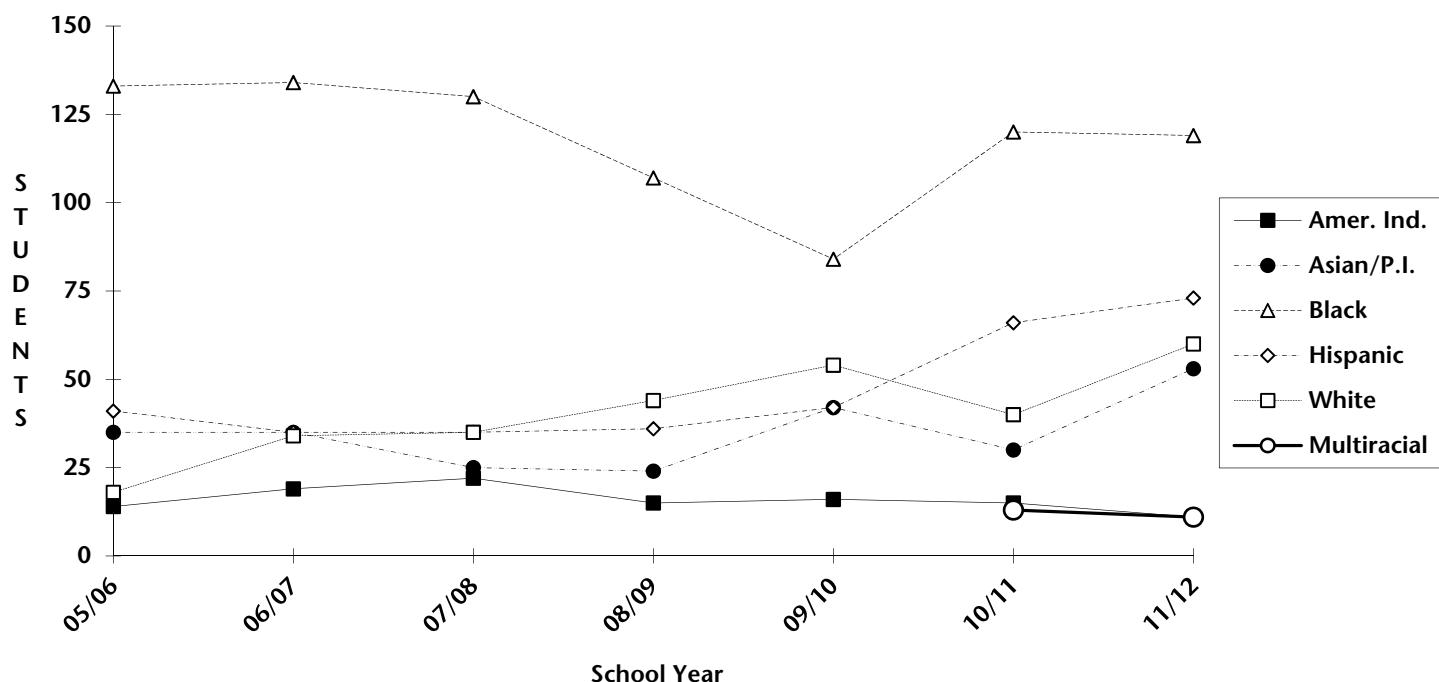
**Truancy by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**2005-2006 to 2011-2012**



**Truancy by Percent of Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**2005-2006 to 2011-2012**



**Truancy by Ethnic Group**  
**All Elementary School Students/Grades K - 5**  
**2005-2006 to 2011-2012**



**District Summary**  
**Number and Percent of Truant Students**

**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	159	40.6%	159	42.1%	145	40.1%	114	37.6%	105	37.9%	91	37.1%
Asian/Pac. Islander	1,011	29.0%	952	27.8%	737	21.8%	669	20.6%	585	17.9%	597	18.2%
Black/Afr. American	1,625	44.3%	1,550	43.7%	1,422	40.0%	1,240	36.3%	1,190	35.9%	1,143	35.2%
Hispanic/Latino	688	40.8%	750	44.1%	663	38.9%	625	37.0%	595	35.0%	607	33.5%
White	1,046	16.6%	1,016	16.8%	830	14.3%	642	11.4%	609	11.0%	626	11.1%
Multiracial	--	--	--	--	--	--	--	--	40	12.8%	82	18.1%
Female	2,104	28.0%	2,046	28.0%	1,720	24.6%	1,432	21.2%	1,371	20.0%	1,388	19.9%
Male	2,425	30.3%	2,381	30.6%	2,077	26.7%	1,858	24.6%	1,753	23.3%	1,758	22.9%
<b>TOTAL</b>	<b>4,529</b>	<b>29.2%</b>	<b>4,427</b>	<b>29.4%</b>	<b>3,797</b>	<b>25.7%</b>	<b>3,290</b>	<b>23.0%</b>	<b>3,124</b>	<b>21.7%</b>	<b>3,146</b>	<b>21.5%</b>

**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	42	18.2%	32	13.8%	28	13.7%	28	13.1%	19	12.1%	27	17.5%
Asian/Pac. Islander	155	6.6%	138	6.1%	95	4.2%	81	3.6%	81	3.8%	89	4.2%
Black/Afr. American	300	12.6%	310	13.7%	218	9.9%	205	9.4%	216	10.7%	197	9.6%
Hispanic/Latino	179	13.6%	168	13.7%	142	11.9%	98	8.3%	130	10.0%	136	10.1%
White	111	2.8%	83	2.1%	91	2.3%	96	2.3%	90	2.2%	103	2.4%
Multiracial	--	--	--	--	--	--	--	--	15	3.0%	27	4.9%
Female	343	7.0%	331	7.0%	265	5.5%	255	5.3%	267	5.4%	280	5.5%
Male	444	8.3%	400	7.8%	309	6.1%	253	4.9%	284	5.4%	299	5.5%
<b>TOTAL</b>	<b>787</b>	<b>7.7%</b>	<b>731</b>	<b>7.4%</b>	<b>574</b>	<b>5.8%</b>	<b>508</b>	<b>5.1%</b>	<b>551</b>	<b>5.4%</b>	<b>579</b>	<b>5.5%</b>

**All Elementary School Students/Grades K - 5**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	19	4.0%	22	5.0%	15	3.5%	16	3.8%	15	5.7%	11	4.7%
Asian/Pac. Islander	35	0.7%	25	0.5%	24	0.5%	42	0.8%	30	0.7%	53	1.2%
Black/Afr. American	134	2.7%	130	2.7%	107	2.2%	84	1.7%	120	2.6%	119	2.7%
Hispanic/Latino	35	1.3%	35	1.2%	36	1.2%	42	1.4%	66	2.0%	73	2.2%
White	34	0.3%	35	0.3%	44	0.4%	54	0.5%	40	0.4%	60	0.5%
Multiracial	--	--	--	--	--	--	--	--	13	0.8%	11	0.6%
Female	128	1.1%	124	1.1%	113	0.9%	116	0.9%	134	1.1%	162	1.3%
Male	129	1.1%	123	1.0%	113	0.9%	122	1.0%	150	1.2%	165	1.2%
<b>TOTAL</b>	<b>257</b>	<b>1.1%</b>	<b>247</b>	<b>1.1%</b>	<b>226</b>	<b>0.9%</b>	<b>238</b>	<b>1.0%</b>	<b>284</b>	<b>1.1%</b>	<b>327</b>	<b>1.3%</b>

## **STUDENT EDUCATIONAL STATUS GRADUATES AND DROPOUTS – Cumulative Cohort Method**

### **Definition**

Graduates and dropouts are reported in this section in a cohort approach similar to what is reported to the State Office of the Superintendent of Public Instruction (OSPI). This reporting method started in 1993. Dropout and graduation statistics, using the cohort approach, are compiled only for high school students and are accumulated over a four-year time frame for a cohort of new ninth graders entering high school. At the end of the four year period, cumulative dropout and graduation statistics can be determined for each graduating class.

For many years the District has computed graduation and dropout rates on an annual basis. Each school year, the dropout rate was determined by computing dropouts over a 12-month period as a percent of the previous October 1 enrollment, while the graduation rate was determined by showing graduates during a 12-month period as a percent of average 12th grade enrollment during the previous year.

As we have done since 1994, as part of the transition to the methodology dictated by the State, dropout rates are computed two ways: 1) using the cohort methodology and 2) using the annual dropout rate procedures used in previous editions of the District Profile. Graduation rates are shown using the new procedures. Starting with the class of 1996, the cohort methodology used by the Seattle Public Schools allows the complete tracking of cumulative data of each class starting as 9th graders entering in 1992 or later for four full years. To be consistent with other State reports, students who are confirmed transfers out of the District are subtracted from the total number of students who were enrolled at any time during previous years in a graduating class to determine the Adjusted Number in Class. Rates are computed for completers, dropouts, and still enrolled

students as a percentage of the Adjusted Number in Class.

The dropout and graduation rates reported in this section are different from those reported for the Seattle School District on the OSPI web page (which can be accessed at [www.k12.wa.us/DataAdmin](http://www.k12.wa.us/DataAdmin)). These differences are primarily attributable to different methodologies, differences in how students are defined as being in a “cohort”, the denominators used to compute the rates, and the ability to update older student information (one example would be learning that a student who “dropped out” two years ago subsequently enrolled in a private school: while the District is able to correctly update the student’s last known educational status to a “transfer”, that information cannot be updated in the OSPI database.)

The following table shows the educational status for the year of graduation classes of 2010 through 2012 based on cumulative data from September 2006 to September 2012. By accumulating information over four or more years it should be noted that the educational status at any point in time may change in a following time period, i.e. a student who is still enrolled at one point in time may graduate at a later date, or a dropout may return to school and be reclassified as still enrolled or graduated. Also, by accumulating information over a longer period, the number in a given cohort (as defined by year of graduation) will change as students transfer in to or out of Seattle Public Schools from other high schools.

The educational status of each cohort, defined by their expected year of graduation, is divided into graduates, dropouts, and still enrolled. The educational status for each cohort was determined as of the last day of the 2011-2012 school year, the day before classes started in September 2012. “Dropouts” are those students who are not graduates, are not a confirmed transfer to another school or

district, and who are not currently enrolled. Following guidance from OSPI and consistent with State and Federal reporting, students who are reported as leaving the District having completed a G.E.D., and Special Education students who complete their Individualized Educational Program (I.E.P.) or leave after reaching 21 years of age are currently classified as dropouts. Dropouts may occur in some cases because the student or parents leave the District and do not indicate why they are leaving or where they are going. In some cases, schools may not get a request for records from the new school district. In other cases, the last school of record may get a request for records, but fail to update the withdrawal code in the student database to indicate "confirmed transfer to a school outside Seattle". Students whose last status is unknown are listed as dropouts, although it is likely that some students termed dropouts may be enrolled at another school district. Twelfth grade students who did not graduate were considered "still enrolled" if he or she was enrolled in summer school in 2012 or attended classes during September 2012.

The total numbers and/or percentages may differ slightly from what is shown in the next section, the Individual School Profiles, because the below also takes into account any students who attended only summer school and/or previously closed schools that may not be listed in the Individual School Profile section.

## **Results**

In the next table on Cumulative Completion and Dropout Rates, the cumulative dropout rates for the classes of 2010 through 2012 were: 2010, 21.3%; 2011, 18.5%; and 2012, 15.6%. The cumulative graduation rates reported here for these three classes can also be interpreted as each cohort's 'extended' or 'on-time' graduation rate depending upon the graduation year. The six year cohort extended graduation rate for the class of 2010 was 77.1% as of September 2012. The five year cohort extended graduation rate of the class of 2011 is 77.5%. The on-time cohort graduation rate of the class of 2012 is 73.6%. For all classes, the Asian/Pacific Islander and White ethnic groups exhibit the highest completion and lowest dropout rates. Graduation rates are lowest and dropout rates highest for the American Indian ethnic group for the Classes of 2010 and 2011, while for the Class of 2012, the graduation rate is lowest for the Black/African American ethnic group while the dropout rate is highest for the Hispanic/Latino ethnic group. A higher percentage of females graduate; males drop out at a higher rate. When these data are updated in future years, the graduation and dropout rates for these classes will change depending on the future status of dropouts and those still enrolled.



**District Summary**  
**Student Educational Status**  
**Cumulative Completion and Dropout Rates**

**Based on Cumulative Data from September 2006 to September 2012**

<b>Class of 2010</b>	<b>Adjusted Number in Class</b>	<b>Graduates</b>		<b>Dropouts</b>		<b>Still Enrolled September 2012</b>	
		No.	%	No.	%	No.	%
American Indian	81	43	53.1%	38	46.9%	0	0.0%
Asian/Pac. Islander	783	636	81.2%	135	17.2%	12	1.5%
Black/Afr. American	793	531	67.0%	247	31.1%	15	1.9%
Hispanic/Latino	365	229	62.7%	127	34.8%	9	2.5%
White	1354	1166	86.1%	171	12.6%	17	1.3%
Multiracial	2	1	50.0%	1	50.0%	0	0.0%
<b>GENDER</b>							
Female	1619	1291	79.7%	310	19.1%	18	1.1%
Male	1759	1315	74.8%	409	23.3%	35	2.0%
<b>TOTAL</b>	<b>3378</b>	<b>2606</b>	<b>77.1%</b>	<b>719</b>	<b>21.3%</b>	<b>53</b>	<b>1.6%</b>

<b>Class of 2011</b>	<b>Adjusted Number in Class</b>	<b>Graduates</b>		<b>Dropouts</b>		<b>Still Enrolled September 2012</b>	
		No.	%	No.	%	No.	%
American Indian	49	29	59.2%	19	38.8%	1	2.0%
Asian/Pac. Islander	780	616	79.0%	127	16.3%	37	4.7%
Black/Afr. American	746	489	65.5%	214	28.7%	43	5.8%
Hispanic/Latino	367	240	65.4%	108	29.4%	19	5.2%
White	1260	1102	87.5%	128	10.2%	30	2.4%
Multiracial	60	51	85.0%	8	13.3%	1	1.7%
<b>GENDER</b>							
Female	1622	1327	81.8%	255	15.7%	40	2.5%
Male	1640	1200	73.2%	349	21.3%	91	5.5%
<b>TOTAL</b>	<b>3262</b>	<b>2527</b>	<b>77.5%</b>	<b>604</b>	<b>18.5%</b>	<b>131</b>	<b>4.0%</b>

<b>Class of 2012</b>	<b>Adjusted Number in Class</b>	<b>Graduates</b>		<b>Dropouts</b>		<b>Still Enrolled September 2012</b>	
		No.	%	No.	%	No.	%
American Indian	53	33	62.3%	12	22.6%	8	15.1%
Asian/Pac. Islander	831	629	75.7%	104	12.5%	98	11.8%
Black/Afr. American	781	471	60.3%	182	23.3%	128	16.4%
Hispanic/Latino	374	226	60.4%	100	26.7%	48	12.8%
White	1246	1052	84.4%	118	9.5%	76	6.1%
Multiracial	63	52	82.5%	5	7.9%	6	9.5%
<b>GENDER</b>							
Female	1614	1250	77.4%	222	13.8%	142	8.8%
Male	1734	1213	70.0%	299	17.2%	222	12.8%
<b>TOTAL</b>	<b>3348</b>	<b>2463</b>	<b>73.6%</b>	<b>521</b>	<b>15.6%</b>	<b>364</b>	<b>10.9%</b>

## **ANNUAL DROPOUTS**

### **(Based on methodology used in prior years)**

#### **Definition**

To provide comparisons with previously published data, the dropout data reported in the following tables were developed following the same procedures used in prior versions of the District Profile. See the following section on Individual School Summaries concerning dropouts for a further explanation on how the methodology used to compute dropouts differs from what is reported in the previous table.

Dropouts, for the purpose of computing an annual dropout rate, are all students who leave during a 12 month period and prior to graduation for employment, marriage, enlistment in the armed forces, or who were suspended or expelled without returning. Students who have previously been in the Seattle Public Schools and who do not show up at their assigned school without providing a valid transfer reason or request for records by another school or school district, and other students who are listed with release reasons of "unknown" or "unable to locate" are included as dropouts. Students receiving a GED and Special Education students who leave the District only with a completion of IEP certificate are, as defined by the State and Federal government, included as dropouts. Institutionalized students and confirmed transfers to other schools in or out of the District are not counted as dropouts. The annual dropout rate is computed as a percentage of the previous October 1 enrollment. Comparisons of dropout figures from year to year or among ethnic groups are comparable with District Profile data published in previous years because the same methods are used throughout.

There are also three major limitations to the dropout data contained in this section. The limitations are:

1. The District keeps limited records of what happens to students after they leave except for a withdrawal code. This code is entered when students

are withdrawn from a school based on information available at that time, and is the basis for establishing the dropout status. Except for infrequent notification by parents or requests for records from another school, the codes are not always changed after the student leaves. Schools vary in the extent to which they correct a withdrawal code after a request for records is received from another school.

2. Students who drop out are frequently in and out of school several times. The decision to call the student a dropout depends on the time frame examined. For example, 1,899 high school students dropped out in the school year 2005-2006. Of these, 181 (9.5%) returned by December 2006. By May 1<sup>st</sup>, 2007, a total of 196, or 10.3%, had returned. By using a later date, these students would not have been called dropouts.
3. Many of the students categorized as dropouts may be "no-shows" who are incorrectly withdrawn. Hundreds of these students never show up at the assigned school after summer vacation or semester break. Thus, the term "dropouts" also includes students who transfer from the Seattle Public Schools to other school districts without formal notification to their last Seattle school.

Although this is an annual rate, one should not multiply the rate by four to obtain, for example, an overall rate for four years of high school. As mentioned above, many of these students may return in following years.

While the State has directed that schools only report dropouts at the high school level, middle school annual dropout rates are reported here for comparison with previous years. Please note that the middle school dropout rates as shown here may also include students who 'graduate' from a middle school, i.e. finish 8<sup>th</sup> grade, but whose status indicates that they did not return to a Seattle Public

School high school or transfer to another high school the following year.

## **Results**

In this publication, the dropout rate is broken out two ways: (1) by ethnicity as has been reported in previous editions and (2) by type of high school (regular versus alternative).

With the methodology that Seattle Public Schools traditionally has used, the annual high school dropout rate as a percentage of enrollment fell from 7.4% in 2010-2011 to 6.2% in 2011-2012, the lowest number and percentage of high school dropouts in 30 years of available data. The overall decrease of 135 high school yearly dropouts in 2011-2012 compared to 2010-2011 occurred in every ethnic group category, most notably for the American Indian, Black/African American and Hispanic/Latino ethnic groups (by -6.2, -1.3 and -2.9 percentage points, respectively).

In analyzing the high school dropouts by ethnicity, Asian/Pacific Islander dropout rates were historically lowest until the 2005-2006 school year, but the White ethnic group rate has been the lowest since 2006-2007. The American Indian ethnic group has historically had the highest dropout rates.

The annual dropout rate between regular and service (previously titled alternative) high schools is also compared for the last six years. The dropout rate for regular high schools fell by 0.6 percentage points to 3.4% from 2010-2011 to 2011-2012. The dropout rate at the service high schools also fell, dropping 9.7 percentage points to 42.0% in 2011-2012 from 51.7% in 2010-2011. In looking at changes in dropouts by type of school, the high number of dropouts at service schools largely results from two service schools with programs that are specifically oriented to finding and educating dropouts and students at risk of dropping out from other schools, the Interagency schools and the Education Service Centers.

The middle school dropout rate rose to 5.1% in 2011-2012 from 4.9% in 2010-2011. The 2009-2010

middle school dropout data had been the lowest number and percentage of dropouts in 28 years, but has risen in the two years since then. Middle school dropout rates actually fell for the American Indian and Hispanic/Latino ethnic groups by -1.9 and -1.4 percentage points from 2010-2011 to 2011-2012; however, the middle school annual dropout rates of Asian/Pacific Islander, Black/African American and White ethnic groups increased 0.6, 0.9 and 0.5 percentage points, respectively, from 2010-2011 to 2011-2012.



**Annual Dropout Rate**  
**Regular vs. Service High Schools/Grades 9 - 12**  
**2006-2007 to 2011-2012**

<b>October 1 Enrollment</b>						
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Regular (1)</b>	12,676	12,430	12,239	12,269	12,371	12,563
<b>Service (2)</b>	1,710	1,429	1,315	961	930	989
<b>Total</b>	<b>14,386</b>	<b>13,859</b>	<b>13,554</b>	<b>13,230</b>	<b>13,301</b>	<b>13,552</b>

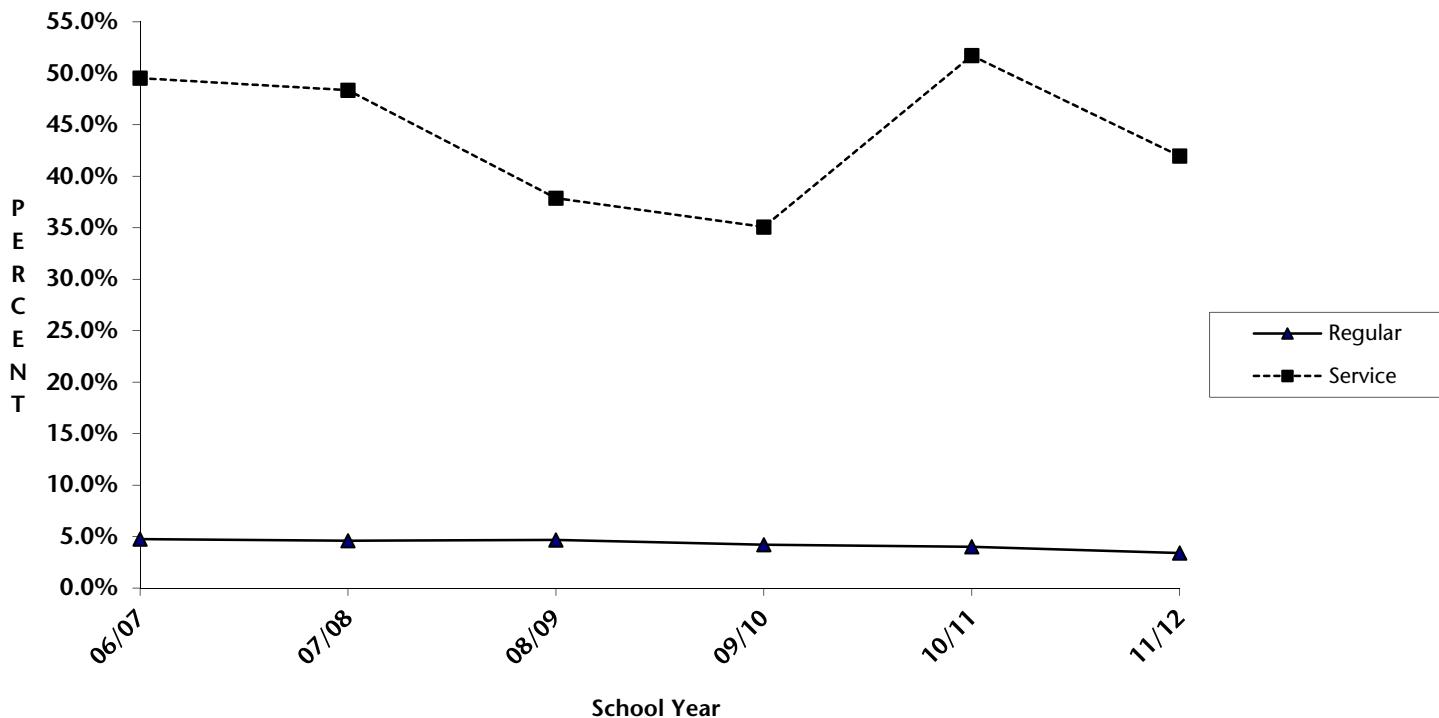
<b>Yearly Dropouts</b>						
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Regular (1)</b>	603	572	572	517	497	428
<b>Service (2)</b>	847	691	498	337	481	415
<b>Total</b>	<b>1,450</b>	<b>1,263</b>	<b>1,070</b>	<b>854</b>	<b>978</b>	<b>843</b>

<b>Dropout Rate</b>						
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Regular (1)</b>	4.8%	4.6%	4.7%	4.2%	4.0%	3.4%
<b>Service (2)</b>	49.5%	48.4%	37.9%	35.1%	51.7%	42.0%
<b>Total</b>	<b>10.1%</b>	<b>9.1%</b>	<b>7.9%</b>	<b>6.5%</b>	<b>7.4%</b>	<b>6.2%</b>

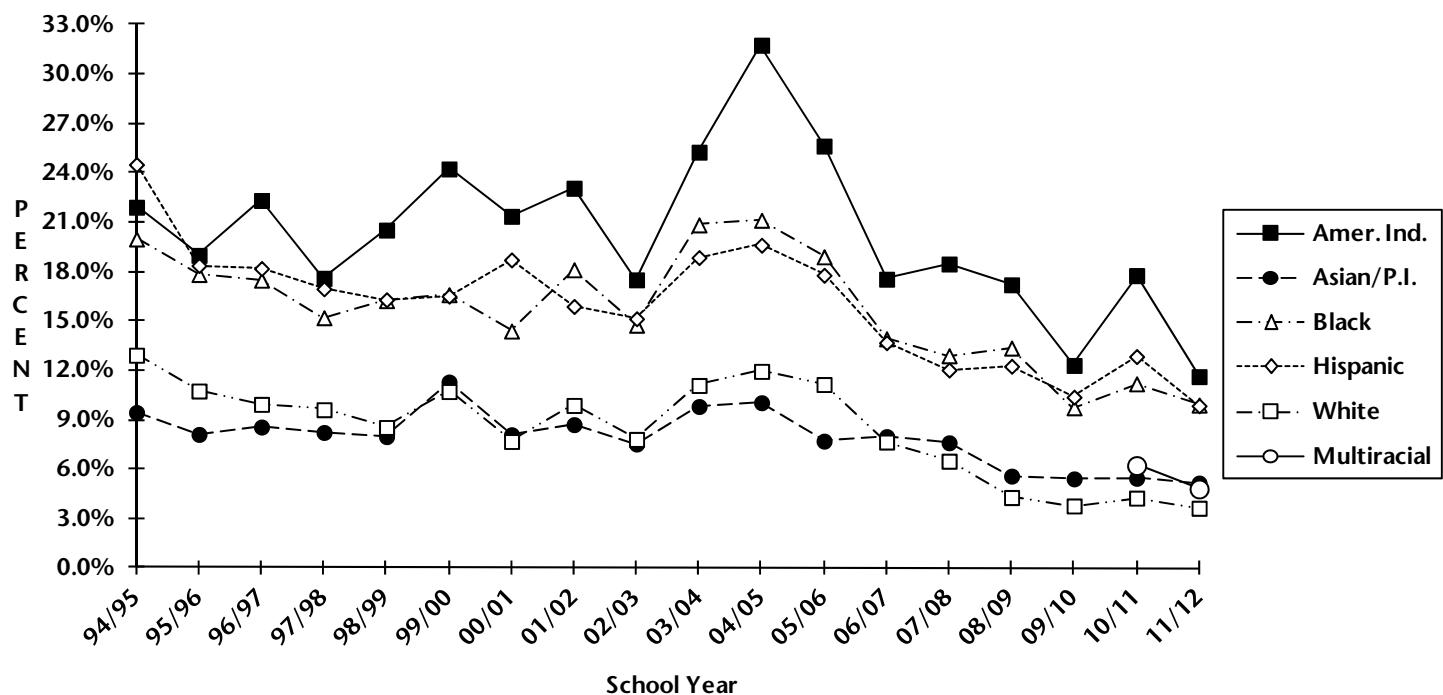
(1) Includes 10 large comprehensive high schools plus NOVA and The Center School

(2) Grades 9 thru 12 only

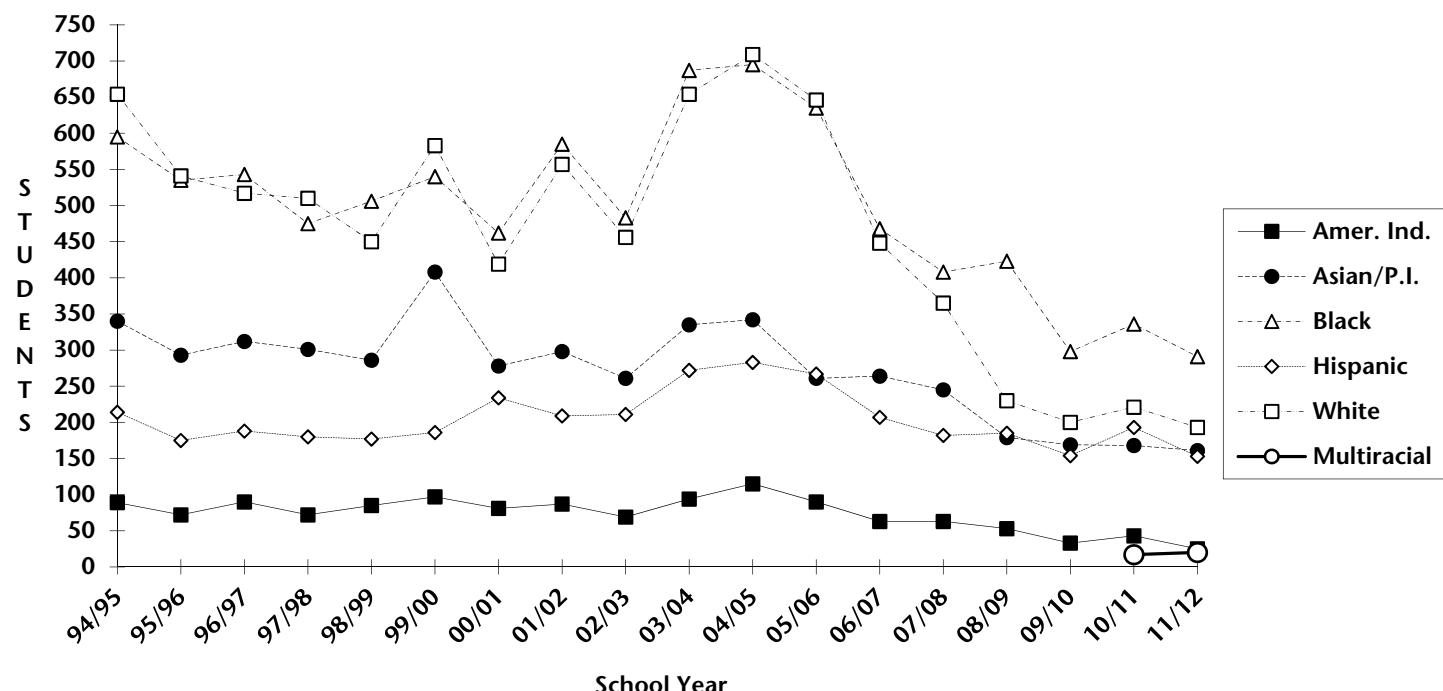
**Annual Dropout Rate by Regular vs. Service High Schools**  
**2006-2007 to 2011-2012**



**Yearly Dropouts by Percent of Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1994-1995 to 2011-2012**



**Yearly Dropouts by Ethnic Group**  
**All High School Students/Grades 9 - 12**  
**1994-1995 to 2011-2012**



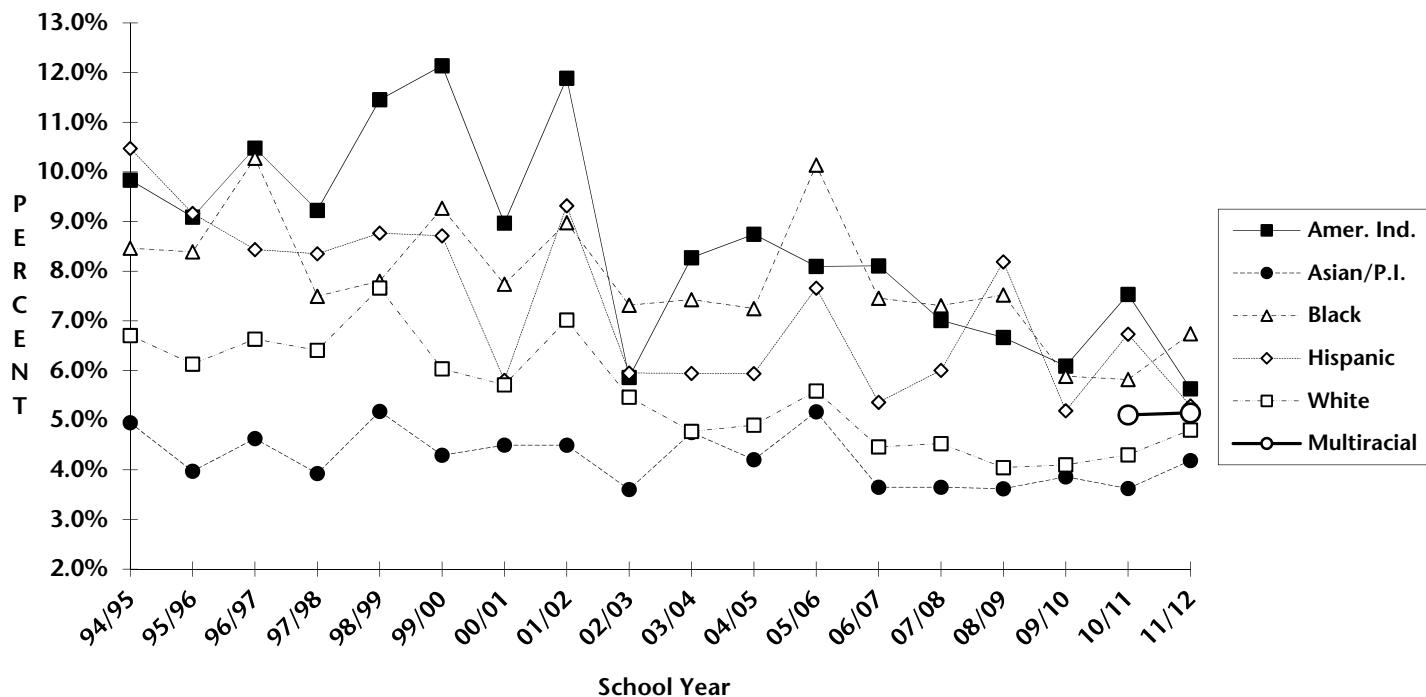
**District Summary**  
**Number and Percent of Yearly Dropouts in each Ethnic Group**  
**All High School Students/Grades 9 - 12**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
American Indian	63	17.5%	63	18.5%	53	17.2%	33	12.3%	43	17.8%	25	11.6%	
Asian/Pac. Islander	264	8.0%	245	7.6%	179	5.6%	169	5.4%	168	5.5%	161	5.2%	
Black/Afr. American	468	13.9%	408	12.9%	423	13.4%	298	9.7%	336	11.2%	291	9.9%	
Hispanic/Latino	207	13.7%	182	12.0%	185	12.3%	154	10.4%	193	12.8%	153	9.9%	
White	448	7.7%	365	6.5%	230	4.3%	200	3.8%	221	4.3%	193	3.6%	
Multiracial	--	--	--	--	--	--	--	--	--	17	6.2%	20	4.8%
<b>TOTAL</b>	<b>1,450</b>	<b>10.1%</b>	<b>1,263</b>	<b>9.1%</b>	<b>1,070</b>	<b>7.9%</b>	<b>854</b>	<b>6.5%</b>	<b>978</b>	<b>7.4%</b>	<b>843</b>	<b>6.2%</b>	

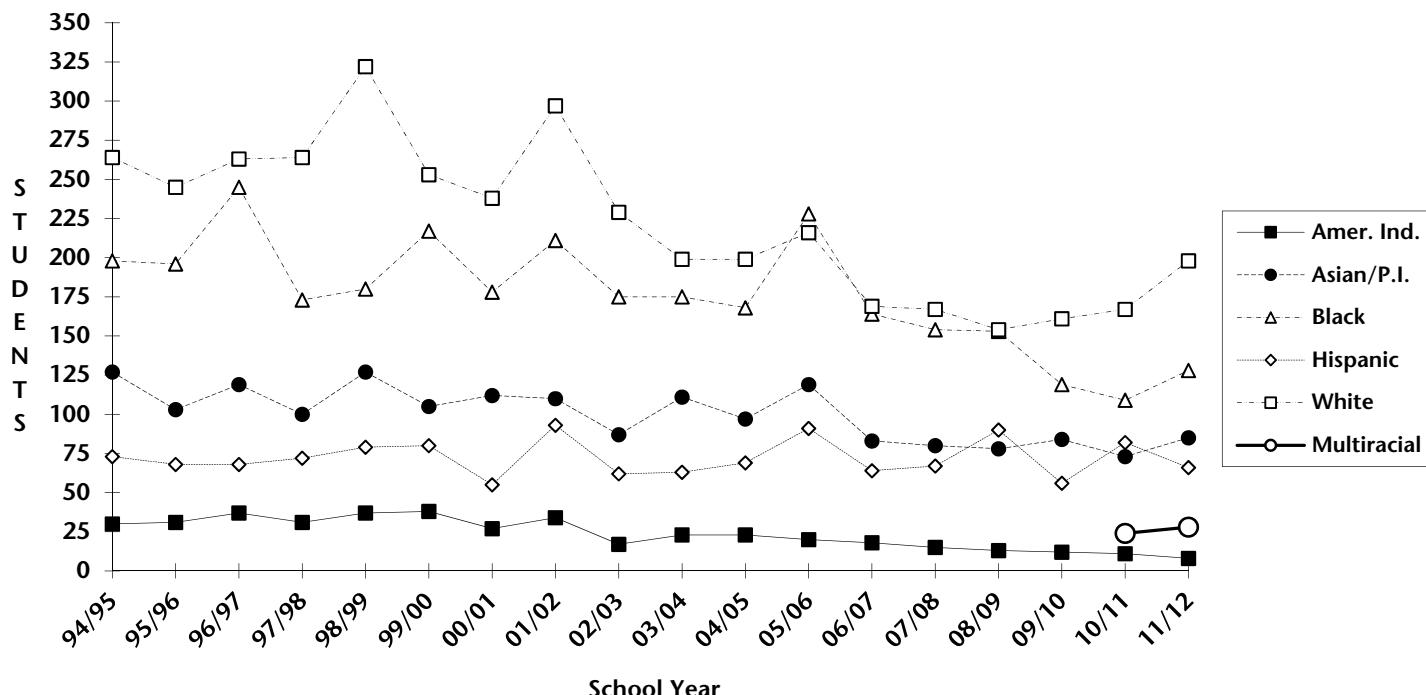
**Yearly Dropouts by Ethnicity and Primary Race**  
**All High School Students/Grades 9 - 12**

		2010/2011		2011/2012	
		No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	193	12.8%	153	9.9%
	Not Hispanic/Latino	785	6.7%	690	5.8%
Race:	<b>American Indian</b>				
	Alaskan Native	5	16.7%	6	17.6%
	Other American Indian	138	14.7%	95	10.8%
	Washington Indian	3	37.5%	3	27.3%
	Total American Indian	146	14.9%	104	11.2%
	<b>Black/African American</b>	356	11.1%	311	9.7%
	<b>Asian</b>				
	Cambodian	1	3.3%	7	19.4%
	Chinese	26	3.2%	29	3.4%
	East Indian	5	6.8%	3	3.9%
	Filipino	31	5.3%	28	4.6%
	Japanese	1	0.5%	1	0.5%
	Korean	6	6.7%	3	4.0%
	Vietnamese	51	6.5%	29	3.7%
	Other Southeast Asian	2	6.1%	4	7.3%
	Other Asian	43	8.3%	51	10.5%
	Total Asian	166	5.3%	155	4.9%
	<b>Pacific Islander</b>				
	Samoan	8	8.5%	13	13.8%
	Other Pacific Islander	4	22.2%	1	4.3%
	Total Pacific Islander	12	10.7%	14	12.0%
	<b>White</b>	298	5.1%	259	4.2%
	<b>TOTAL</b>	<b>978</b>	<b>7.4%</b>	<b>843</b>	<b>6.2%</b>

**Yearly Dropouts by Percent of Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1994-1995 to 2011-2012**



**Yearly Dropouts by Ethnic Group**  
**All Middle School Students/Grades 6 - 8**  
**1994-1995 to 2011-2012**



**District Summary**  
**Number and Percent of Yearly Dropouts in each Ethnic Group**  
**All Middle School Students/Grades 6 - 8**

ETHNIC GROUP	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
	No.	%										
American Indian	18	8.1%	15	7.0%	13	6.7%	12	6.1%	11	7.5%	8	5.6%
Asian/Pac. Islander	83	3.6%	80	3.6%	78	3.6%	84	3.9%	73	3.6%	85	4.2%
Black/Afr. American	164	7.5%	154	7.3%	153	7.5%	119	5.9%	109	5.8%	128	6.7%
Hispanic/Latino	64	5.4%	67	6.0%	90	8.2%	56	5.2%	82	6.7%	66	5.3%
White	169	4.5%	167	4.5%	154	4.0%	161	4.1%	167	4.3%	198	4.8%
Multiracial	--	--	--	--	--	--	--	--	24	5.1%	28	5.1%
<b>TOTAL</b>	<b>498</b>	<b>5.1%</b>	<b>483</b>	<b>5.2%</b>	<b>488</b>	<b>5.3%</b>	<b>432</b>	<b>4.6%</b>	<b>466</b>	<b>4.9%</b>	<b>513</b>	<b>5.1%</b>

**Yearly Dropouts by Ethnicity and Primary Race**  
**All Middle School Students/Grades 6 - 8**

		2010/2011		2011/2012	
		No.	%	No.	%
Ethnicity:	<b>Hispanic/Latino</b>	82	6.7%	66	5.3%
	Not Hispanic/Latino	384	4.6%	447	5.1%
Race:	<b>American Indian</b>				
	Alaskan Native	1	2.9%	3	7.5%
	Other American Indian	40	6.3%	32	5.1%
	Washington Indian	0	0.0%	0	0.0%
	Total American Indian	41	6.0%	35	5.1%
	<b>Black/African American</b>	135	6.3%	153	7.0%
	<b>Asian</b>				
	Cambodian	0	0.0%	2	5.6%
	Chinese	15	2.5%	20	3.4%
	East Indian	3	6.3%	1	1.9%
	Filipino	19	4.8%	16	3.8%
	Japanese	9	5.2%	5	3.2%
	Korean	2	2.9%	3	3.6%
	Vietnamese	12	2.5%	23	4.5%
	Other Southeast Asian	2	5.3%	1	2.1%
	Other Asian	13	4.1%	15	5.1%
	Total Asian	75	3.5%	86	3.9%
	<b>Pacific Islander</b>				
	Samoan	5	7.5%	3	5.3%
	Other Pacific Islander	1	5.0%	3	11.1%
	Total Pacific Islander	6	6.9%	6	7.1%
	<b>White</b>	209	4.6%	233	4.8%
	<b>TOTAL</b>	<b>466</b>	<b>4.9%</b>	<b>513</b>	<b>5.1%</b>

## **SEATTLE PUBLIC SCHOOLS INDIVIDUAL SCHOOL SUMMARIES**

The following section presents summary statistical information for each school in the district.

Two kinds of data are presented:

- Student and staff demographic data as well as student assignment data. These data reflect the October 1, 2012 student and staff population, and;
- School year 2011-2012 student outcome data. These data are based on students enrolled in the 2011-2012 school year.

Data are presented in five separate tables for high schools, middle schools, elementary schools, K-8 schools and service<sup>1</sup> (formerly called alternative) schools. Various data sources were used and a number of assumptions were made to compile these data. Readers should review these notes carefully before making interpretations or drawing conclusions. The following data elements are arranged alphabetically.

### **Advanced Learning**

These figures show the number of students on October 1, 2012 eligible for enrollment in the Accelerated Progress Program (APP), Spectrum, or the Advanced Learning Opportunities (ALO) program. Each fall, students who have been nominated by parents, teachers, or others to determine advanced learning program eligibility participate in tests of cognitive ability and reading and math achievement on nationally- or state-normed standardized tests. A multidisciplinary selection committee then determines which nominees are academically highly gifted (AHG: 98th percentile rank in cognitive ability and 95th plus in reading and math), academically gifted (AG: 87th percentile rank in cognitive ability and reading and math achievement), or not eligible. Parents can enroll AHG students in the Accelerated Progress Program (APP) or in the Spectrum program, and AG students can enroll in Spectrum. The APP curriculum is typically two-grades-advanced compared to same-age peers, and the Spectrum program features one-grade-level-accelerated curriculum. A third tier of programs, Advanced Learning Opportunities, serves AHG and AG eligible students, as well as teacher-recommended students, in neighborhood ALO-certified schools that have developed plans to differentiate for the needs of advanced learners within the general education classroom. Note that the number of students reported here includes AHG and AG students who are eligible for, but not necessarily attending, an APP, Spectrum or ALO program.

### **Attendance**

Average daily attendance for each school year is calculated initially for each student at a school by dividing the number of days present at a school by the number of membership days (the total number of possible school days a student is enrolled in the school during the school year). The attendance percentage is calculated separately for each school a student attends throughout the year. As a result, a student who has transferred to another school within the District during the year will be represented in this data more than once. Note, however, that if a student enters, leaves, and then re-enters the *same school* during one school year, only the information for the last, most recent tenure of that student is reported from that school. These data are then averaged for all students enrolled in the school at any time during the school year 2011-2012.

---

<sup>1</sup> Service schools provide specific services or unique academic programs that are not offered at attendance area or option schools. Students are usually placed in a service school based on individual assessment.

### **Average Enrollment**

A school's average enrollment for the 2011-2012 school year is calculated from the monthly State head count enrollment figures reported for each school from September 2011 to June 2012.

### **Assignment Information**

First choice data are presented for Option schools only. Option schools have no attendance boundaries or feeder patterns, and assignment to them is by application only, using established tiebreakers. The first choice figures are the number of students enrolled on October 1, 2012 for which the school is their first choice. Only entering grades to the schools (kindergarten, grade 6, or grade 9) are reflected in this analysis. Students were included only if they went through the Open Enrollment application process in the Spring of 2012. Students with a continuing assignment to a school (returning to the same school) are not included in the counts for first choice. APP and Spectrum students are not shown in this analysis. Percentages are based upon the total number of students in the entering grade level.

Area resident data are presented for Attendance Area schools only. The area resident figures are the total number of students enrolled at each school who live in that school's attendance area. Percentages are based upon the total number of students enrolled as of October 1, 2012.

### **Cumulative GPA (Grade Point Average)**

The average cumulative GPA counts students at secondary schools (grades 6-12) who were enrolled at a school at the end of the 2011-2012 school year. Courses that are graded pass-fail are not included in the calculation. The cumulative GPA is based on all courses taken at all schools in grades 6-8 for middle schools or 9-12 for high schools. If a student changes schools often, which sometimes happens in some alternative schools, the cumulative GPA may more reflect work at previous schools rather than the current school.

### **Dropouts**

#### **All Classes: Annual Dropouts**

Annual dropout statistics are reported only for secondary students (grades 6-12). A student was counted as a dropout from *the last confirmed school of record* if he or she left school other than for academic completion or as a confirmed transfer to another school district at any time during the 12 months after October 1, 2011 and was not enrolled in the Seattle Public Schools on October 1, 2012. Students who complete 8th grade in June 2012 but who have not re-enrolled by October 1 are not counted as dropouts from the middle school they last attended. [NOTE: For the purposes of computing a Districtwide middle school annual dropout rate, such "no shows" at high school are counted as middle school dropouts from the District (see pages 145 to 151).] Percentages are based upon both the 2011-2012 average and total grades 6-12 enrollment for a school. Note that the dropout rate reported here is based on a slightly different calculation methodology than that used for the overall District Annual Dropout rate in the previous section. The reason for the difference is that the annual dropout rate calculated in the Student Educational Status section historically has always been the ratio of dropouts in a given year divided by that year's October 1 enrollment count. However, when the data are disaggregated by school, using only the October 1 enrollment count for the basis tends to exaggerate the dropout rate for some schools where students who dropped out from a school were not present at that school on October 1, 2011 (which, for example, happens frequently at some service schools). The use of the average and total enrollment numbers to compute dropout rates give a more accurate picture of the actual enrollment at a school during the year, taking into account the migrations in and out of a school during the year. The annual dropout rates based on both average and total enrollment provide alternative perspectives of a school's population and the school's ability to keep students in school.

Dropout data reported to the Office of the Superintendent of Public Instruction (OSPI) (reported below) differs slightly in that it measures dropouts during a dissimilar time frame from the first day of school to the day before the next school year, generally three to four weeks before October 1. The OSPI method, while preferable longitudinally, does not allow for the resolution of the status of late arriving students who return to some of our

service schools after the official start of the school year. Thus the procedures used in the OSPI approach are not easily adapted to determine annual dropout rates. The District method counts as a dropout those students who leave for employment, marriage, armed forces, were suspended or expelled without returning, do not show up at their assigned school or who are listed as “unable to locate”. Students who earn a GED or Special Education students who either ‘age out’ or complete their IEP (Individual Education Plan) in lieu of a diploma are considered dropouts, similar to State and Federal dropout procedures. Students who are confirmed transfers to another school are not counted as dropouts. Students are counted only once even if they may have dropped out several times during the year. Comparisons with dropout rates from other districts should be undertaken with extreme caution.

### **Dropouts**

#### **Cumulative Cohort Dropouts from High Schools**

Each school year, the Office of the Superintendent of Public Instruction (OSPI) requires the District to report the educational status of all high school students. A cumulative cohort method is used to define a group of students who, beginning as ninth graders in September 2008<sup>1</sup>, were expected to graduate in June of 2012 (the “Class of 2012”). (Also see the previous section on Student Educational Status for more information.) Dropouts for the Class of 2012 are defined as all students who are not graduates, are not a confirmed transfer to another school or district, and who are not currently enrolled as of the start of the 2012-2013 school year. Percentages are based on an adjusted number in class that subtracts confirmed transfers to other schools from the total number of students who entered the class. Please note that the total number of dropouts (and graduates, below) listed here may differ slightly from other publications and in the data shown for the Cumulative Cohort method on page 141 because recently closed schools and summer school-only students in the class of 2012 are not included in the individual school summaries.

<sup>1</sup> - but also includes incoming 10<sup>th</sup> graders in 2009, 11<sup>th</sup> graders in 2010, and 12<sup>th</sup> graders in 2011.

### **Enrollment, Ethnic Distribution and Gender on October 1**

The enrollment count and ethnic distribution/gender percentage reflects all students in grades K-12 as of October 1, 2012 reported to the State for the purpose of basic education revenue apportionment. Head Start and preschool students are not counted. Part-time students and half-day kindergarten students are counted the same as other students.

### **Expulsions and Suspensions**

Disciplinary actions reported here include short-term or long-term suspensions and expulsions. Records for suspensions (long-term and short-term combined) and expulsions were extracted from a central disciplinary action database. Records were aggregated by student so that, no matter how many times a student was suspended or expelled, or for how many reasons, the student is counted only once in each applicable category. For the same reasons discussed above for dropouts, percentages were calculated by dividing the number of students subject to a disciplinary action by the both the average and total enrollment for a school in 2011-2012.

### **Free or Reduced-Price Lunch**

Students are eligible for free or reduced-price lunches on the basis of low family income. The specific income requirements depend upon the size of the family and are adjusted each year. In 2012, a family of four would be eligible for free lunches if they had an annual income below \$29,655. The income limit for reduced-price lunches for a family of four was \$42,643. The free or reduced-price lunch percentage reported here is based on students enrolled on October 1, 2012, and does not reflect students who arrive or leave after that date.

### **Graduates**

#### **All Classes**

*On-Time Graduates* are students who had been assigned a year of graduation of 2012 (the ‘Class of 2012’) and who graduated from the school during the 2011-2012 school year. Percentages are based on the average number of

students enrolled in the Class of 2012 during school year 2011-2012. *Total Graduates* indicates the total number of students graduating from a school during the 2011-2012 school year regardless of their assigned year of graduation, and also includes any students graduating before or after their expected year of graduation and students graduating with an unresolved or missing year of graduation code.

### **Graduates**

#### **Class of 2012 Cumulative Cohort Graduates**

Similar to the methodology explained above in *Dropouts: Cumulative Cohort Dropouts*, graduates for the Class of 2012 are defined as all students who are not dropouts, are not a confirmed transfer to another school or district, and who are not currently enrolled as of the start of the 2012-2013 school year. Percentages are based on an adjusted number in class that subtracts confirmed transfers to other schools from the total number of students who entered the class. Note that the number of graduates listed here may differ from the number reported in *On-Time Graduates*, above, because this count includes students in the class of 2012 who may have graduated before the 2011-2012 school year.

### **Limited English Proficiency (LEP)**

Each student's primary and home languages are obtained at registration. If a parent indicates that the student speaks a language at home other than English, the student is given the Washington English Language Proficiency Assessment (WELPA) to determine English fluency. The result of this assessment determines whether the student is classified as eligible for Bilingual services. In addition to WELPA scores, a separate code is maintained by the Bilingual Education Office noting if a student's parent has waived bilingual services after the placement test or after their child has been receiving bilingual services for a period of time. Regardless of whether or not the student receives bilingual services, a student's continuing eligibility for bilingual services is reassessed annually using scores from the WELPA administered each Spring. The data presented here reflects those students eligible for bilingual services as of October 1, 2012.

### **Mobility**

The mobility percentage of a school for the 2011-2012 school year is calculated using a formula defined by and used for the National Board Teacher Certification process. The count of students who enter a school after October 1 of the school year are added to the count of students who leave the school until the end of the school year as the numerator, and this number is divided by the October 1, 2011 student count as the denominator. Graduates are not included in the numerator, and students who both enter and leave a school are counted only once in the numerator.

### **Not Living with Both Parents**

These figures show the number and percentage of students on October 1, 2012 not living with both parents using data obtained from students or parents during registration. All living situations other than "Living with both parents" are combined. Students without valid information for living situation are considered "not living with both parents" in these data.

### **Percentage of Returning Students**

The percentage of returning students, also known as a continuation rate, is calculated as the percentage of students enrolled on October 1, 2012 who were also enrolled at the same school on October 1, 2011. An adjustment is made for students expected to rise to the next academic level (grades 5, 8 and 12) in October 1, 2011, and are excluded from the analysis.

### **Special Education**

The number of students classified by the Special Education department as eligible for Special Education services on October 1, 2012. This number includes all handicapping conditions and service levels as defined by the Special Education department and the State Office of the Superintendent of Public Instruction (OSPI).

### **Staff Data**

Data are supplied from the Human Resources central database as of October 1, 2012. Data are reported as head counts of all full-time and part-time positions at each school. Only positions that were filled as of October 2012 are included. Vacancies temporarily filled by substitutes are not counted. Some school staff positions that are funded by central administration office budgets are also not included.

### **Total Enrollment**

A school's total enrollment is the unduplicated count of all students who have attended the school during the 2011-2012 school year. Students who move from one school to another are counted once in each school they attend throughout the school year.

### **Transfers In/Out**

Transfers In/Out is defined as the number of students who either entered or left a particular school between October 1, 2011 and June 22, 2012 (the day before school ends), for reasons other than graduation. Building staff report student entry and withdrawal information to centrally maintained computer databases from which these statistics were derived. "Transfers In" are the number of students who transfer in to a school during the school year. "Transfers Out" are students that leave the school during the school year. These numbers are calculated independently. The Total number is based on the number of students who either entered and/or left the school during the dates above. However, it is possible that a student can both transfer in AND transfer out of a school in the same year, so the total number may count a student once when they were actually both 'In' to and 'Out' of the school during the year. Thus the school total will never equal the number of transfers in and transfers out if there are any students at a school who do both.

### **Scholastic Aptitude Test (SAT)**

The Scholastic Aptitude Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS) that is taken by many juniors and seniors. Approximately 50% of the college-bound seniors in Seattle schools take the SAT. The major portions of this test measure student abilities in writing and in verbal (critical reading) and mathematical concepts. Data show the 2012 verbal, math and writing average scores by school and the District average. No breakdowns are available by regular or service school totals.

### **Washington High School Proficiency Exam (HSPE)/Measurement of Student Progress (MSP)/ End of Course Exams (EoC)**

Students in grades 3 through 8 are assessed with the Measurement of Student Progress (MSP), while students in grade 10 take the High School Proficiency Exam (HSPE) for Reading and Writing, and End of Course (EoC) exams for Mathematics and Biology. These tests require students to apply their knowledge by writing descriptive essays, comparing information from different texts, using math skills to solve complex problems, and explaining the steps they took to arrive at an answer. Scores are based on a clear and challenging set of academic standards. Each grade level has a set of Grade Level Expectations (GLEs) which provide specific learning standards for students, clarifying the skills and strategies all students need to demonstrate proficiency in each content area. Students are assessed in two content areas in Mathematics and Reading in grades 3 and 6; three content areas of Mathematics, Reading and Writing in grades 4 and 7; three content areas in Mathematics, Reading and Science in grades 5 and 8; and four content areas of Reading, Writing, and EOC Mathematics and Biology in grade 10. Their responses were then evaluated and scored by trained experts. Total scores in the content areas are then used to determine if the student met standard. The "standard" is the level of performance which demonstrates a student has achieved the knowledge and skills described in the GLEs. "Meeting the standard" in a subject area means a student has shown proficiency over the test content, including factual knowledge, application of that knowledge, and reasoning skills appropriate for their grade. In this section we report the percent of students meeting standards in the four content areas in Spring of 2012. If a student was not tested or not formally "exempted" from the test, the student was considered to have not met standards. The percent of students meeting standard is not shown where the number of students tested at a school on a subtest is 10 or fewer.

**Individual School Summaries**  
**All Regular High Schools**

**2012-2013 DEMOGRAPHICS**

**Student Data**

School	Enrollment and Ethnic Distribution on October 1										Free or Reduced Lunch	Not Living With Both Parents	Limited English Proficiency		
	Black														
	N	Amer. Indian	Asian/ Pac. Isl.	/Afr. Amer.	Hispanic /Latino	White	Multi-racial	Female	Male	N	%				
BALLARD	1609	1.2%	9.6%	5.2%	11.1%	68.5%	4.4%	48.7%	51.3%	313	19.5%	539	33.5%	45	2.8%
CLEVELAND	838	1.9%	41.2%	37.1%	11.3%	5.7%	2.7%	48.1%	51.9%	592	70.6%	395	47.1%	100	11.9%
FRANKLIN	1445	1.0%	54.0%	28.6%	8.2%	5.7%	2.4%	46.6%	53.4%	981	67.9%	648	44.8%	271	18.8%
GARFIELD	1669	0.9%	21.2%	31.2%	7.4%	36.7%	2.6%	50.7%	49.3%	640	38.3%	629	37.7%	134	8.0%
INGRAHAM	1018	2.0%	23.1%	12.3%	13.1%	44.5%	5.1%	48.1%	51.9%	398	39.1%	404	39.7%	71	7.0%
NATHAN HALE	1171	1.3%	14.5%	14.2%	9.0%	56.7%	4.4%	47.8%	52.2%	342	29.2%	365	31.2%	86	7.3%
NOVA	340	2.4%	7.1%	7.9%	10.0%	67.6%	5.0%	50.9%	49.1%	98	28.8%	180	52.9%	0	0.0%
RAINIER BEACH	407	1.0%	24.6%	51.8%	13.8%	4.7%	4.2%	49.1%	50.9%	297	73.0%	255	62.7%	113	27.8%
ROOSEVELT	1691	0.9%	14.8%	6.9%	8.7%	64.9%	3.9%	48.9%	51.1%	269	15.9%	404	23.9%	74	4.4%
SEALTH INTL	1275	1.8%	19.9%	20.5%	22.7%	31.2%	3.8%	46.7%	53.3%	733	57.5%	609	47.8%	157	12.3%
THE CENTER SCHOOL	285	1.4%	7.7%	8.8%	5.3%	69.5%	7.4%	62.8%	37.2%	52	18.2%	111	38.9%	2	0.7%
WEST SEATTLE	968	1.9%	17.8%	18.2%	13.3%	44.2%	4.6%	51.7%	48.3%	387	40.0%	420	43.4%	73	7.5%
<b>TOTAL</b>	<b>12716</b>	<b>1.4%</b>	<b>22.5%</b>	<b>19.1%</b>	<b>11.2%</b>	<b>41.9%</b>	<b>3.9%</b>	<b>49.0%</b>	<b>51.0%</b>	<b>5102</b>	<b>40.1%</b>	<b>4959</b>	<b>39.0%</b>	<b>1126</b>	<b>8.9%</b>

**Student Data**

School	Special Education				Percentage of Returning Students	Assignment Information:				Certificated Staff	Classified Staff			
	Advanced Learning		First Choice			Area Resident								
	N	%	N	%		N	%	N	%					
BALLARD	187	11.6%	58	3.6%	86.2%	--	--	1283	79.7%	92	36			
CLEVELAND	116	13.8%	11	1.3%	78.6%	122	54.0%	--	--	57	29			
FRANKLIN	140	9.7%	19	1.3%	80.8%	--	--	999	69.1%	85	35			
GARFIELD	98	5.9%	441	26.4%	85.3%	--	--	1161	69.6%	90	26			
INGRAHAM	130	12.8%	142	13.9%	84.3%	--	--	537	52.8%	62	31			
NATHAN HALE	198	16.9%	22	1.9%	84.0%	--	--	778	66.4%	72	30			
NOVA	68	20.0%	1	0.3%	67.5%	32	69.6%	--	--	20	8			
RAINIER BEACH	71	17.4%	1	0.2%	65.5%	--	--	323	79.4%	32	22			
ROOSEVELT	175	10.3%	75	4.4%	90.0%	--	--	1298	76.8%	91	39			
SEALTH INTL	194	15.2%	16	1.3%	83.1%	--	--	1069	83.8%	74	37			
THE CENTER SCHOOL	43	15.1%	4	1.4%	72.4%	50	65.8%	--	--	19	5			
WEST SEATTLE	167	17.3%	11	1.1%	79.8%	--	--	564	58.3%	59	25			
<b>TOTAL</b>	<b>1587</b>	<b>12.5%</b>	<b>801</b>	<b>6.3%</b>	<b>82.9%</b>	<b>204</b>	<b>58.6%</b>	<b>8012</b>	<b>71.2%</b>	<b>753</b>	<b>323</b>			

**Individual School Summaries**  
**All Regular High Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Enrollment		Transfers In/Out			Suspensions			Expulsions			Cum. G.P.A.
	Average	Total	Ins	Outs	Total	N	% of avg. enrlmt	% of total enrlmt	N	% of avg. enrlmt	% of total enrlmt	
BALLARD	1620	1708	64	115	159	88	5.4%	5.2%	0	0.0%	0.0%	2.98
CLEVELAND	786	846	23	100	117	71	9.0%	8.4%	0	0.0%	0.0%	2.54
FRANKLIN	1382	1521	92	155	227	63	4.6%	4.1%	0	0.0%	0.0%	2.71
GARFIELD	1701	1807	79	134	197	189	11.1%	10.5%	1	0.1%	0.1%	3.04
INGRAHAM	930	1012	64	112	158	33	3.5%	3.3%	1	0.1%	0.1%	2.91
NATHAN HALE	1126	1217	55	98	141	63	5.6%	5.2%	0	0.0%	0.0%	3.03
NOVA	336	386	47	53	92	1	0.3%	0.3%	0	0.0%	0.0%	(a)
RAINIER BEACH	364	449	70	80	129	47	12.9%	10.5%	0	0.0%	0.0%	2.43
ROOSEVELT	1646	1717	48	81	115	35	2.1%	2.0%	0	0.0%	0.0%	3.11
SEALTH INTL	1213	1351	85	147	207	140	11.5%	10.4%	2	0.2%	0.1%	2.67
THE CENTER SCHOOL	272	294	11	27	38	18	6.6%	6.1%	0	0.0%	0.0%	2.67
WEST SEATTLE	964	1051	45	113	143	103	10.7%	9.8%	0	0.0%	0.0%	2.70
<b>TOTAL</b>	<b>12338</b>	<b>13359</b>	<b>683</b>	<b>1215</b>	<b>1723</b>	<b>851</b>	<b>6.9%</b>	<b>6.4%</b>	<b>4</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.87</b>

School	All Classes						Class of 2012 Only			Attendance Percentage	
	Graduates			Annual Dropouts			Cumulative Cohort				
	On Time N	%	Total	N	% of avg. enrlmt	% of total enrlmt	Graduates N	%	Dropouts N		
BALLARD	370	92.5%	383	35	2.2%	2.0%	370	92.5%	13	3.3%	91.5%
CLEVELAND	127	79.9%	134	41	5.2%	4.8%	129	73.7%	33	18.9%	88.1%
FRANKLIN	250	78.9%	272	66	4.8%	4.3%	254	75.4%	39	11.6%	90.2%
GARFIELD	353	87.6%	362	50	2.9%	2.8%	354	86.3%	25	6.1%	91.2%
INGRAHAM	158	81.4%	173	45	4.8%	4.4%	160	79.6%	29	14.4%	89.0%
NATHAN HALE	209	86.0%	221	19	1.7%	1.6%	210	86.8%	14	5.8%	89.9%
NOVA	51	62.2%	66	18	5.4%	4.7%	51	64.6%	6	7.6%	(a)
RAINIER BEACH	60	58.3%	85	29	8.0%	6.5%	61	53.0%	23	20.0%	81.2%
ROOSEVELT	346	88.5%	361	34	2.1%	2.0%	350	88.8%	23	5.8%	93.5%
SEALTH INTL	187	81.7%	211	34	2.8%	2.5%	190	75.4%	32	12.7%	87.2%
THE CENTER SCHOOL	48	94.1%	50	11	4.0%	3.7%	48	82.8%	9	15.5%	89.0%
WEST SEATTLE	209	84.3%	217	46	4.8%	4.4%	209	81.3%	33	12.8%	88.9%
<b>TOTAL</b>	<b>2368</b>	<b>84.0%</b>	<b>2535</b>	<b>428</b>	<b>3.5%</b>	<b>3.2%</b>	<b>2386</b>	<b>81.7%</b>	<b>279</b>	<b>9.6%</b>	<b>89.9%</b>

(a) - School does not give letter grades nor take attendance

**Individual School Summaries**  
**All Regular High Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Mobility Rate	High School Proficiency Exam (HSPE) Percent Meeting State Standards Grade 10			End of Course Exams Percent Meeting State Standards Grade 10		
		Reading	Writing	Algebra	Geometry	Biology	
BALLARD	10.2%	87.4%	89.3%	79.8%	84.1%	55.3%	
CLEVELAND	14.3%	77.7%	85.5%	78.8%	80.9%	57.1%	
FRANKLIN	16.3%	68.6%	79.2%	69.0%	73.7%	49.7%	
GARFIELD	11.6%	82.8%	88.9%	79.5%	72.1%	39.4%	
INGRAHAM	17.1%	79.6%	84.9%	78.4%	70.2%	68.8%	
NATHAN HALE	12.9%	85.8%	89.1%	77.5%	84.9%	75.5%	
NOVA	27.4%	82.9%	84.9%	45.5%	(a)	32.1%	
RAINIER BEACH	37.0%	53.6%	75.4%	39.3%	33.3%	28.6%	
ROOSEVELT	7.2%	89.2%	94.5%	85.4%	86.3%	84.5%	
SEALTH INTL	17.1%	74.8%	85.4%	63.5%	64.0%	58.7%	
THE CENTER SCHOOL	13.7%	98.7%	98.6%	89.8%	83.3%	92.5%	
WEST SEATTLE	14.9%	78.6%	86.3%	66.1%	64.4%	58.8%	
<b>TOTAL</b>	<b>14.1%</b>	<b>81.8%</b>	<b>88.3%</b>	<b>74.8%</b>	<b>76.3%</b>	<b>59.7%</b>	

School	Scholastic Achievement Test (SAT)		
	Verbal	Math	Writing
BALLARD	551	561	528
CLEVELAND	416	427	407
FRANKLIN	432	468	418
GARFIELD	575	578	569
INGRAHAM	518	516	505
NATHAN HALE	544	545	525
NOVA	591	509	556
RAINIER BEACH	359	373	346
ROOSEVELT	571	574	561
SEALTH	503	498	483
THE CENTER SCHOOL	583	533	554
WEST SEATTLE	481	479	461
<b>TOTAL</b>	--	--	--

(a) - less than 10 students tested

**Individual School Summaries**  
**All Regular Middle Schools**

**2012-2013 DEMOGRAPHICS**

**Student Data**

School	Enrollment and Ethnic Distribution on October 1										Free or Reduced Lunch	Not Living With Both Parents	Limited English Proficiency		
	Black														
	N	Amer. Indian	Asian/ Pac. Isl.	/Afr. Amer.	Hispanic /Latino	White	Multiracial	Female	Male	N	%				
AKI KUROSE	743	1.6%	42.3%	38.1%	12.2%	3.1%	2.7%	49.9%	50.1%	609	82.0%	374	50.3%	162	21.8%
DENNY	896	2.0%	16.1%	20.9%	28.8%	26.9%	5.4%	49.2%	50.8%	577	64.4%	417	46.5%	121	13.5%
ECKSTEIN	1298	0.6%	14.0%	8.6%	10.2%	57.9%	8.6%	49.2%	50.8%	312	24.0%	292	22.5%	62	4.8%
HAMILTON INTL	974	0.5%	11.9%	2.7%	7.7%	70.7%	6.5%	50.5%	49.5%	107	11.0%	175	18.0%	22	2.3%
MADISON	752	1.5%	13.0%	15.0%	12.2%	51.3%	6.9%	48.1%	51.9%	290	38.6%	275	36.6%	38	5.1%
MCCLURE	448	2.0%	8.9%	7.8%	10.7%	63.8%	6.7%	48.4%	51.6%	94	21.0%	154	34.4%	9	2.0%
MERCER	983	0.9%	51.4%	23.9%	15.0%	6.2%	2.6%	47.0%	53.0%	701	71.3%	358	36.4%	166	16.9%
WASHINGTON	1160	1.0%	21.4%	30.5%	9.5%	31.6%	5.9%	49.1%	50.9%	565	48.7%	424	36.6%	134	11.6%
WHITMAN	971	1.0%	10.0%	8.9%	13.0%	59.3%	7.8%	49.0%	51.0%	279	28.7%	315	32.4%	40	4.1%
<b>TOTAL</b>	<b>8225</b>	<b>1.1%</b>	<b>21.2%</b>	<b>17.4%</b>	<b>13.1%</b>	<b>41.1%</b>	<b>6.0%</b>	<b>49.0%</b>	<b>51.0%</b>	<b>3534</b>	<b>43.0%</b>	<b>2784</b>	<b>33.8%</b>	<b>754</b>	<b>9.2%</b>

**Student Data**

School	Student Data				Assignment Information:				Certificated Staff	Classified Staff		
	Special Education		Advanced Learning		First Choice		Area Resident					
	N	%	N	%	N	%	N	%				
AKI KUROSE	126	17.0%	24	3.2%	79.8%	--	--	669	90.0%	53	25	
DENNY	170	19.0%	70	7.8%	83.0%	--	--	807	90.1%	60	22	
ECKSTEIN	195	15.0%	312	24.0%	91.6%	--	--	1265	97.5%	75	31	
HAMILTON INTL	91	9.3%	557	57.2%	92.4%	--	--	594	61.0%	55	21	
MADISON	118	15.7%	83	11.0%	87.0%	--	--	560	74.5%	49	20	
MCCLURE	72	16.1%	134	29.9%	83.6%	--	--	408	91.1%	31	15	
MERCER	120	12.2%	60	6.1%	87.1%	--	--	916	93.2%	61	24	
WASHINGTON	143	12.3%	481	41.5%	89.0%	--	--	914	78.8%	71	28	
WHITMAN	115	11.8%	242	24.9%	87.6%	--	--	947	97.5%	58	20	
<b>TOTAL</b>	<b>1150</b>	<b>14.0%</b>	<b>1963</b>	<b>23.9%</b>	<b>87.5%</b>	--	--	<b>7080</b>	<b>86.1%</b>	<b>513</b>	<b>206</b>	

**Individual School Summaries**  
**All Regular Middle Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Enrollment		Transfers In/Out			Suspensions			Expulsions		
	Average	Total	Ins	Outs	Total	N	% of avg. enrlmt	% of total enrlmt	N	% of avg. enrlmt	% of total enrlmt
AKI KUROSE	657	727	68	80	131	135	20.5%	18.6%	1	0.2%	0.1%
DENNY	855	927	79	90	160	148	17.3%	16.0%	1	0.1%	0.1%
ECKSTEIN	1290	1348	74	60	116	112	8.7%	8.3%	2	0.2%	0.1%
HAMILTON INTL	916	962	42	44	78	70	7.6%	7.3%	0	0.0%	0.0%
MADISON	829	872	32	41	66	121	14.6%	13.9%	1	0.1%	0.1%
MCCLURE	480	510	27	30	53	75	15.6%	14.7%	1	0.2%	0.2%
MERCER	922	981	58	62	112	115	12.5%	11.7%	0	0.0%	0.0%
WASHINGTON	1121	1198	72	75	134	117	10.4%	9.8%	5	0.4%	0.4%
WHITMAN	980	1048	56	65	106	98	10.0%	9.4%	0	0.0%	0.0%
<b>TOTAL</b>	<b>8049</b>	<b>8573</b>	<b>508</b>	<b>547</b>	<b>956</b>	<b>991</b>	<b>12.3%</b>	<b>11.6%</b>	<b>11</b>	<b>0.1%</b>	<b>0.1%</b>

School	Cumulative G.P.A.	Annual Dropouts			Attendance Percentage	Mobility Rate
		N	% of avg. enrlmt	% of total enrlmt		
AKI KUROSE	3.03	24	3.7%	3.3%	91.4%	19.9%
DENNY	2.97	15	1.8%	1.6%	91.4%	18.5%
ECKSTEIN	3.40	7	0.5%	0.5%	94.0%	9.1%
HAMILTON INTL	3.51	5	0.5%	0.5%	94.6%	8.5%
MADISON	3.07	15	1.8%	1.7%	92.2%	8.0%
MCCLURE	3.26	5	1.0%	1.0%	92.6%	11.0%
MERCER	3.45	20	2.2%	2.0%	93.6%	12.0%
WASHINGTON	3.04	12	1.1%	1.0%	93.8%	11.9%
WHITMAN	2.96	9	0.9%	0.9%	94.3%	10.8%
<b>TOTAL</b>	<b>3.20</b>	<b>112</b>	<b>1.4%</b>	<b>1.3%</b>	<b>93.3%</b>	<b>11.8%</b>

**Individual School Summaries**  
**All Regular Middle Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Measurement of Student Progress (MSP) Percent Meeting State Standards								
	Grade 6			Grade 7			Grade 8		
	Math	Reading	Math	Reading	Writing	Math	Reading	Science	
AKI KUROSE	56.8%	59.2%	46.0%	51.2%	57.2%	29.5%	47.7%	35.9%	
DENNY	60.1%	63.8%	59.5%	59.0%	72.2%	69.8%	61.9%	61.8%	
ECKSTEIN	78.3%	81.2%	74.0%	82.2%	70.1%	80.0%	81.1%	87.5%	
HAMILTON INTL	91.0%	91.0%	82.3%	90.3%	85.6%	76.7%	79.9%	85.4%	
MADISON	74.1%	73.7%	62.7%	73.5%	78.7%	58.9%	68.0%	80.1%	
MCCLURE	74.5%	80.3%	69.9%	78.2%	70.9%	67.6%	76.0%	79.2%	
MERCER	77.7%	77.6%	82.1%	77.3%	86.6%	75.5%	70.7%	86.9%	
WASHINGTON	67.6%	73.3%	64.4%	74.0%	74.9%	66.1%	66.9%	75.7%	
WHITMAN	74.1%	75.1%	73.5%	81.8%	78.6%	65.0%	71.0%	72.8%	
<b>TOTAL</b>	<b>73.3%</b>	<b>75.5%</b>	<b>69.3%</b>	<b>75.2%</b>	<b>75.5%</b>	<b>67.5%</b>	<b>70.4%</b>	<b>76.4%</b>	

**Individual School Summaries**  
**All Regular Elementary Schools**

**2012-2013 DEMOGRAPHICS**

**Student Data**

School	Enrollment and Ethnic Distribution on Oct. 1									Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency	
	N	Black		Hispanic			Multi-racial		N	%	N	%	N	%	
		Amer.	Indian	/Afr.	Amer.	/Latino	White	Multi-racial							
ADAMS	482	1.0%	5.6%	7.3%	13.1%	67.4%	5.6%	47.3% 52.7%	107	22.2%	117	24.3%	43	8.9%	
ALKI	357	0.8%	8.7%	11.5%	7.0%	64.1%	7.8%	45.4% 54.6%	93	26.1%	80	22.4%	20	5.6%	
APP AT LINCOLN(a)	524	0.0%	13.7%	0.2%	3.1%	73.7%	9.4%	43.5% 56.5%	3	0.6%	13	2.5%	0	0.0%	
ARBOR HEIGHTS	337	0.6%	9.5%	10.4%	11.0%	60.2%	8.3%	46.3% 53.7%	124	36.8%	89	26.4%	24	7.1%	
BAGLEY	402	0.2%	7.7%	4.5%	8.5%	69.4%	9.7%	54.7% 45.3%	53	13.2%	49	12.2%	7	1.7%	
BEACON HILL	461	0.4%	34.7%	9.5%	35.4%	13.4%	6.5%	47.5% 52.5%	292	63.3%	142	30.8%	209	45.3%	
BF DAY	336	1.2%	11.6%	14.0%	13.1%	51.2%	8.9%	44.6% 55.4%	129	38.4%	101	30.1%	52	15.5%	
BRYANT	579	0.0%	8.8%	0.5%	6.0%	77.7%	6.9%	54.1% 45.9%	37	6.4%	48	8.3%	11	1.9%	
COE	452	1.3%	8.8%	3.3%	11.7%	70.6%	4.2%	51.8% 48.2%	69	15.3%	97	21.5%	43	9.5%	
CONCORD INTL	409	0.5%	11.0%	12.2%	61.9%	11.2%	3.2%	46.0% 54.0%	321	78.5%	149	36.4%	171	41.8%	
DEARBORN PARK	337	1.2%	44.5%	33.2%	11.6%	3.9%	5.6%	46.0% 54.0%	296	87.8%	142	42.1%	112	33.2%	
DUNLAP	376	0.5%	27.7%	47.1%	21.5%	2.4%	0.8%	47.3% 52.7%	317	84.3%	160	42.6%	182	48.4%	
EMERSON	287	0.3%	24.0%	48.4%	15.0%	4.2%	8.0%	48.8% 51.2%	234	81.5%	144	50.2%	79	27.5%	
GATEWOOD	461	0.4%	5.9%	16.5%	14.1%	57.0%	6.1%	49.7% 50.3%	176	38.2%	135	29.3%	64	13.9%	
GATZERT	378	1.1%	22.8%	48.1%	18.0%	4.2%	5.8%	48.1% 51.9%	337	89.2%	185	48.9%	156	41.3%	
GRAHAM HILL	403	0.2%	22.6%	37.7%	12.7%	17.6%	9.2%	52.6% 47.4%	258	64.0%	136	33.7%	120	29.8%	
GREEN LAKE	259	1.2%	5.4%	3.5%	9.7%	72.6%	7.7%	48.6% 51.4%	48	18.5%	53	20.5%	4	1.5%	
GREENWOOD	357	0.8%	6.2%	7.3%	15.7%	58.8%	11.2%	48.5% 51.5%	93	26.1%	77	21.6%	11	3.1%	
HAWTHORNE	321	0.3%	18.7%	41.7%	20.2%	11.2%	7.8%	44.2% 55.8%	245	76.3%	165	51.4%	97	30.2%	
HAY	546	0.2%	12.1%	5.3%	8.2%	63.7%	10.4%	49.8% 50.2%	84	15.4%	110	20.1%	5	0.9%	
HIGHLAND PARK	427	3.3%	26.7%	16.2%	29.0%	16.9%	8.0%	46.4% 53.6%	334	78.2%	181	42.4%	116	27.2%	
J STANFORD INTL	451	0.7%	13.1%	1.3%	12.4%	59.9%	12.6%	49.2% 50.8%	29	6.4%	33	7.3%	23	5.1%	
K-5 STEM @ BOREN(a)	268	3.7%	10.8%	14.2%	11.9%	51.1%	8.2%	41.8% 58.2%	85	31.7%	78	29.1%	11	4.1%	
KIMBALL	475	0.0%	40.8%	22.7%	10.5%	20.0%	5.9%	52.2% 47.8%	271	57.1%	93	19.6%	174	36.6%	
LAFAYETTE	548	0.4%	8.4%	6.8%	8.0%	68.1%	8.4%	50.7% 49.3%	104	19.0%	101	18.4%	8	1.5%	
LAURELHURST	410	0.2%	8.5%	0.7%	4.1%	77.6%	8.8%	47.3% 52.7%	38	9.3%	28	6.8%	5	1.2%	
LAWTON	433	0.7%	7.6%	1.6%	8.3%	70.4%	11.3%	52.2% 47.8%	60	13.9%	82	18.9%	2	0.5%	
LESCHI	366	1.1%	5.2%	47.3%	9.8%	25.1%	11.5%	51.4% 48.6%	211	57.7%	176	48.1%	62	16.9%	
LOWELL	182	0.5%	12.1%	32.4%	11.5%	33.5%	9.9%	49.5% 50.5%	92	50.5%	74	40.7%	18	9.9%	
LOYAL HEIGHTS	426	0.0%	2.3%	0.9%	3.8%	83.6%	9.4%	51.9% 48.1%	21	4.9%	53	12.4%	1	0.2%	
MAPLE	473	0.0%	48.6%	13.5%	19.7%	11.0%	7.2%	53.9% 46.1%	299	63.2%	130	27.5%	164	34.7%	
MARTIN L KING JR.	362	0.0%	36.5%	45.0%	11.3%	2.5%	4.7%	48.6% 51.4%	308	85.1%	155	42.8%	144	39.8%	

(a) - New School 2012-2013

**Individual School Summaries**  
**All Regular Elementary Schools**

**2012-2013 DEMOGRAPHICS**

**Student Data**

School	Enrollment and Ethnic Distribution on October 1										Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency				
	N	Amer. Indian		Asian/ Pac. Isl.		Black /Afr. Amer.		Hispanic /Latino		White		Female	Male	N	%	N	%	N	%
		Black	Amer. Indian	Asian/ Pac. Isl.	Black	/Afr. Amer.	Hispanic /Latino	White	Multi-racial	Female	Male	Female	Male						
MCDONALD	277	0.0%	6.9%	1.8%	12.3%	68.6%	10.5%	46.6%	53.4%	30	10.8%	44	15.9%	7	2.5%				
MCGILVRA	301	0.0%	8.0%	13.0%	5.0%	62.5%	11.6%	45.2%	54.8%	44	14.6%	74	24.6%	4	1.3%				
MONTLAKE	238	0.4%	14.3%	5.0%	4.2%	69.7%	6.3%	47.9%	52.1%	17	7.1%	30	12.6%	0	0.0%				
MUIR	459	0.7%	19.8%	41.6%	10.0%	18.1%	9.8%	48.8%	51.2%	301	65.6%	166	36.2%	124	27.0%				
NORTH BEACH	314	0.0%	2.9%	1.0%	7.6%	77.1%	11.5%	47.8%	52.2%	34	10.8%	29	9.2%	3	1.0%				
NORTHGATE	248	0.4%	13.3%	23.8%	41.9%	11.7%	8.9%	47.6%	52.4%	216	87.1%	118	47.6%	102	41.1%				
OLYMPIC HILLS	271	1.1%	11.1%	26.2%	25.5%	24.7%	11.4%	47.6%	52.4%	197	72.7%	113	41.7%	77	28.4%				
OLYMPIC VIEW	481	0.8%	13.3%	11.9%	10.4%	55.1%	8.5%	46.2%	53.8%	151	31.4%	102	21.2%	56	11.6%				
QUEEN ANNE	279	0.0%	7.2%	3.2%	9.0%	71.3%	9.3%	44.4%	55.6%	22	7.9%	33	11.8%	4	1.4%				
RAINIER VIEW	181	0.6%	26.0%	40.3%	14.4%	6.6%	12.2%	55.2%	44.8%	121	66.9%	77	42.5%	45	24.9%				
ROGERS	307	0.3%	10.1%	9.8%	14.7%	52.1%	13.0%	51.1%	48.9%	119	38.8%	99	32.2%	12	3.9%				
ROXHILL	368	2.7%	16.0%	25.8%	35.6%	13.9%	6.0%	51.9%	48.1%	288	78.3%	143	38.9%	119	32.3%				
SACAJAWEA	260	0.4%	10.0%	7.3%	11.5%	61.2%	9.6%	50.4%	49.6%	66	25.4%	52	20.0%	16	6.2%				
SAND POINT	231	0.0%	19.5%	20.3%	13.9%	32.9%	13.4%	51.9%	48.1%	118	51.1%	73	31.6%	65	28.1%				
SANISLO	281	2.1%	27.8%	21.4%	17.4%	20.3%	11.0%	54.1%	45.9%	189	67.3%	109	38.8%	77	27.4%				
SCHMITZ PARK	536	0.0%	6.2%	2.1%	7.6%	73.9%	10.3%	52.4%	47.6%	67	12.5%	90	16.8%	4	0.7%				
STEVENS	377	1.3%	7.2%	22.5%	15.1%	46.2%	7.7%	48.0%	52.0%	144	38.2%	97	25.7%	56	14.9%				
THORNTON CREEK	362	0.6%	4.7%	2.5%	6.6%	73.2%	12.4%	48.6%	51.4%	28	7.7%	32	8.8%	1	0.3%				
THURGOOD MARSHALL	455	0.2%	16.3%	22.0%	7.0%	47.9%	6.6%	45.3%	54.7%	143	31.4%	89	19.6%	44	9.7%				
VAN ASSELT	523	0.8%	49.1%	31.5%	11.3%	2.7%	4.6%	48.4%	51.6%	422	80.7%	180	34.4%	238	45.5%				
VIEW RIDGE	598	0.3%	12.9%	1.3%	4.8%	70.1%	10.5%	52.2%	47.8%	33	5.5%	47	7.9%	9	1.5%				
VIEWLANDS	246	0.4%	10.2%	16.7%	20.3%	43.1%	9.3%	49.6%	50.4%	144	58.5%	92	37.4%	59	24.0%				
WEDGWOOD	471	0.2%	17.4%	1.3%	7.2%	64.3%	9.6%	48.2%	51.8%	42	8.9%	42	8.9%	6	1.3%				
WEST SEATTLE ELEM	399	1.5%	12.3%	51.4%	22.1%	8.3%	4.5%	44.1%	55.9%	356	89.2%	184	46.1%	155	38.8%				
WEST WOODLAND	486	0.2%	7.6%	1.6%	5.8%	80.5%	4.3%	49.4%	50.6%	34	7.0%	52	10.7%	3	0.6%				
WHITTIER	466	0.4%	6.2%	3.0%	5.2%	75.5%	9.7%	49.1%	50.9%	65	13.9%	71	15.2%	3	0.6%				
WING LUKE	331	0.3%	47.1%	35.6%	7.9%	2.4%	6.6%	46.8%	53.2%	271	81.9%	89	26.9%	114	34.4%				
<b>TOTAL</b>	<b>22631</b>	<b>0.6%</b>	<b>16.0%</b>	<b>15.9%</b>	<b>13.3%</b>	<b>46.0%</b>	<b>8.3%</b>	<b>48.9%</b>	<b>51.1%</b>	<b>8830</b>	<b>39.0%</b>	<b>5703</b>	<b>25.2%</b>	<b>3541</b>	<b>15.6%</b>				

**Individual School Summaries**  
**All Regular Elementary Schools**

**2012-2013 DEMOGRAPHICS**

School	Student Data				Staff Data			
	Special Education		Advanced Learning		Percentage of Returning Students		Assignment Information:	
	N	%	N	%	N	%	N	%
ADAMS	59	12.2%	65	13.5%	84.3%	--	370	76.8%
ALKI	32	9.0%	20	5.6%	83.2%	--	229	64.1%
APP AT LINCOLN(a)	14	2.7%	524	100.0%	--	--	--	--
ARBOR HEIGHTS	65	19.3%	31	9.2%	78.0%	--	247	73.3%
BAGLEY	45	11.2%	33	8.2%	88.4%	--	257	63.9%
BEACON HILL	52	11.3%	12	2.6%	90.4%	--	308	66.8%
BF DAY	52	15.5%	49	14.6%	82.0%	--	197	58.6%
BRYANT	25	4.3%	133	23.0%	89.8%	--	467	80.7%
COE	48	10.6%	80	17.7%	90.4%	--	334	73.9%
CONCORD INTL	54	13.2%	4	1.0%	80.5%	--	309	75.6%
DEARBORN PARK	24	7.1%	8	2.4%	83.0%	--	158	46.9%
DUNLAP	29	7.7%	2	0.5%	72.3%	--	210	55.9%
EMERSON	36	12.5%	0	0.0%	66.7%	--	164	57.1%
GATEWOOD	51	11.1%	8	1.7%	77.9%	--	316	68.5%
GATZERT	63	16.7%	1	0.3%	72.6%	--	243	64.3%
GRAHAM HILL	46	11.4%	11	2.7%	77.7%	--	191	47.4%
GREEN LAKE	31	12.0%	37	14.3%	84.7%	--	124	47.9%
GREENWOOD	46	12.9%	41	11.5%	87.5%	--	202	56.6%
HAWTHORNE	43	13.4%	47	14.6%	73.6%	--	164	51.1%
HAY	50	9.2%	99	18.1%	83.4%	--	425	77.8%
HIGHLAND PARK	58	13.6%	4	0.9%	79.5%	--	270	63.2%
J STANFORD INTL	18	4.0%	42	9.3%	89.5%	--	175	38.8%
K-5 STEM @ BOREN(a)	33	12.3%	12	4.5%	--	43	46.2%	--
KIMBALL	34	7.2%	18	3.8%	88.0%	--	258	54.3%
LAFAYETTE	41	7.5%	137	25.0%	86.9%	--	329	60.0%
LAURELHURST	29	7.1%	65	15.9%	86.7%	--	279	68.0%
LAWTON	40	9.2%	86	19.9%	84.5%	--	315	72.7%
LESCHI	30	8.2%	26	7.1%	76.9%	--	201	54.9%
LOWELL	43	23.6%	10	5.5%	22.0%	--	91	50.0%
LOYAL HEIGHTS	25	5.9%	82	19.2%	93.4%	--	338	79.3%
MAPLE	37	7.8%	11	2.3%	86.8%	--	338	71.5%
MARTIN L KING JR.	29	8.0%	2	0.6%	77.5%	--	232	64.1%

(a) - New School 2012-2013

**Individual School Summaries**  
**All Regular Elementary Schools**

**2012-2013 DEMOGRAPHICS**

School	Student Data				Staff Data			
	Special Education		Advanced Learning		Percentage of Returning Students		Assignment Information:	
	N	%	N	%	N	%	N	%
MCDONALD	17	6.1%	15	5.4%	82.8%	--	--	192 69.3%
MCGILVRA	32	10.6%	36	12.0%	82.2%	--	--	213 70.8%
MONTLAKE	21	8.8%	41	17.2%	83.4%	--	--	174 73.1%
MUIR	29	6.3%	91	19.8%	82.1%	--	--	281 61.2%
NORTH BEACH	24	7.6%	54	17.2%	81.4%	--	--	213 67.8%
NORTHGATE	49	19.8%	3	1.2%	83.0%	--	--	119 48.0%
OLYMPIC HILLS	47	17.3%	7	2.6%	72.2%	--	--	189 69.7%
OLYMPIC VIEW	57	11.9%	45	9.4%	85.0%	--	--	334 69.4%
QUEEN ANNE	20	7.2%	48	17.2%	86.2%	70	89.7%	-- --
RAINIER VIEW	26	14.4%	0	0.0%	60.9%	--	--	108 59.7%
ROGERS	34	11.1%	11	3.6%	85.7%	--	--	224 73.0%
ROXHILL	67	18.2%	3	0.8%	74.2%	--	--	184 50.0%
SACAJAWEA	38	14.6%	21	8.1%	85.3%	--	--	160 61.5%
SAND POINT	28	12.1%	9	3.9%	59.9%	--	--	159 68.8%
SANISLO	32	11.4%	5	1.8%	73.6%	--	--	162 57.7%
SCHMITZ PARK	41	7.6%	24	4.5%	91.1%	--	--	425 79.3%
STEVENS	54	14.3%	55	14.6%	83.2%	--	--	268 71.1%
THORNTON CREEK	57	15.7%	22	6.1%	91.5%	43	82.7%	-- --
THURGOOD MARSHALL	54	11.9%	291	64.0%	87.5%	--	--	59 13.0%
VAN ASSELT	65	12.4%	4	0.8%	77.3%	--	--	300 57.4%
VIEW RIDGE	48	8.0%	211	35.3%	87.1%	--	--	456 76.3%
VIEWLANDS	28	11.4%	0	0.0%	61.3%	--	--	185 75.2%
WEDGWOOD	31	6.6%	127	27.0%	88.3%	--	--	295 62.6%
WEST SEATTLE ELEM	53	13.3%	7	1.8%	71.8%	--	--	324 81.2%
WEST WOODLAND	47	9.7%	126	25.9%	90.5%	--	--	352 72.4%
WHITTIER	28	6.0%	164	35.2%	87.7%	--	--	319 68.5%
WING LUKE	38	11.5%	55	16.6%	82.9%	--	--	155 46.8%
<b>TOTAL</b>	<b>2347</b>	<b>10.4%</b>	<b>3175</b>	<b>14.0%</b>	<b>81.0%</b>	<b>156</b>	<b>70.0%</b>	<b>14283 64.0%</b>
								<b>1533 668</b>

**Individual School Summaries**  
**All Regular Elementary Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Enrollment		Transfers In/Out			Attendance Percentage	Suspensions		Expulsions			
	Average	Total	Ins	Outs	Total		N	% of avg. enrlnmt	% of total enrlnmt	N	% of avg. enrlnmt	% of total enrlnmt
ADAMS	465	495	15	26	39	95.6%	1	0.2%	0.2%	0	0.0%	0.0%
ALKI	353	390	16	18	32	96.1%	3	0.8%	0.8%	0	0.0%	0.0%
ARBOR HEIGHTS	362	384	12	20	29	96.0%	2	0.6%	0.5%	0	0.0%	0.0%
BAGLEY	394	407	14	10	23	96.1%	2	0.5%	0.5%	0	0.0%	0.0%
BEACON HILL	460	475	22	11	28	96.5%	9	2.0%	1.9%	0	0.0%	0.0%
BF DAY	317	341	17	23	36	94.8%	8	2.5%	2.3%	0	0.0%	0.0%
BRYANT	550	573	18	17	33	97.0%	1	0.2%	0.2%	0	0.0%	0.0%
COE	429	448	22	14	31	96.2%	5	1.2%	1.1%	0	0.0%	0.0%
CONCORD INTL	390	455	35	29	61	95.0%	11	2.8%	2.4%	0	0.0%	0.0%
DEARBORN PARK	309	340	18	20	32	94.8%	7	2.3%	2.1%	0	0.0%	0.0%
DUNLAP	374	497	75	39	105	95.7%	11	2.9%	2.2%	0	0.0%	0.0%
EMERSON	319	376	21	34	53	94.0%	52	16.3%	13.8%	0	0.0%	0.0%
GATEWOOD	480	505	19	28	44	95.4%	18	3.8%	3.6%	0	0.0%	0.0%
GATZERT	377	466	72	45	105	93.3%	4	1.1%	0.9%	0	0.0%	0.0%
GRAHAM HILL	388	460	27	30	52	94.7%	27	7.0%	5.9%	0	0.0%	0.0%
GREEN LAKE	262	282	8	9	16	95.6%	1	0.4%	0.4%	0	0.0%	0.0%
GREENWOOD	329	390	34	16	47	95.7%	9	2.7%	2.3%	0	0.0%	0.0%
HAWTHORNE	297	374	59	52	102	93.7%	9	3.0%	2.4%	0	0.0%	0.0%
HAY	540	591	57	47	93	95.5%	0	0.0%	0.0%	0	0.0%	0.0%
HIGHLAND PARK	435	472	35	33	65	94.4%	57	13.1%	12.1%	0	0.0%	0.0%
J STANFORD INTL	457	467	7	11	16	96.4%	7	1.5%	1.5%	0	0.0%	0.0%
KIMBALL	471	484	6	12	17	96.6%	5	1.1%	1.0%	0	0.0%	0.0%
LAFAYETTE	551	576	26	16	39	96.1%	15	2.7%	2.6%	0	0.0%	0.0%
LAURELHURST	423	433	13	8	19	96.2%	1	0.2%	0.2%	0	0.0%	0.0%
LAWTON	439	461	14	17	30	95.7%	5	1.1%	1.1%	0	0.0%	0.0%
LESCHI	368	411	23	38	56	94.8%	20	5.4%	4.9%	0	0.0%	0.0%
LOWELL	612	697	43	25	63	95.6%	6	1.0%	0.9%	0	0.0%	0.0%
LOYAL HEIGHTS	399	407	5	7	12	96.2%	6	1.5%	1.5%	0	0.0%	0.0%
MAPLE	478	512	25	26	49	95.5%	14	2.9%	2.7%	0	0.0%	0.0%
MARTIN L KING JR.	347	402	32	42	68	94.0%	14	4.0%	3.5%	0	0.0%	0.0%
MCDONALD	187	202	12	16	28	94.9%	2	1.1%	1.0%	0	0.0%	0.0%
MCGILVRA	298	312	14	18	31	96.1%	4	1.3%	1.3%	0	0.0%	0.0%

**Individual School Summaries**  
**All Regular Elementary Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Enrollment		Transfers In/Out			Attendance Percentage	Suspensions		Expulsions			
	Average	Total	Ins	Outs	Total		N	% of avg. enrлmt	% of total enrлmt	N	% of avg. enrлmt	% of total enrлmt
MONTLAKE	238	245	9	9	17	95.8%	4	1.7%	1.6%	0	0.0%	0.0%
MUIR	422	468	61	23	78	95.9%	25	5.9%	5.3%	0	0.0%	0.0%
NORTH BEACH	309	321	3	15	18	96.3%	2	0.6%	0.6%	0	0.0%	0.0%
NORTHGATE	239	269	31	19	46	95.5%	6	2.5%	2.2%	0	0.0%	0.0%
OLYMPIC HILLS	260	298	23	29	48	94.2%	4	1.5%	1.3%	0	0.0%	0.0%
OLYMPIC VIEW	471	503	30	26	54	95.9%	21	4.5%	4.2%	0	0.0%	0.0%
QUEEN ANNE	225	232	9	7	15	95.5%	2	0.9%	0.9%	0	0.0%	0.0%
RAINIER VIEW	164	203	21	36	52	93.3%	23	14.0%	11.3%	0	0.0%	0.0%
ROGERS	251	270	20	16	33	95.4%	2	0.8%	0.7%	0	0.0%	0.0%
ROXHILL	377	417	31	28	55	94.3%	9	2.4%	2.2%	0	0.0%	0.0%
SACAJAWEA	255	267	6	17	21	96.3%	0	0.0%	0.0%	0	0.0%	0.0%
SAND POINT	205	262	30	33	58	95.1%	4	2.0%	1.5%	0	0.0%	0.0%
SANISLO	301	326	20	19	39	95.7%	8	2.7%	2.5%	0	0.0%	0.0%
SCHMITZ PARK	462	474	10	11	21	96.3%	5	1.1%	1.1%	0	0.0%	0.0%
STEVENS	369	397	24	24	47	96.2%	15	4.1%	3.8%	0	0.0%	0.0%
THORNTON CREEK	371	375	4	5	9	95.1%	0	0.0%	0.0%	0	0.0%	0.0%
THURGOOD MARSHALL	448	462	7	17	23	96.1%	21	4.7%	4.5%	0	0.0%	0.0%
VAN ASSELT	530	584	45	40	75	95.4%	9	1.7%	1.5%	0	0.0%	0.0%
VIEW RIDGE	592	605	11	10	20	96.5%	0	0.0%	0.0%	0	0.0%	0.0%
VIEWLANDS	180	259	72	53	108	94.0%	11	6.1%	4.2%	0	0.0%	0.0%
WEDGWOOD	447	456	10	10	18	96.3%	4	0.9%	0.9%	0	0.0%	0.0%
WEST SEATTLE ELEM	400	480	49	58	101	93.2%	26	6.5%	5.4%	0	0.0%	0.0%
WEST WOODLAND	470	479	3	11	13	96.6%	1	0.2%	0.2%	0	0.0%	0.0%
WHITTIER	459	500	15	12	24	96.0%	1	0.2%	0.2%	0	0.0%	0.0%
WING LUKE	353	377	21	14	33	95.5%	6	1.7%	1.6%	0	0.0%	0.0%
<b>TOTAL</b>	<b>21656</b>	<b>23614</b>	<b>1381</b>	<b>1299</b>	<b>2480</b>	<b>95.5%</b>	<b>545</b>	<b>2.5%</b>	<b>2.3%</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

**Individual School Summaries**  
**All Regular Elementary Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Mobility Rate	Measurement of Student Progress (MSP) Percent Meeting State Standards								
		Grade 3			Grade 4			Grade 5		
		Math	Reading		Math	Reading	Writing	Math	Reading	Science
ADAMS	8.3%	67.4%	76.7%		63.6%	81.8%	77.3%	72.9%	79.7%	78.0%
ALKI	9.0%	83.3%	88.9%		66.7%	72.9%	56.3%	76.6%	78.1%	81.3%
ARBOR HEIGHTS	8.0%	66.1%	66.1%		56.3%	75.0%	52.1%	67.9%	71.7%	66.0%
BAGLEY	5.9%	88.9%	90.7%		72.9%	93.2%	72.9%	80.0%	81.8%	92.7%
BEACON HILL	6.2%	71.4%	67.9%		49.2%	62.3%	75.8%	63.3%	67.1%	82.3%
BF DAY	11.2%	44.6%	54.4%		64.6%	59.6%	46.8%	59.5%	62.9%	65.7%
BRYANT	6.0%	91.5%	94.7%		84.5%	92.9%	83.3%	89.7%	89.7%	94.1%
COE	7.3%	83.1%	87.3%		84.4%	78.1%	78.1%	74.6%	77.6%	83.6%
CONCORD INTL	15.1%	58.2%	56.4%		54.2%	70.8%	70.8%	38.9%	63.9%	52.8%
DEARBORN PARK	10.4%	40.4%	48.1%		63.6%	63.6%	54.5%	63.6%	67.4%	57.8%
DUNLAP	28.9%	52.5%	69.0%		38.8%	61.2%	46.3%	37.5%	58.2%	46.4%
EMERSON	16.4%	25.6%	51.2%		38.6%	63.6%	34.1%	22.7%	31.1%	34.1%
GATEWOOD	9.1%	68.1%	79.8%		45.2%	67.7%	51.6%	64.4%	78.1%	84.9%
GATZERT	28.3%	39.3%	44.6%		60.4%	60.4%	71.7%	34.6%	34.6%	30.8%
GRAHAM HILL	13.4%	58.7%	59.4%		56.7%	70.0%	41.7%	56.7%	50.0%	43.3%
GREEN LAKE	6.1%	76.6%	74.5%		73.8%	78.6%	(a)	80.5%	78.0%	(a)
GREENWOOD	14.2%	66.7%	71.7%		66.1%	85.7%	67.9%	71.0%	80.6%	74.2%
HAWTHORNE	34.1%	51.9%	42.0%		34.1%	48.8%	29.3%	23.8%	40.5%	21.4%
HAY	17.6%	89.6%	92.6%		82.1%	89.7%	89.7%	92.2%	97.4%	97.4%
HIGHLAND PARK	15.0%	39.0%	53.2%		44.1%	55.9%	45.6%	36.9%	41.5%	35.4%
J STANFORD INTL	3.5%	94.0%	96.0%		85.5%	90.7%	87.0%	86.5%	90.4%	94.2%
KIMBALL	3.6%	74.0%	67.1%		60.8%	81.1%	68.9%	65.0%	61.3%	57.5%
LAFAYETTE	7.1%	91.3%	88.5%		85.7%	89.6%	81.8%	90.0%	81.3%	86.3%
LAURELHURST	4.3%	88.5%	92.0%		92.4%	98.5%	98.5%	88.6%	85.7%	92.9%
LAWTON	6.8%	84.0%	93.8%		92.8%	92.8%	85.5%	87.7%	92.3%	92.3%
LESCHI	14.8%	57.1%	46.4%		40.0%	62.5%	60.0%	48.2%	62.5%	39.3%
LOWELL	9.6%	88.8%	88.8%		87.6%	91.2%	83.2%	88.6%	90.4%	88.6%
LOYAL HEIGHTS	3.0%	95.0%	93.3%		95.2%	95.2%	83.9%	83.3%	88.9%	92.6%
MAPLE	10.2%	70.9%	68.4%		61.5%	74.4%	80.8%	69.0%	78.6%	75.0%
MARTIN L KING JR.	19.5%	37.7%	45.3%		46.0%	57.1%	49.0%	21.7%	39.1%	26.1%
MCDONALD	15.0%	71.4%	78.6%		80.0%	90.0%	80.0%	(a)	(a)	(a)
MCGILVRA	10.4%	73.3%	80.0%		75.6%	77.8%	82.2%	87.2%	92.3%	87.2%

(a) - less than 10 students tested

**Individual School Summaries**  
**All Regular Elementary Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Mobility Rate	Measurement of Student Progress (MSP) Percent Meeting State Standards								
		Grade 3			Grade 4			Grade 5		
		Math	Reading		Math	Reading	Writing	Math	Reading	Science
MONTLAKE	7.1%	78.9%	81.6%		91.7%	83.3%	83.3%	89.7%	92.3%	92.3%
MUIR	19.3%	54.4%	53.8%		45.9%	62.3%	36.1%	51.6%	59.7%	64.5%
NORTH BEACH	5.7%	83.6%	90.2%		80.7%	80.7%	61.4%	84.8%	93.5%	95.7%
NORTHGATE	19.9%	21.9%	31.3%		37.8%	38.6%	34.1%	64.7%	55.9%	45.7%
OLYMPIC HILLS	18.0%	61.0%	70.7%		46.3%	65.9%	61.0%	65.6%	75.0%	53.1%
OLYMPIC VIEW	11.5%	84.1%	83.9%		70.1%	79.1%	67.2%	76.4%	80.6%	87.5%
QUEEN ANNE	6.7%	71.4%	85.7%		80.0%	80.0%	85.0%	89.3%	92.9%	96.4%
RAINIER VIEW	30.8%	84.0%	68.0%		46.7%	80.0%	66.7%	25.0%	33.3%	25.0%
ROGERS	13.4%	58.8%	91.2%		73.2%	80.5%	63.4%	56.0%	80.0%	72.0%
ROXHILL	14.6%	48.8%	53.5%		38.5%	63.5%	48.1%	58.7%	71.7%	50.0%
SACAJAWEA	8.1%	77.8%	75.6%		64.1%	76.9%	74.4%	65.0%	80.0%	82.5%
SAND POINT	28.7%	60.7%	40.0%		50.0%	61.1%	77.8%	70.0%	(a)	(a)
SANISLO	12.9%	50.0%	51.6%		54.8%	66.7%	52.4%	59.2%	53.1%	67.3%
SCHMITZ PARK	4.5%	80.6%	86.6%		57.6%	67.8%	69.5%	84.5%	81.0%	89.7%
STEVENS	12.7%	64.6%	72.9%		61.8%	76.4%	65.5%	78.5%	73.8%	75.4%
THORNTON CREEK	2.4%	86.0%	92.0%		82.4%	98.0%	60.8%	64.2%	84.9%	81.1%
THURGOOD MARSHALL	5.1%	81.5%	84.8%		71.1%	76.7%	65.6%	69.5%	72.0%	75.4%
VAN ASSELT	14.1%	68.1%	62.6%		50.0%	69.2%	62.8%	67.9%	72.8%	69.1%
VIEW RIDGE	3.4%	87.7%	88.7%		93.1%	95.4%	90.8%	89.6%	88.3%	90.9%
VIEWLANDS	61.4%	36.4%	45.0%		22.2%	26.3%	22.2%	27.3%	20.0%	20.0%
WEDGWOOD	4.0%	97.7%	93.1%		96.2%	97.4%	83.3%	96.4%	96.4%	100.0%
WEST SEATTLE ELEM	24.6%	39.3%	49.2%		53.2%	63.8%	42.6%	44.4%	38.9%	48.1%
WEST WOODLAND	2.8%	98.9%	97.8%		88.5%	88.5%	84.6%	93.8%	95.3%	90.6%
WHITTIER	5.2%	89.8%	89.8%		91.7%	92.9%	90.5%	86.8%	94.7%	94.7%
WING LUKE	9.4%	82.8%	75.9%		69.4%	67.3%	53.1%	68.5%	66.7%	59.3%
<b>TOTAL</b>	<b>11.4%</b>	<b>72.1%</b>	<b>75.0%</b>		<b>67.9%</b>	<b>77.4%</b>	<b>68.3%</b>	<b>69.9%</b>	<b>74.1%</b>	<b>73.3%</b>

(a) - less than 10 students tested

**Individual School Summaries**  
**All K - 8 Schools**

**2012-2013 DEMOGRAPHICS**

School	Student Data									Free or Reduced Lunch	
	Enrollment and Ethnic Distribution on October 1										
	N	Amer. Indian	Asian/ Pac. Isl.	Black /Afr. Amer.	Hispanic /Latino	White	Multiracial	Female	Male	N	%
BROADVIEW/THOMSON	639	1.7%	11.6%	24.4%	22.4%	31.6%	8.3%	49.5%	50.5%	395	61.8%
CATHARINE BLAINE	621	0.8%	8.1%	2.3%	6.8%	71.5%	10.6%	49.8%	50.2%	73	11.8%
JANE ADDAMS	581	2.2%	10.8%	14.1%	12.2%	55.4%	5.2%	46.3%	53.7%	208	35.8%
MADRONA	275	0.4%	2.9%	65.5%	6.5%	18.9%	5.8%	48.4%	51.6%	186	67.6%
ORCA	492	0.8%	8.3%	22.4%	6.3%	50.8%	11.4%	49.8%	50.2%	137	27.8%
PATHFINDER	484	1.4%	7.0%	7.0%	14.0%	60.3%	10.1%	46.3%	53.7%	159	32.9%
PINEHURST	148	2.7%	12.2%	11.5%	12.8%	52.0%	8.8%	49.3%	50.7%	78	52.7%
SALMON BAY	694	0.9%	5.3%	2.0%	7.5%	78.0%	6.3%	46.8%	53.2%	73	10.5%
SOUTH SHORE	621	1.6%	29.6%	40.3%	8.9%	11.3%	8.4%	49.1%	50.9%	363	58.5%
TOPS	498	0.4%	24.1%	19.3%	5.2%	47.0%	4.0%	49.6%	50.4%	144	28.9%
<b>TOTAL</b>	<b>5053</b>	<b>1.2%</b>	<b>12.4%</b>	<b>18.9%</b>	<b>10.4%</b>	<b>49.2%</b>	<b>7.9%</b>	<b>48.4%</b>	<b>51.6%</b>	<b>1816</b>	<b>35.9%</b>

School	Student Data									Percentage of Returning Students			
	Not Living With Both Parents		Limited English Proficiency		Special Education		Advanced Learning						
	N	%	N	%	N	%	N	%					
BROADVIEW/THOMSON	206	32.2%	131	20.5%	106	16.6%	44	6.9%			85.0%		
CATHARINE BLAINE	110	17.7%	14	2.3%	72	11.6%	78	12.6%			88.9%		
JANE ADDAMS	139	23.9%	80	13.8%	79	13.6%	78	13.4%			81.7%		
MADRONA	168	61.1%	9	3.3%	35	12.7%	9	3.3%			66.9%		
ORCA	141	28.7%	11	2.2%	58	11.8%	26	5.3%			86.3%		
PATHFINDER	140	28.9%	11	2.3%	115	23.8%	17	3.5%			86.6%		
PINEHURST	72	48.6%	9	6.1%	19	12.8%	2	1.4%			75.7%		
SALMON BAY	111	16.0%	2	0.3%	130	18.7%	33	4.8%			94.9%		
SOUTH SHORE	232	37.4%	92	14.8%	95	15.3%	20	3.2%			90.1%		
TOPS	96	19.3%	50	10.0%	71	14.3%	27	5.4%			88.5%		
<b>TOTAL</b>	<b>1415</b>	<b>28.0%</b>	<b>409</b>	<b>8.1%</b>	<b>780</b>	<b>15.4%</b>	<b>334</b>	<b>6.6%</b>			<b>86.1%</b>		

School	Student Data				Staff Data		
	Assignment Information:		Area Resident		Certificated Staff		Classified Staff
	N	%	N	%	N		N
BROADVIEW/THOMSON	--	--	278	57.8%	49		22
CATHARINE BLAINE	--	--	338	76.0%	41		9
JANE ADDAMS	63	81.8%	--	--	46		22
MADRONA	--	--	76	41.1%	25		13
ORCA	45	83.3%	--	--	30		9
PATHFINDER	48	92.3%	--	--	34		17
PINEHURST	9	42.9%	--	--	13		10
SALMON BAY	51	98.1%	--	--	41		12
SOUTH SHORE	7	12.7%	--	--	52		28
TOPS	49	92.5%	--	--	36		15
<b>TOTAL</b>	<b>272</b>	<b>74.7%</b>	<b>692</b>	<b>62.3%</b>	<b>367</b>		<b>157</b>

**Individual School Summaries**  
**All K - 8 Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Enrollment		Transfers In/Out			Suspensions			Expulsions		
	Average	Total	Ins	Outs	Total	N	% of avg. enrmt	% of total enrmt	N	% of avg. enrmt	% of total enrmt
BROADVIEW/THOMSON	653	726	48	41	81	42	6.4%	5.8%	0	0.0%	0.0%
CATHARINE BLAINE	580	607	18	24	41	4	0.7%	0.7%	0	0.0%	0.0%
JANE ADDAMS	524	595	38	41	75	35	6.7%	5.9%	0	0.0%	0.0%
MADRONA	306	360	22	29	48	67	21.9%	18.6%	1	0.3%	0.3%
ORCA	481	508	22	26	45	30	6.2%	5.9%	0	0.0%	0.0%
PATHFINDER	486	502	11	20	29	17	3.5%	3.4%	0	0.0%	0.0%
PINEHURST	142	208	25	19	43	9	6.3%	4.3%	0	0.0%	0.0%
SALMON BAY	618	628	13	8	21	13	2.1%	2.1%	1	0.2%	0.2%
SOUTH SHORE	603	686	39	25	62	62	10.3%	9.0%	0	0.0%	0.0%
TOPS	494	521	14	20	33	29	5.9%	5.6%	0	0.0%	0.0%
<b>TOTAL</b>	<b>4885</b>	<b>5341</b>	<b>250</b>	<b>253</b>	<b>478</b>	<b>308</b>	<b>6.3%</b>	<b>5.8%</b>	<b>2</b>	<b>0.04%</b>	<b>0.04%</b>

School	Cumulative G.P.A. (6 - 8 only)	Attendance Percentage	Mobility Rate	Annual Dropouts (6 - 8 Only)		
				N	% of avg. enrmt	% of total enrmt
BROADVIEW/THOMSON	2.78	94.7%	12.2%	0	0.0%	0.0%
CATHARINE BLAINE	3.36	96.1%	7.1%	0	0.0%	0.0%
JANE ADDAMS	2.93	94.0%	14.1%	8	4.8%	4.5%
MADRONA	2.59	94.2%	15.2%	1	1.0%	0.9%
ORCA	3.11	94.4%	9.2%	1	0.6%	0.6%
PATHFINDER	3.00	93.5%	5.9%	2	1.3%	1.2%
PINEHURST	(a)	93.8%	29.4%	2	2.5%	2.3%
SALMON BAY	3.37	94.4%	3.4%	1	0.3%	0.3%
SOUTH SHORE	3.12	95.5%	10.4%	2	0.9%	0.8%
TOPS	3.33	96.0%	6.6%	2	1.1%	1.1%
<b>TOTAL</b>	<b>3.13</b>	<b>94.8%</b>	<b>9.7%</b>	<b>19</b>	<b>1.1%</b>	<b>1.0%</b>

(a) - School does not give letter grades

**Individual School Summaries**  
**All K - 8 Schools**

**2011-2012 STUDENT OUTCOME DATA**

School	Measurement of Student Progress (MSP) Percent Meeting State Standards							
	Grade 3		Grade 4			Grade 5		
	Math	Reading	Math	Reading	Writing	Math	Reading	Science
BROADVIEW/THOMSON	53.2%	72.2%	67.4%	78.9%	76.8%	64.4%	77.8%	68.9%
CATHARINE BLAINE	77.8%	77.8%	76.4%	89.1%	69.1%	80.7%	78.9%	78.9%
JANE ADDAMS	63.8%	62.1%	65.7%	77.1%	48.6%	59.5%	61.9%	57.1%
MADRONA	25.7%	34.3%	33.3%	58.3%	44.1%	14.8%	29.6%	7.4%
ORCA	62.7%	66.7%	51.1%	68.1%	55.3%	53.4%	67.2%	67.2%
PATHFINDER	62.0%	84.0%	56.9%	74.1%	58.6%	70.7%	70.7%	79.3%
PINEHURST	40.0%	80.0%	(a)	(a)	(a)	45.5%	72.7%	90.9%
SALMON BAY	82.1%	92.3%	61.9%	95.2%	76.2%	69.0%	95.2%	97.6%
SOUTH SHORE	66.7%	65.2%	72.5%	69.6%	65.2%	63.8%	56.5%	47.1%
TOPS	80.0%	75.6%	70.9%	79.6%	61.8%	77.2%	77.2%	82.5%
<b>TOTAL</b>	<b>64.0%</b>	<b>70.9%</b>	<b>63.3%</b>	<b>76.2%</b>	<b>63.3%</b>	<b>64.1%</b>	<b>70.6%</b>	<b>68.3%</b>

School	Measurement of Student Progress (MSP) Percent Meeting State Standards							
	Grade 6		Grade 7			Grade 8		
	Math	Reading	Math	Reading	Writing	Math	Reading	Science
BROADVIEW/THOMSON	41.7%	56.3%	63.6%	67.3%	66.1%	48.3%	50.8%	74.6%
CATHARINE BLAINE	89.1%	87.3%	80.0%	85.5%	83.6%	74.5%	76.4%	90.9%
JANE ADDAMS	61.8%	81.5%	63.5%	76.9%	72.5%	55.2%	59.3%	81.0%
MADRONA	25.0%	43.3%	56.0%	44.0%	56.0%	25.0%	56.8%	40.9%
ORCA	55.4%	69.6%	46.0%	64.0%	60.0%	32.7%	65.4%	57.7%
PATHFINDER	54.0%	72.0%	37.8%	75.6%	71.1%	48.9%	93.3%	82.2%
PINEHURST	58.1%	71.0%	47.4%	68.4%	57.9%	48.0%	84.0%	68.0%
SALMON BAY	59.2%	75.8%	75.4%	84.6%	71.2%	60.2%	77.1%	82.2%
SOUTH SHORE	50.6%	72.2%	50.7%	66.7%	77.3%	63.8%	81.0%	59.5%
TOPS	79.3%	82.8%	57.9%	78.9%	73.7%	69.0%	79.3%	74.1%
<b>TOTAL</b>	<b>58.9%</b>	<b>73.1%</b>	<b>60.8%</b>	<b>74.2%</b>	<b>71.0%</b>	<b>54.8%</b>	<b>72.4%</b>	<b>72.5%</b>

(a) - Less than 10 students tested

**Individual School Summaries**  
**All Service Schools and Totals**

**2012-2013 DEMOGRAPHICS**

**Student Data**

School	Grades	Enrollment and Ethnic Distribution on October 1										Free or Reduced Lunch		
		N	Amer. Indian		Asian/ Pac. Isl.		Black /Afr. Amer.		Hispanic /Latino		Multi-racial		Female	Male
			N	%	N	%	N	%	N	%	N	%	N	%
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--	--	--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	182	2.2%	6.0%	15.4%	7.7%	59.9%	8.8%	50.0%	50.0%	57	31.3%		
EDUC. SERVICE CNTR	6 - 12	18	0.0%	5.6%	38.9%	27.8%	16.7%	11.1%	50.0%	50.0%	11	61.1%		
EXPERIMENTAL ED	K - 12	27	0.0%	22.2%	11.1%	11.1%	55.6%	0.0%	33.3%	66.7%	0	0.0%		
HUTCH SCHOOL	K - 12	32	0.0%	3.1%	0.0%	25.0%	65.6%	6.3%	62.5%	37.5%	0	0.0%		
INTERAGENCY	K - 12	394	3.6%	13.7%	44.4%	20.6%	14.5%	3.3%	37.8%	62.2%	302	76.6%		
MIDDLE COLLEGE HS	6 - 12	169	5.3%	13.0%	35.5%	16.6%	27.8%	1.8%	44.4%	55.6%	87	51.5%		
RESIDENTIAL CONSORTIUM	K - 12	34	5.9%	0.0%	14.7%	11.8%	50.0%	17.6%	38.2%	61.8%	0	0.0%		
SEATTLE WORLD SCHOOL(b)	6 - 12	187	0.0%	46.0%	28.9%	21.9%	3.2%	0.0%	49.2%	50.8%	179	95.7%		
SOUTH LAKE HIGH	6 - 12	127	2.4%	12.6%	50.4%	32.3%	2.4%	0.0%	56.7%	43.3%	102	80.3%		
SPEC.ED. PRIV. SVCS	Pre-12	69	1.4%	8.7%	11.6%	8.7%	69.6%	0.0%	42.0%	58.0%	0	0.0%		
<b>TOTAL SERVICE</b>	<b>1239</b>	<b>2.7%</b>	<b>16.4%</b>	<b>32.6%</b>	<b>18.6%</b>	<b>26.3%</b>	<b>3.4%</b>	<b>45.1%</b>	<b>54.9%</b>	<b>738</b>	<b>59.6%</b>			
<b>TOTAL K - 8</b>	<b>5053</b>	<b>1.2%</b>	<b>12.4%</b>	<b>18.9%</b>	<b>10.4%</b>	<b>49.2%</b>	<b>7.9%</b>	<b>48.4%</b>	<b>51.6%</b>	<b>1816</b>	<b>35.9%</b>			
<b>TOTAL REGULAR ELEMENTARY</b>	<b>22631</b>	<b>0.6%</b>	<b>16.0%</b>	<b>15.9%</b>	<b>13.3%</b>	<b>46.0%</b>	<b>8.3%</b>	<b>48.9%</b>	<b>51.1%</b>	<b>8830</b>	<b>39.0%</b>			
<b>TOTAL REGULAR MIDDLE</b>	<b>8225</b>	<b>1.1%</b>	<b>21.2%</b>	<b>17.4%</b>	<b>13.1%</b>	<b>41.1%</b>	<b>6.0%</b>	<b>49.0%</b>	<b>51.0%</b>	<b>3534</b>	<b>43.0%</b>			
<b>TOTAL REGULAR HIGH</b>	<b>12716</b>	<b>1.4%</b>	<b>22.5%</b>	<b>19.1%</b>	<b>11.2%</b>	<b>41.9%</b>	<b>3.9%</b>	<b>49.0%</b>	<b>51.0%</b>	<b>5102</b>	<b>40.1%</b>			
<b>DISTRICT TOTAL</b>	<b>49864</b>	<b>1.0%</b>	<b>18.1%</b>	<b>17.7%</b>	<b>12.6%</b>	<b>44.0%</b>	<b>6.6%</b>	<b>48.8%</b>	<b>51.2%</b>	<b>20020</b>	<b>40.1%</b>			

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries**  
**All Service Schools and Totals**

**2012-2013 DEMOGRAPHICS**

School	Grades	Student Data									
		Not Living With Both Parents		Limited English Proficiency		Special Education		Advanced Learning		Percentage of Returning Students	
		N	%	N	%	N	%	N	%		
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	45	24.7%	0	0.0%	17	9.3%	5	2.7%	57.9%	
EDUC. SERVICE CNTR	6 - 12	14	77.8%	3	16.7%	3	16.7%	0	0.0%	0.0%	
EXPERIMENTAL ED	K - 12	6	22.2%	1	3.7%	19	70.4%	0	0.0%	0.0%	
HUTCH SCHOOL	K - 12	8	25.0%	1	3.1%	0	0.0%	0	0.0%	5.6%	
INTERAGENCY	K - 12	308	78.2%	31	7.9%	102	25.9%	1	0.3%	30.4%	
MIDDLE COLLEGE HS	6 - 12	108	63.9%	20	11.8%	29	17.2%	0	0.0%	50.0%	
RESIDENTIAL CONSORTIUM	K - 12	33	97.1%	0	0.0%	16	47.1%	0	0.0%	18.8%	
SEATTLE WORLD SCHOOL(b)	6 - 12	84	44.9%	186	99.5%	2	1.1%	0	0.0%	21.0%	
SOUTH LAKE HIGH	6 - 12	87	68.5%	13	10.2%	29	22.8%	1	0.8%	35.3%	
SPEC.ED. PRIV. SVCS	Pre-12	24	34.8%	2	2.9%	69	100.0%	0	0.0%	38.0%	
<b>TOTAL SERVICE</b>		<b>717</b>	<b>57.9%</b>	<b>257</b>	<b>20.7%</b>	<b>286</b>	<b>23.1%</b>	<b>7</b>	<b>0.6%</b>	<b>33.3%</b>	
<b>TOTAL K - 8</b>		<b>1415</b>	<b>57.5%</b>	<b>409</b>	<b>8.1%</b>	<b>780</b>	<b>15.4%</b>	<b>334</b>	<b>6.6%</b>	<b>86.1%</b>	
<b>TOTAL REGULAR ELEMENTARY</b>		<b>5703</b>	<b>25.2%</b>	<b>3541</b>	<b>15.6%</b>	<b>2347</b>	<b>10.4%</b>	<b>3175</b>	<b>14.0%</b>	<b>81.0%</b>	
<b>TOTAL REGULAR MIDDLE</b>		<b>2784</b>	<b>33.8%</b>	<b>754</b>	<b>9.2%</b>	<b>1150</b>	<b>14.0%</b>	<b>1963</b>	<b>23.9%</b>	<b>87.5%</b>	
<b>TOTAL REGULAR HIGH</b>		<b>4959</b>	<b>39.0%</b>	<b>1126</b>	<b>8.9%</b>	<b>1587</b>	<b>12.5%</b>	<b>801</b>	<b>6.3%</b>	<b>82.9%</b>	
<b>DISTRICT TOTAL</b>		<b>15578</b>	<b>31.2%</b>	<b>6087</b>	<b>12.2%</b>	<b>6150</b>	<b>12.3%</b>	<b>6280</b>	<b>12.6%</b>	<b>81.7%</b>	

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries**  
**All Service Schools and Totals**

**2012-2013 DEMOGRAPHICS**

School	Grades	Student Data				Staff Data	
		Assignment Information:		Area Resident		Certificated Staff	Classified Staff
		First Choice	N	%	N		
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--
CASCADE PAR.PTR.PRG(a)	K - 12	--	--	--	--	8	6
EDUC. SERVICE CNTR	6 - 12	--	--	--	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--
HUTCH SCHOOL	K - 12	--	--	--	--	--	--
INTERAGENCY	K - 12	--	--	--	--	37	28
MIDDLE COLLEGE HS	6 - 12	--	--	--	--	14	4
RESIDENTIAL CONSORTIUM	K - 12	--	--	--	--	--	--
SEATTLE WORLD SCHOOL(b)	6 - 12	--	--	--	--	23	9
SOUTH LAKE HIGH	6 - 12	--	--	--	--	14	7
SPEC.ED. PRIV. SVCS	Pre-12	--	--	--	--	--	--
<b>TOTAL SERVICE</b>		--	--	--	--	<b>96</b>	<b>54</b>
<b>TOTAL K - 8</b>	<b>272</b>	<b>74.7%</b>	<b>692</b>	<b>62.3%</b>	<b>367</b>	<b>157</b>	
<b>TOTAL REGULAR ELEMENTARY</b>	<b>156</b>	<b>70.0%</b>	<b>14283</b>	<b>64.0%</b>	<b>1533</b>	<b>668</b>	
<b>TOTAL REGULAR MIDDLE</b>	<b>--</b>	<b>--</b>	<b>7080</b>	<b>86.1%</b>	<b>513</b>	<b>206</b>	
<b>TOTAL REGULAR HIGH</b>	<b>204</b>	<b>58.6%</b>	<b>8012</b>	<b>71.2%</b>	<b>753</b>	<b>323</b>	
<b>DISTRICT TOTAL</b>	<b>632</b>	<b>67.6%</b>	<b>30067</b>	<b>70.1%</b>	<b>3262</b>	<b>1408</b>	

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries  
All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	Enrollment		Transfers In/Out			Suspensions			Expulsions		
		Average	Total	Ins	Outs	Total	N	% of avg. enrlmt	% of total enrlmt	N	% of avg. enrlmt	% of total enrlmt
BIRTH - 3 CONTRACTS	Preschl	N/A	601	259	274	457	0	--	0.0%	0	--	0.0%
CASCADE PARENT PTR.PRG.(a)	K - 12	183	227	31	36	62	0	0.0%	0.0%	0	0.0%	0.0%
EDUC. SERVICE CNTR	6 - 12	20	51	34	28	49	1	5.0%	2.0%	0	0.0%	0.0%
EXPERIMENTAL ED	K - 12	23	158	10	2	12	0	0.0%	0.0%	0	0.0%	0.0%
HUTCH SCHOOL	K - 12	26	78	36	52	67	0	0.0%	0.0%	0	0.0%	0.0%
INTERAGENCY	K - 12	465	1261	972	861	1215	22	4.7%	1.7%	0	0.0%	0.0%
MIDDLE COLLEGE HS	6 - 12	184	270	85	69	135	5	2.7%	1.9%	0	0.0%	0.0%
RESIDENTIAL CONSORTIUM	K - 12	43	83	40	35	66	7	16.3%	8.4%	0	0.0%	0.0%
SEATTLE WORLD SCHOOL(b)	6 - 12	206	350	121	116	208	7	3.4%	2.0%	1	0.5%	0.3%
SOUTH LAKE HIGH	6 - 12	157	248	125	130	196	61	38.9%	24.6%	1	0.6%	0.4%
SPEC.ED. PRIV. SVCS	Pre-12	81	345	157	58	202	0	0.0%	0.0%	0	0.0%	0.0%
<b>TOTAL SERVICE</b>		<b>1388</b>	<b>3672</b>	<b>1870</b>	<b>1661</b>	<b>2669</b>	<b>103</b>	<b>7.4%</b>	<b>2.8%</b>	<b>2</b>	<b>0.1%</b>	<b>0.1%</b>
<b>TOTAL K - 8</b>		<b>4885</b>	<b>5341</b>	<b>250</b>	<b>253</b>	<b>478</b>	<b>308</b>	<b>6.3%</b>	<b>5.8%</b>	<b>2</b>	<b>0.0%</b>	<b>0.0%</b>
<b>TOTAL REGULAR ELEMENTARY</b>		<b>21656</b>	<b>23614</b>	<b>1381</b>	<b>1299</b>	<b>2480</b>	<b>545</b>	<b>2.5%</b>	<b>2.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
<b>TOTAL REGULAR MIDDLE</b>		<b>8049</b>	<b>8573</b>	<b>508</b>	<b>547</b>	<b>956</b>	<b>991</b>	<b>12.3%</b>	<b>11.6%</b>	<b>11</b>	<b>0.1%</b>	<b>0.1%</b>
<b>TOTAL REGULAR HIGH</b>		<b>12338</b>	<b>13359</b>	<b>683</b>	<b>1215</b>	<b>1723</b>	<b>851</b>	<b>6.9%</b>	<b>6.4%</b>	<b>4</b>	<b>0.0%</b>	<b>0.0%</b>
<b>DISTRICT TOTAL</b>		<b>48316</b>	<b>54559</b>	<b>4692</b>	<b>4975</b>	<b>8306</b>	<b>2798</b>	<b>5.8%</b>	<b>5.1%</b>	<b>19</b>	<b>0.04%</b>	<b>0.03%</b>

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries**  
**All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	All Classes				Annual Dropouts (6 - 12 Only)	
		Graduates		Total			
		On Time			N	%	% of avg. enrmt
						N	% of total enrmt
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	7	29.2%	12	23	19.3%	16.0%
EDUC. SERVICE CNTR	6 - 12	--	--	--	5	25.0%	9.8%
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--
HUTCH SCHOOL	K - 12	1	50.0%	1	1	8.3%	3.4%
INTERAGENCY	K - 12	19	17.9%	50	285	61.3%	22.6%
MIDDLE COLLEGE HS	6 - 12	30	49.2%	71	52	28.3%	19.3%
RESIDENTIAL CONSORTIUM	K - 12	--	--	--	2	6.9%	3.6%
SEATTLE WORLD SCHOOL(b)	6 - 12	--	--	--	17	8.3%	4.9%
SOUTH LAKE HIGH	6 - 12	18	36.7%	29	48	30.6%	19.4%
SPEC.ED. PRIV. SVCS	Pre-12	--	--	--	1	4.0%	2.5%
<b>TOTAL SERVICE</b>		<b>75</b>	<b>28.4%</b>	<b>163</b>	<b>434</b>	<b>35.7%</b>	<b>17.7%</b>
<b>TOTAL K - 8</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>19</b>	<b>1.1%</b>	<b>1.0%</b>
<b>TOTAL REGULAR ELEMENTARY</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>TOTAL REGULAR MIDDLE</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>112</b>	<b>1.4%</b>	<b>1.3%</b>
<b>TOTAL REGULAR HIGH</b>		<b>2368</b>	<b>84.0%</b>	<b>2535</b>	<b>428</b>	<b>3.5%</b>	<b>3.2%</b>
<b>DISTRICT TOTAL</b>		<b>2443</b>	<b>79.2%</b>	<b>2698</b>	<b>993</b>	<b>4.3%</b>	<b>3.8%</b>

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries**  
**All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	Class of 2012 Only Cumulative Cohort				Cumulative G.P.A.	Attendance Percentage	Mobility Rate
		Graduates N	Graduates %	Dropouts N	Dropouts %			
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	9	30.0%	16	53.3%	3.13	--	33.7%
EDUC. SERVICE CNTR	6 - 12	0	0.0%	15	93.8%	1.15	72.2%	306.3%
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--	61.1%
HUTCH SCHOOL	K - 12	1	25.0%	2	50.0%	--	--	178.4%
INTERAGENCY	K - 12	19	10.3%	125	67.9%	1.69	72.5%	286.2%
MIDDLE COLLEGE HS	6 - 12	30	34.1%	30	34.1%	1.99	89.3%	77.2%
RESIDENTIAL CONSORTIUM	K - 12	0	0.0%	2	100.0%	--	--	152.4%
SEATTLE WORLD SCHOOL(b)	6 - 12	0	0.0%	14	50.0%	2.90	94.4%	102.0%
SOUTH LAKE HIGH	6 - 12	18	24.0%	37	49.3%	1.61	49.2%	137.1%
SPEC.ED. PRIV. SVCS	Pre-12	--	--	--	--	--	--	374.1%
<b>TOTAL SERVICE</b>		<b>77</b>	<b>18.0%</b>	<b>241</b>	<b>56.4%</b>	<b>2.00</b>	<b>75.4%</b>	<b>169.2%</b>
<b>TOTAL K - 8</b>		--	--	--	--	3.13	94.8%	9.7%
<b>TOTAL REGULAR ELEMENTARY</b>		--	--	--	--	--	95.5%	11.4%
<b>TOTAL REGULAR MIDDLE</b>		--	--	--	--	3.20	93.3%	11.8%
<b>TOTAL REGULAR HIGH</b>		<b>2386</b>	<b>81.7%</b>	<b>279</b>	<b>9.6%</b>	<b>2.87</b>	<b>89.9%</b>	<b>14.1%</b>
<b>DISTRICT TOTAL</b>		<b>2463</b>	<b>73.6%</b>	<b>520</b>	<b>15.5%</b>	<b>2.93</b>	<b>92.8%</b>	<b>16.2%</b>

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

**Individual School Summaries**  
**All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	Measurement of Student Progress (MSP) Percent Meeting State Standards								
		Grade 3			Grade 4			Grade 5		
		Math	Reading		Math	Reading	Writing	Math	Reading	Science
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	(c)	(c)	35.7%	50.0%	(c)		(c)	(c)	(c)
EDUC. SERVICE CNTR	6 - 12	--	--	--	--	--	--	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--	--	--	--
HUTCH SCHOOL	K - 12	(c)	(c)	(c)	(c)	(c)		(c)	(c)	(c)
INTERAGENCY	K - 12	--	--	--	--	--	--	--	--	--
MIDDLE COLLEGE HS	6 - 12	--	--	--	--	--	--	--	--	--
RESIDENTIAL CONSORTIUM	K - 12	(c)	(c)	(c)	(c)	(c)		(c)	(c)	(c)
SEATTLE WORLD SCHOOL(b)	6 - 12	--	--	--	--	--	--	--	--	--
SOUTH LAKE HIGH	6 - 12	--	--	--	--	--	--	--	--	--
SPEC.ED. PRIV. SVCS	Pre-12	(c)	(c)	(c)	(c)	(c)		(c)	(c)	(c)
<b>TOTAL SERVICE</b>		<b>9.7%</b>	<b>9.7%</b>	<b>17.9%</b>	<b>28.6%</b>	<b>17.9%</b>		<b>13.6%</b>	<b>18.2%</b>	<b>22.7%</b>
<b>TOTAL K - 8</b>		<b>64.0%</b>	<b>70.9%</b>	<b>63.3%</b>	<b>76.2%</b>	<b>63.3%</b>		<b>64.1%</b>	<b>70.6%</b>	<b>68.3%</b>
<b>TOTAL REGULAR ELEMENTARY</b>		<b>72.1%</b>	<b>75.0%</b>	<b>67.9%</b>	<b>77.4%</b>	<b>68.3%</b>		<b>69.9%</b>	<b>74.1%</b>	<b>73.3%</b>
<b>TOTAL REGULAR MIDDLE</b>		--	--	--	--	--		--	--	--
<b>TOTAL REGULAR HIGH</b>		--	--	--	--	--		--	--	--
<b>DISTRICT TOTAL</b>		<b>70.6%</b>	<b>74.0%</b>	<b>66.8%</b>	<b>76.6%</b>	<b>66.3%</b>		<b>68.7%</b>	<b>73.3%</b>	<b>71.5%</b>

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

(c) Less than 10 students tested

**Individual School Summaries**  
**All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	Measurement of Student Progress (MSP) Percent Meeting State Standards								
		Grade 6			Grade 7			Grade 8		
		Math	Reading		Math	Reading	Writing	Math	Reading	Science
BIRTH - 3 CONTRACTS	Preschl	--	--		--	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	(c)	(c)		(c)	(c)	(c)	20.0%	72.0%	56.0%
EDUC. SERVICE CNTR	6 - 12	(c)	(c)		(c)	(c)	(c)	(c)	(c)	(c)
EXPERIMENTAL ED	K - 12	--	--		--	--	--	--	--	--
HUTCH SCHOOL	K - 12	(c)	(c)		(c)	(c)	(c)	(c)	(c)	(c)
INTERAGENCY	K - 12	(c)	(c)		(c)	(c)	(c)	(c)	11.8%	(c)
MIDDLE COLLEGE HS	6 - 12	--	--		--	--	--	--	--	--
RESIDENTIAL CONSORTIUM	K - 12	(c)	(c)		(c)	(c)	(c)	(c)	(c)	(c)
SEATTLE WORLD SCHOOL(b)	6 - 12	(c)	(c)		(c)	(c)	(c)	(c)	(c)	(c)
SOUTH LAKE HIGH	6 - 12	--	--		--	--	--	--	--	--
SPEC.ED. PRIV. SVCS	Pre-12	(c)	(c)		(c)	(c)	(c)	(c)	(c)	(c)
<b>TOTAL SERVICE</b>		<b>11.8%</b>	<b>15.2%</b>		<b>22.2%</b>	<b>29.6%</b>	<b>26.9%</b>	<b>10.3%</b>	<b>35.1%</b>	<b>28.1%</b>
<b>TOTAL K - 8</b>		<b>58.9%</b>	<b>73.1%</b>		<b>60.8%</b>	<b>74.2%</b>	<b>71.0%</b>	<b>54.8%</b>	<b>72.4%</b>	<b>72.5%</b>
<b>TOTAL REGULAR ELEMENTARY</b>		<b>--</b>	<b>--</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>TOTAL REGULAR MIDDLE</b>		<b>73.3%</b>	<b>75.5%</b>		<b>69.3%</b>	<b>75.2%</b>	<b>75.5%</b>	<b>67.5%</b>	<b>70.4%</b>	<b>76.4%</b>
<b>TOTAL REGULAR HIGH</b>		<b>--</b>	<b>--</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>DISTRICT TOTAL</b>		<b>70.2%</b>	<b>74.5%</b>		<b>67.4%</b>	<b>74.6%</b>	<b>74.3%</b>	<b>64.1%</b>	<b>70.2%</b>	<b>74.7%</b>

(a) Previously named Home School Resource Center

(b) Previously named Secondary BOC

(c) Less than 10 students tested

**Individual School Summaries**  
**All Service Schools and Totals**

**2011-2012 STUDENT OUTCOME DATA**

School	Grades	High School Proficiency Exam (HSPE) Percent Meeting State Standards Grade 10		End of Course Exams Percent Meeting State Standards Grade 10		
		Reading	Writing	Algebra	Geometry	Biology
BIRTH - 3 CONTRACTS	Preschl	--	--	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	(c)	(c)	(c)	(c)	(c)
EDUC. SERVICE CNTR	6 - 12	(c)	(c)	(c)	(c)	(c)
EXPERIMENTAL ED	K - 12	--	--	--	--	--
HUTCH SCHOOL	K - 12	(c)	(c)	(c)	(c)	0.0%
INTERAGENCY	K - 12	43.5%	44.8%	23.7%	25.0%	6.5%
MIDDLE COLLEGE HS	6 - 12	56.0%	54.2%	22.7%	(c)	(c)
RESIDENTIAL CONSORTIUM	K - 12	(c)	(c)	(c)	(c)	0.0%
SEATTLE WORLD SCHOOL(b)	6 - 12	4.2%	4.0%	25.0%	(c)	0.0%
SOUTH LAKE HIGH	6 - 12	65.6%	84.8%	31.6%	(c)	20.8%
SPEC.ED. PRIV. SVCS	Pre-12	(c)	(c)	(c)	(c)	(c)
<b>TOTAL SERVICE</b>		<b>42.6%</b>	<b>47.0%</b>	<b>26.0%</b>	<b>33.3%</b>	<b>10.8%</b>
<b>TOTAL K - 8</b>		--	--	--	--	--
<b>TOTAL REGULAR ELEMENTARY</b>		--	--	--	--	--
<b>TOTAL REGULAR MIDDLE</b>		--	--	--	--	--
<b>TOTAL REGULAR HIGH</b>		<b>81.8%</b>	<b>88.3%</b>	<b>74.8%</b>	<b>76.3%</b>	<b>59.7%</b>
<b>DISTRICT TOTAL</b>		<b>78.4%</b>	<b>84.7%</b>	<b>70.7%</b>	<b>75.3%</b>	<b>56.8%</b>

School	Grades	Scholastic Achievement Test (SAT)		
		Verbal	Math	Writing
BIRTH - 3 CONTRACTS	Preschl	--	--	--
CASCADE PARENT PTR.PRG.(a)	K - 12	--	--	--
EDUC. SERVICE CNTR	6 - 12	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--
HUTCH SCHOOL	K - 12	--	--	--
INTERAGENCY	K - 12	--	--	--
MIDDLE COLLEGE HS	6 - 12	486	443	446
RESIDENTIAL CONSORTIUM	K - 12	--	--	--
SEATTLE WORLD SCHOOL(b)	6 - 12	--	--	--
SOUTH LAKE HIGH	6 - 12	--	--	--
SPEC.ED. PRIV. SVCS	Pre-12	--	--	--
<b>TOTAL SERVICE</b>		--	--	--
<b>TOTAL K - 8</b>		--	--	--
<b>TOTAL REGULAR ELEMENTARY</b>		--	--	--
<b>TOTAL REGULAR MIDDLE</b>		--	--	--
<b>TOTAL REGULAR HIGH</b>		--	--	--
<b>DISTRICT TOTAL</b>		<b>527</b>	<b>530</b>	<b>512</b>

- (a) Previously named Home School Resource Center  
 (b) Previously named Secondary BOC  
 (c) Less than 10 students tested

