

<http://www.seattleschools.org/area/siso/disprof/2005/DP05all.pdf>

District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative Middle Schools
2nd Semester 2004-2005

ETHNIC GROUP	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group									
American Indians											
American Indian	284	33.6%	219	25.9%	181	21.4%	102	12.1%	60	7.1%	846
Alaska Native	47	26.7%	55	31.3%	45	25.6%	24	13.6%	5	2.8%	176
Native American	133	36.6%	78	21.5%	78	21.5%	26	7.2%	48	13.2%	363
Summary	464	33.5%	352	25.4%	304	21.9%	152	11.0%	113	8.2%	1,385
African American	3,319	25.5%	3,469	26.6%	3,156	24.2%	1,950	15.0%	1,143	8.8%	13,037
Chicano/Latino											
Latino Asian	163	47.8%	83	24.3%	42	12.3%	34	10.0%	19	5.6%	341
Latino Black	162	28.8%	129	23.0%	138	24.6%	82	14.6%	51	9.1%	562
Latino Indian	1,043	31.8%	900	27.5%	735	22.4%	393	12.0%	205	6.3%	3,276
Latino White	795	34.6%	639	27.8%	490	21.3%	249	10.8%	125	5.4%	2,298
Summary	2,163	33.4%	1,751	27.0%	1,405	21.7%	758	11.7%	400	6.2%	6,477
Asian											
Chinese	2,138	67.1%	703	22.1%	248	7.8%	75	2.4%	23	0.7%	3,187
East Indian	162	57.4%	62	22.0%	35	12.4%	12	4.3%	11	3.9%	282
Filipino	1,238	47.7%	708	27.3%	386	14.9%	181	7.0%	85	3.3%	2,598
Japanese	623	64.0%	239	24.6%	85	8.7%	17	1.7%	9	0.9%	973
Korean	246	61.5%	88	22.0%	49	12.3%	12	3.0%	5	1.3%	400
Other Asian	233	44.6%	124	23.7%	100	19.1%	40	7.6%	26	5.0%	523
Samoaan	127	26.6%	113	23.7%	126	26.4%	77	16.1%	34	7.1%	477
Other Southeast	840	41.8%	532	26.5%	368	18.3%	166	8.3%	104	5.2%	2,010
Vietnamese	1,710	51.4%	863	26.0%	472	14.2%	189	5.7%	90	2.7%	3,324
Summary	7,317	53.1%	3,432	24.9%	1,869	13.6%	769	5.6%	387	2.8%	13,774
White											
Gypsy	9	22.5%	11	27.5%	8	20.0%	1	2.5%	11	27.5%	40
White	11,937	53.1%	5,773	25.7%	3,002	13.4%	1,114	5.0%	638	2.8%	22,464
Summary	11,946	53.1%	5,784	25.7%	3,010	13.4%	1,115	5.0%	649	2.9%	22,504
Gender											
Female	14,303	51.4%	6,719	24.2%	4,071	14.6%	1,817	6.5%	890	3.2%	27,800
Male	10,906	37.1%	8,069	27.5%	5,673	19.3%	2,927	10.0%	1,802	6.1%	29,377
TOTAL	25,209	44.1%	14,788	25.9%	9,744	17.0%	4,744	8.3%	2,692	4.7%	57,177

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 using a four-point decimal scale without "+" or "-" grades. Grade point averages were then computed for all students in each ethnic group. Grade point averages are shown for each semester from the 2000-2001 to the 2004-2005 school year. Late changes to course grades (e.g. correcting errors, making up incompletes, adding missing grades) may not be reflected in the analysis shown here.

The District stopped using E grades to indicate failure in a class for high school students in 2000-2001. This change has the consequence of inflating any average GPA data from this date forward, thus making comparisons to compared to previous years' GPA data more problematic.

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.

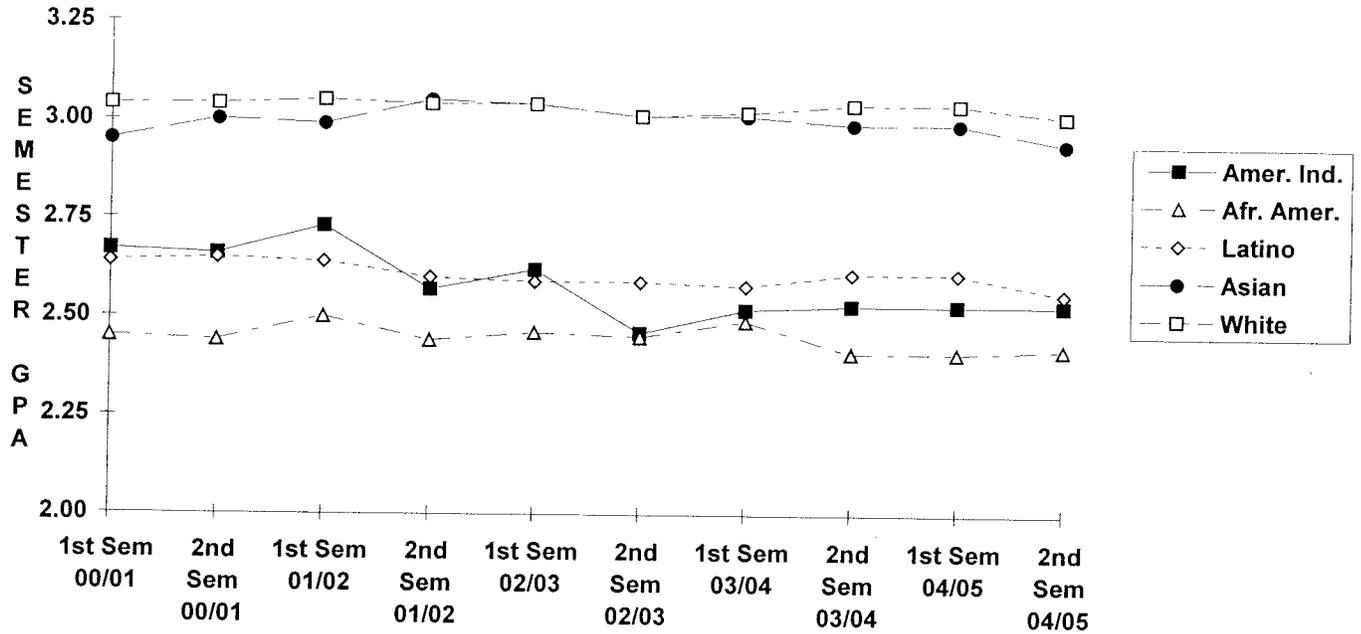
Results

In 2004-2005, high school GPAs stayed the same in the first semester and fell slightly in the second semester when compared to the previous year's GPAs. Middle school first and second semester overall GPAs in 2004-2005 fell slightly in both semesters from 2003-2004. More alternative schools are using the central grade marking system, which is reflected in the increased number of students receiving GPAs and possibly influencing the lower GPAs seen in 2004-2005.

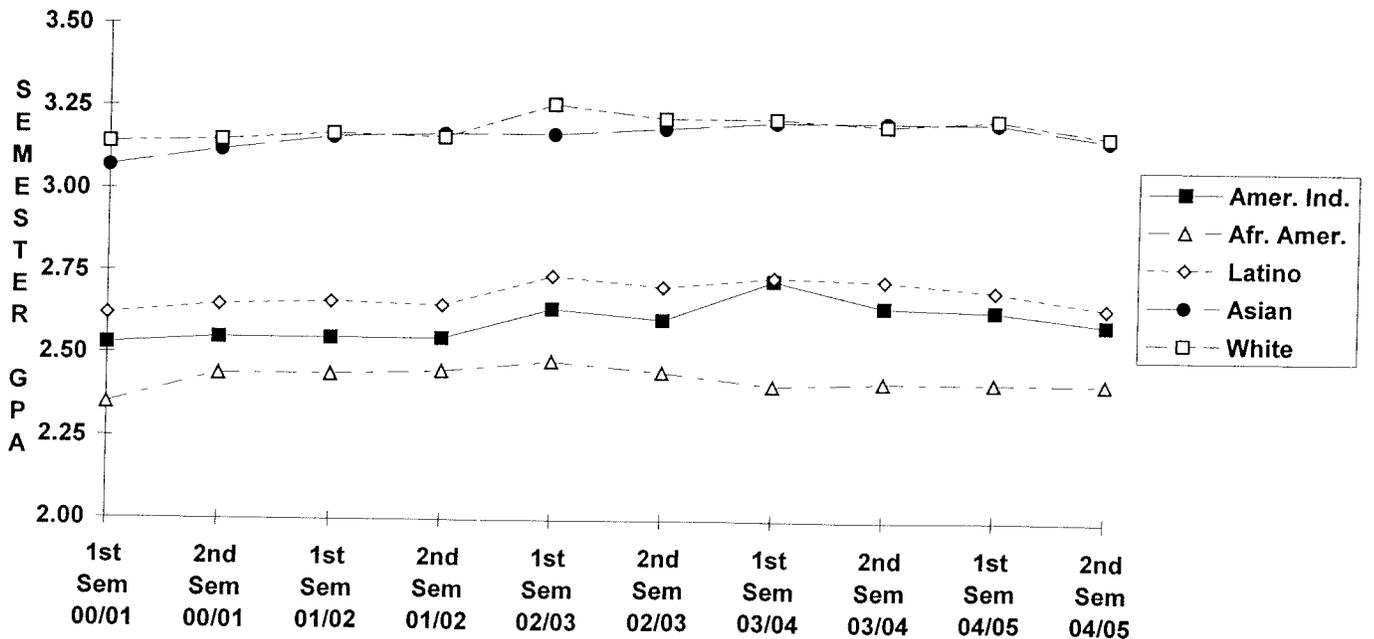
Over time, there are large and generally consistent differences in GPAs between the ethnic groups. Historically, the Asian and White ethnic groups have received higher grades, while other ethnic groups, especially African American students, have received lower grades. There is historically little disparity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



Trend Analysis of Semester GPAs by Ethnic Group
 Regular and Alternative High Schools
 1st Semester 2000-2001 to 2nd Semester 2004-2005



Trend Analysis of Semester GPAs by Ethnic Group
 Regular and Alternative Middle Schools
 1st Semester 2000-2001 to 2nd Semester 2004-2005



District Summary
Mean Semester GPA of Students by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005											
	1st Sem	2nd Sem																		
	Mean N GPA																			
American Indians																				
American Indian	210	2.71	186	2.70	204	2.68	194	2.80	195	2.62	171	2.67	188	2.48	179	2.53	188	2.53	179	2.59
Alaska Native	45	2.71	44	2.72	40	2.74	41	2.64	33	2.28	27	2.63	30	2.40	27	2.37	30	2.43	26	2.25
Native American	30	2.41	28	2.37	40	2.44	37	2.45	43	2.54	41	2.42	45	2.39	42	2.58	44	2.55	38	2.39
Summary	285	2.68	258	2.67	284	2.66	272	2.73	271	2.57	239	2.62	263	2.46	248	2.52	262	2.53	243	2.53
African American	2,740	2.44	2,655	2.45	2,746	2.44	2,618	2.50	2,731	2.44	2,578	2.46	2,707	2.45	2,592	2.49	2,726	2.41	2,661	2.42
Chicano/Latino																				
Latino Asian	87	2.99	81	3.02	84	2.90	80	2.96	82	2.92	82	2.93	76	3.00	70	3.03	78	2.75	72	2.72
Latino Black	87	2.50	84	2.33	93	2.32	86	2.43	96	2.38	95	2.24	82	2.21	77	2.29	76	2.26	82	2.14
Latino Indian	570	2.53	551	2.56	610	2.58	586	2.59	624	2.54	591	2.49	661	2.50	618	2.45	627	2.51	616	2.45
Latino White	331	2.70	319	2.76	384	2.78	380	2.71	414	2.69	404	2.74	454	2.71	429	2.75	474	2.78	454	2.75
Summary	1,075	2.61	1,035	2.64	1,171	2.65	1,132	2.64	1,216	2.60	1,172	2.59	1,273	2.59	1,194	2.58	1,255	2.61	1,224	2.56
Asian																				
Chinese	605	3.30	605	3.28	643	3.37	647	3.29	685	3.33	675	3.40	746	3.31	734	3.33	758	3.31	755	3.27
East Indian	91	3.01	94	2.94	86	2.93	77	2.96	85	2.90	80	3.04	82	3.02	80	3.08	87	3.24	88	3.23
Filipino	616	2.86	606	2.75	617	2.82	591	2.81	639	2.88	619	2.83	642	2.87	628	2.81	646	2.80	623	2.76
Japanese	198	3.31	196	3.29	219	3.28	216	3.27	208	3.41	209	3.36	205	3.31	203	3.28	184	3.36	192	3.27
Korean	119	3.14	113	3.11	123	3.24	121	3.21	117	3.25	115	3.29	105	3.25	105	3.27	94	3.10	90	3.09
Other Asian	80	2.69	80	2.61	93	2.77	90	2.69	101	2.82	89	2.90	106	2.71	107	2.73	122	2.63	121	2.33
Samoan	140	2.32	133	2.32	136	2.29	120	2.34	136	2.46	135	2.39	138	2.37	134	2.47	132	2.43	128	2.36
Other Southeast	577	2.70	537	2.68	527	2.70	491	2.64	511	2.74	477	2.67	494	2.67	466	2.61	464	2.64	439	2.59
Vietnamese	722	3.09	696	3.10	703	3.10	681	3.16	615	3.19	609	3.18	598	3.11	582	3.17	586	3.10	566	3.06
Summary	3,148	2.98	3,060	2.95	3,147	3.00	3,034	2.99	3,097	3.05	3,008	3.04	3,116	3.01	3,039	3.01	3,073	2.99	3,002	2.94
White																				
Gypsy	7	2.19	6	2.80	7	2.68	6	3.21	9	2.18	8	2.64	11	2.42	10	3.12	10	2.29	9	2.72
White	4,651	3.02	4,487	3.04	4,687	3.04	4,650	3.05	4,937	3.04	4,748	3.04	5,016	3.01	4,859	3.02	4,971	3.04	4,903	3.01
Summary	4,658	3.01	4,493	3.04	4,694	3.04	4,656	3.05	4,946	3.04	4,756	3.04	5,027	3.01	4,869	3.02	4,981	3.04	4,912	3.01
Gender																				
Female	5,852	2.96	5,685	2.99	5,938	2.99	5,799	2.99	6,091	2.99	5,864	3.01	6,073	2.96	5,850	2.98	6,048	2.96	5,937	2.93
Male	6,054	2.70	5,816	2.69	6,104	2.71	5,913	2.74	6,170	2.72	5,889	2.71	6,313	2.71	6,092	2.72	6,249	2.71	6,105	2.69
TOTAL	11,906	2.83	11,501	2.84	12,042	2.84	11,712	2.86	12,261	2.85	11,753	2.86	12,386	2.83	11,942	2.85	12,297	2.83	12,042	2.81

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

District Summary
Mean Semester GPA of Students by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005											
	1st Sem	2nd Sem																		
	Mean N GPA																			
American Indians																				
American Indian	154	2.59	163	2.58	159	2.61	164	2.64	153	2.71	160	2.68	164	2.79	162	2.78	136	2.61	148	2.61
Alaska Native	30	2.24	30	2.37	27	2.24	26	2.44	23	2.40	23	2.43	23	2.55	26	2.50	29	2.68	31	2.48
Native American	44	2.50	44	2.57	37	2.50	38	2.21	46	2.51	45	2.44	49	2.60	56	2.36	51	2.70	62	2.63
Summary	228	2.53	237	2.55	223	2.55	228	2.55	222	2.64	228	2.61	236	2.73	244	2.65	216	2.64	241	2.60
African American																				
Summary	1,972	2.35	2,078	2.44	1,991	2.44	2,218	2.45	1,994	2.48	2,135	2.45	1,956	2.41	2,207	2.42	2,035	2.42	2,223	2.42
Chicano/Latino																				
Latino Asian	39	3.03	43	3.02	50	2.99	49	3.04	53	2.95	56	2.94	63	2.94	67	2.91	55	3.11	56	2.93
Latino Black	59	2.14	63	2.37	54	2.44	53	2.58	56	2.51	60	2.49	80	2.54	86	2.61	82	2.46	96	2.45
Latino Indian	484	2.53	490	2.55	518	2.55	525	2.54	523	2.67	508	2.63	511	2.68	511	2.68	551	2.64	572	2.62
Latino White	255	2.83	283	2.82	304	2.82	312	2.80	306	2.86	316	2.83	333	2.85	351	2.80	388	2.78	400	2.71
Summary	837	2.62	879	2.65	926	2.66	939	2.65	938	2.74	940	2.71	987	2.74	1,015	2.73	1,076	2.70	1,124	2.65
Asian																				
Chinese	438	3.37	502	3.45	524	3.46	532	3.50	526	3.48	535	3.50	523	3.53	528	3.53	516	3.51	525	3.49
East Indian	66	3.26	71	3.29	72	3.30	74	3.37	62	3.58	62	3.48	51	3.40	56	3.38	47	3.31	46	3.13
Filipino	456	2.92	478	2.96	490	3.03	505	2.98	468	3.04	472	3.04	460	3.04	464	3.05	426	3.10	435	3.06
Japanese	131	3.50	137	3.48	133	3.53	141	3.55	146	3.51	149	3.51	150	3.46	157	3.46	162	3.50	166	3.44
Korean	74	3.43	81	3.41	76	3.43	77	3.38	67	3.54	68	3.57	59	3.47	56	3.40	59	3.47	64	3.41
Other Asian	75	2.66	78	2.78	86	2.80	87	2.81	81	2.87	86	2.86	93	3.01	91	3.04	91	2.85	89	2.92
Samoan	102	2.39	98	2.40	100	2.38	95	2.45	96	2.55	96	2.59	85	2.56	81	2.30	76	2.47	80	2.42
Other Southeast	425	2.76	497	2.81	467	2.87	442	2.93	391	2.82	386	2.81	358	2.92	350	2.98	324	2.89	323	2.86
Vietnamese	361	3.24	424	3.30	436	3.30	442	3.27	465	3.23	470	3.27	480	3.26	487	3.25	537	3.23	546	3.15
Summary	2,128	3.07	2,366	3.12	2,384	3.16	2,395	3.17	2,302	3.17	2,324	3.19	2,259	3.21	2,270	3.21	2,238	3.21	2,274	3.16
White																				
Gypsy	4	3.37	5	2.58	4	2.83	4	3.04	5	3.25	5	3.20	6	2.52	5	2.77	5	2.86	7	1.91
White	3,479	3.14	3,679	3.15	3,747	3.17	3,876	3.16	3,683	3.26	3,828	3.22	3,670	3.22	3,789	3.20	3,694	3.22	3,787	3.18
Summary	3,483	3.14	3,684	3.15	3,751	3.17	3,880	3.16	3,688	3.26	3,833	3.22	3,676	3.22	3,794	3.20	3,699	3.22	3,794	3.17
Gender																				
Female	4,262	3.04	4,559	3.09	4,559	3.11	4,735	3.09	4,462	3.18	4,665	3.14	4,428	3.17	4,654	3.14	4,471	3.14	4,648	3.11
Male	4,386	2.71	4,685	2.76	4,716	2.78	4,925	2.79	4,682	2.83	4,795	2.81	4,686	2.80	4,876	2.79	4,793	2.80	5,008	2.75
TOTAL	8,648	2.87	9,244	2.92	9,275	2.94	9,660	2.94	9,144	3.00	9,460	2.97	9,114	2.98	9,530	2.96	9,264	2.97	9,656	2.92

STUDENT TEST SCORE ACHIEVEMENT

Overview

Student achievement is assessed in different ways during the year. In this section we provide summary data on three major assessments:

- The Iowa Tests of Basic Skills (ITBS), State-mandated for grades 3 and 6, are administered in March.
- The Iowa Tests of Educational Development (ITED), a State-mandated assessment for grade 9, is administered in April.
- The Washington Assessment of Student Learning (WASL), a State-mandated performance assessment of grades 4, 7 and 10 (and grades 5 and 8 in science) is administered in April and May.

The Direct Writing Assessment (DWA), a District-mandated performance assessment of student writing samples, was last administered in March 2004 for grades 3 and 6. The results for the DWA are shown in previous editions of this profile only.

Technical Notes for Norm Referenced Tests (ITBS and ITED)

Students are required to complete a number of multiple-choice items covering major academic areas such as reading, language and math. Number-correct raw scores are converted to the following derived scores based upon tables provided by the test publisher for each grade level: scale scores, grade equivalent scores, national percentile ranks, stanines, and normal curve equivalents (NCEs). The results presented in this section for the ITBS and ITED are based upon NCEs, which have several advantages over percentile scores.

Percentile rank scores for a student represent an individual's rank compared to a nationally representative norm group of students. Percentile rank scores range from 1 to 99. A rank of 35 indicates, for example, that the individual in question scored better than 35 percent of the national comparison group. NCEs have some similarity to national percentile ranks in that the scores range from 1 to 99, with the midpoint score of 50 being the national average. However, NCE scores are based on an equal-interval scale, compensating for the unequal distribution of student percentile scores across a normal bell curve of possible student scores. In other words, the numeric difference between one percentile score and another are very small when they are near the average (50), but this difference between two percentile scores is larger when they are near the end of the scale (at 10 or 90, for example). Thus the difference between two percentile scores of 48 and 52 is not technically the same scoring interval as the difference between two percentile scores of, say, 88 and 92. However, the differences between these two sets of scores when measured as NCE scores are the same. Two other important advantages of NCE scores are: 1) NCEs are comparable across subtests (percentiles are not); and 2) when comparisons are made across time for the same student, maintaining the same NCE score from one year to the next does not mean 'no growth,' but is considered normal growth. See the table on the next page for a comparison of percentile and NCE scores. This table



can be used for the ITBS or ITED to convert average NCE scores reported in this section to national percentile rank scores often used by other school districts.

Normal Curve Equivalent Corresponding to Percentile Ranks

There is a direct, fixed relationship between percentile ranks and NCEs as shown in the table below. This relationship is independent of the test administered, so the information may be used to equate percentile ranks and NCEs from any set of test results.

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1	34	41	67	59
2	7	35	42	68	60
3	10	36	43	69	60
4	13	37	43	70	61
5	15	38	44	71	62
6	17	39	44	72	62
7	19	40	45	73	63
8	20	41	45	74	64
9	22	42	46	75	64
10	23	43	46	76	65
11	24	44	47	77	66
12	25	45	47	78	66
13	26	46	48	79	67
14	27	47	48	80	68
15	28	48	49	81	69
16	29	49	50	82	69
17	30	50	50	83	70
18	31	51	51	84	71
19	32	52	51	85	72
20	32	53	52	86	73
21	33	54	52	87	74
22	34	55	53	88	75
23	34	56	53	89	76
24	35	57	54	90	77
25	36	58	54	91	78
26	37	59	55	92	80
27	37	60	55	93	81
28	38	61	56	94	83
29	38	62	56	95	85
30	39	63	57	96	87
31	40	64	58	97	90
32	40	65	58	98	93
33	41	66	59	99	99

Source: *Guide to Assessment Interpretation*, Fall 1997 Program, Washington State Assessment Program, Page 10

STUDENT TEST SCORE ACHIEVEMENT LONGITUDINAL TRENDS

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

Definition

The Iowa Tests of Basic Skills (ITBS), and the Iowa Tests of Educational Development (ITED) (both form M, 1995 edition) are used by the State and the District as standardized end-of-year tests to assess student performance. The ITBS and the ITED measure a student's academic achievement in the areas of reading, language and mathematics. Because scores are based on a national norm group, we can compare the performance of our students with others in the nation to determine areas of strength or weakness and to assess year-to-year improvements.

ITBS and ITED test scores are maintained with other student and school data in a common database for each student. The results presented in this section of the data profile are based upon Normal Curve Equivalents (NCEs). (See the beginning of this section, subtitled "Technical Notes for Norm Referenced Tests," page 65, for an explanation of NCEs.)

The following tables describe the results of the ITBS and the ITED for Reading (a composite of vocabulary and reading comprehension), Language (a composite of language expression, usage and writing conventions), and Mathematics (a composite of computation, concepts, estimation, and problem solving) by school level for the five main ethnic groups. Average NCE scores are reported here for all students who took the test.

Results

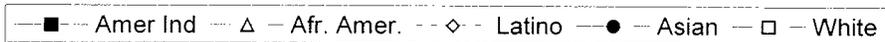
All grade levels scored above the national average of 50 in all subtests in 2005. High school test scores rose in all three subtests, by 2 points in Reading and 1 point in both Language and Mathematics.

Elementary and middle school scores in 2005 cannot be compared to scores from previous years. Grades 5 and 8 were not tested in the ITBS in 2005 in preparation for WASL assessment at these grades in 2006. Third grade language scores are also not included since this subtest was optional in 2005 and not administered by many of the schools.

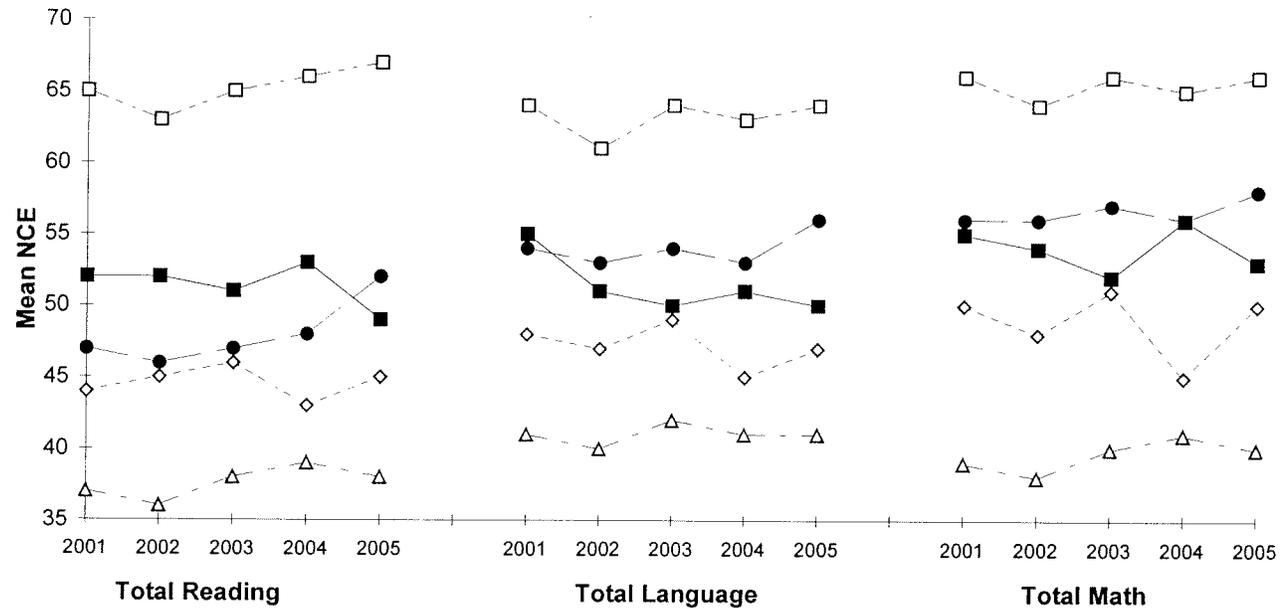
Females have higher test scores than males in Reading and Language at all grade levels, and grade 6 females scored slightly higher than males in Mathematics in 2005. Males have higher Mathematics scores at the high school level. At the elementary level, males had higher performance in Mathematics in 2005 grade 3.



District Summary
Iowa Test of Educational Development (ITED)
Grade 9 Only
All Regular and Alternative High Schools



High Schools



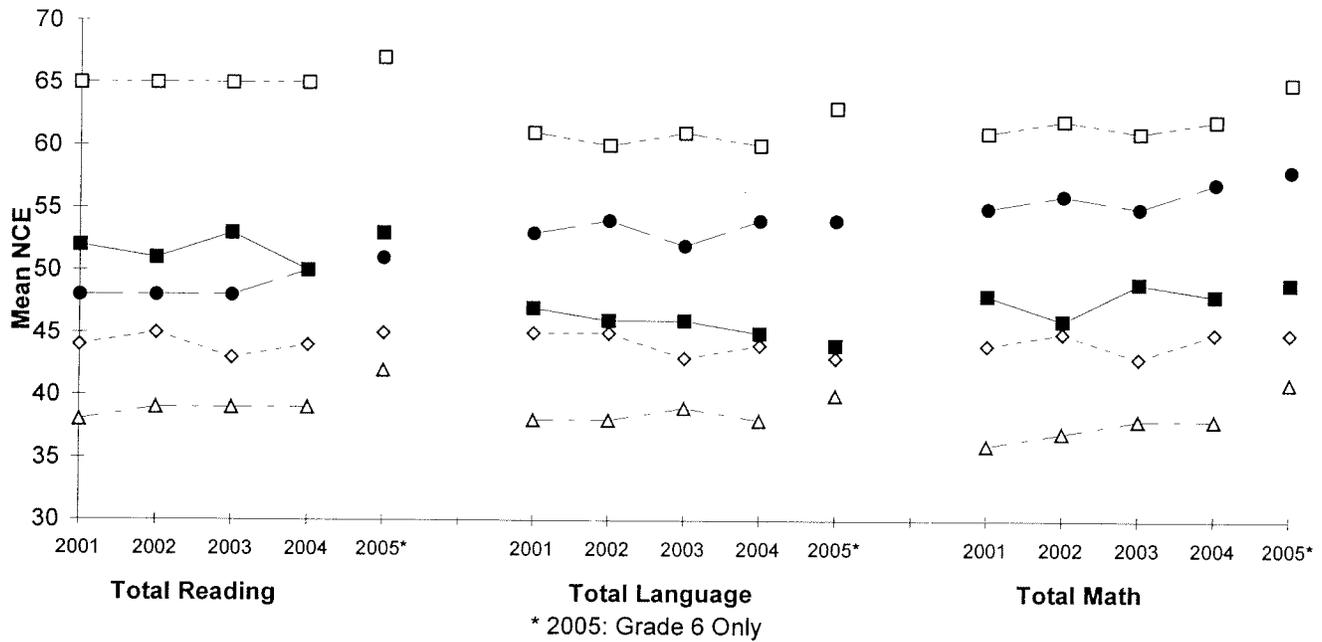
District Summary
Iowa Test of Educational Development (ITED) Standardized Test Results
All Regular and Alternative High Schools
Grade 9 Only
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
American Indians															
American Indian	51	54	51	55	52	54	53	49	53	54	55	57	53	59	55
Alaska Native	61	54	53	52	35	63	42	58	49	44	54	51	53	54	51
Native American	52	42	50	48	40	54	45	50	48	37	57	47	47	49	44
Summary	52	52	51	53	49	55	51	50	51	50	55	54	52	56	53
African American	37	36	38	39	38	41	40	42	41	41	39	38	40	41	40
Chicano/Latino															
Latino Asian	47	50	47	43	51	54	53	48	51	56	56	52	55	54	54
Latino Black	44	41	44	34	42	43	38	46	37	41	43	38	45	32	48
Latino Indian	36	41	41	41	40	42	44	45	45	43	44	45	48	45	45
Latino White	56	49	53	45	49	56	50	55	45	51	58	53	57	48	54
Summary	44	45	46	43	45	48	47	49	45	47	50	48	51	45	50
Asian															
Chinese	55	49	53	53	57	60	57	60	59	60	68	65	66	67	68
East Indian	45	58	51	58	65	51	59	56	65	67	56	58	55	63	65
Filipino	44	44	43	45	47	50	51	51	51	53	48	50	48	51	52
Japanese	65	63	70	69	67	67	67	70	68	66	71	70	77	71	69
Korean	63	53	63	63	69	66	59	67	63	72	69	64	70	67	70
Other Asian	51	45	50	40	44	54	51	54	39	49	55	51	56	42	51
Samoan	39	28	28	34	34	43	38	39	38	40	41	36	34	37	39
Other Southeast	39	38	39	41	44	48	47	47	46	51	47	47	49	47	48
Vietnamese	43	45	45	45	49	52	53	53	51	53	58	57	58	55	57
Summary	47	46	47	48	52	54	53	54	53	56	56	56	57	56	58
White															
Gypsy	62	30	73	53	44	48	43	68	37	45	50	45	—	51	53
White	65	63	65	66	67	64	61	64	63	64	66	64	66	65	66
Summary	65	63	65	66	67	64	61	64	63	64	66	64	66	65	66
Gender															
Female	54	52	54	54	56	58	55	58	57	59	55	53	55	54	56
Male	51	51	52	53	53	52	50	52	52	51	57	56	58	57	58
TOTAL	53	51	53	53	55	55	53	55	54	55	56	55	57	56	57

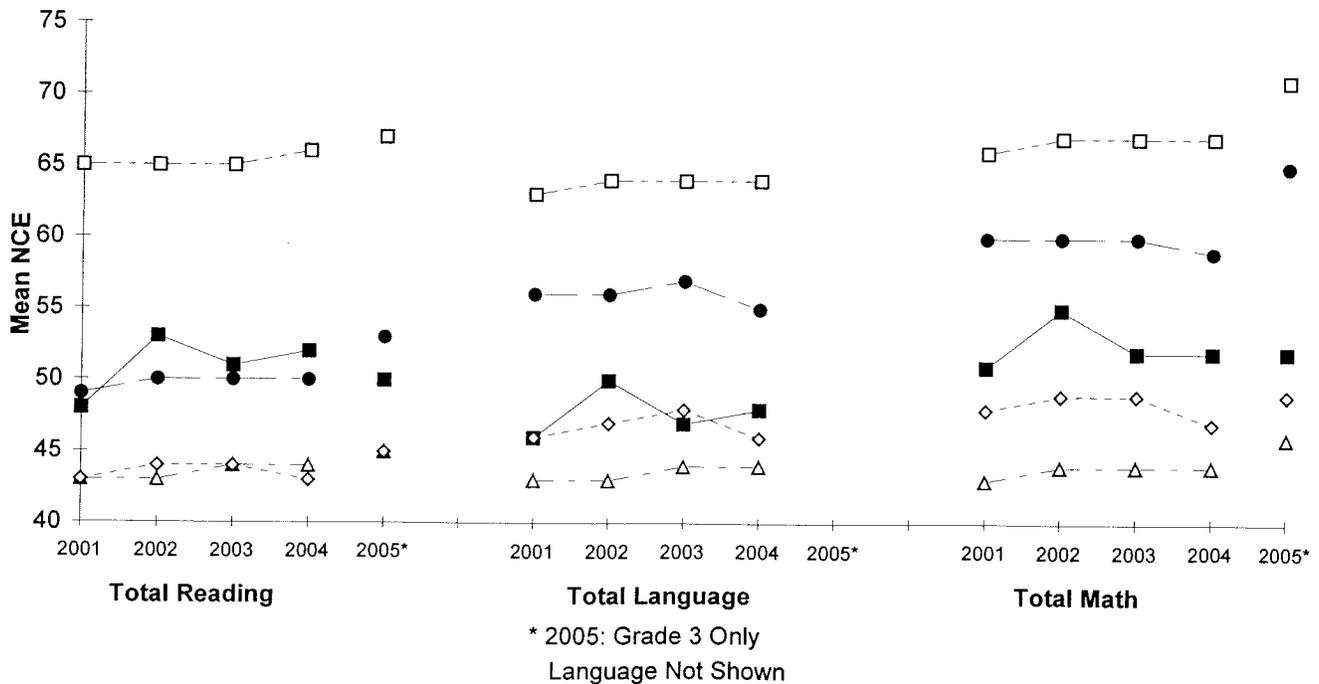
**District Summary
Iowa Test of Basic Skills (ITBS)
All Regular and Alternative Schools**

Amer Ind
 Afr. Amer.
 Latino
 Asian
 White

Middle Schools



Elementary Schools



District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Middle Schools
Grades 6 and 8 Only*
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2001	2002	2003	2004	2005*	2001	2002	2003	2004	2005*	2001	2002	2003	2004	2005*
American Indians															
American Indian	53	53	54	51	54	49	48	47	46	44	47	47	51	49	49
Alaska Native	54	46	51	48	55	45	43	40	45	45	50	52	42	48	56
Native American	46	46	49	49	46	41	39	47	40	42	48	39	46	41	44
Summary	52	51	53	50	53	47	46	46	45	44	48	46	49	48	49
African American	38	39	39	39	42	38	38	39	38	40	36	37	38	38	41
Chicano/Latino															
Latino Asian	48	48	49	50	54	50	46	52	50	56	50	48	50	53	56
Latino Black	36	44	40	45	42	40	43	39	44	36	37	39	38	46	38
Latino Indian	40	39	40	40	42	42	40	41	40	42	40	41	41	41	43
Latino White	51	53	50	49	46	50	53	48	47	44	50	52	47	49	47
Summary	44	45	43	44	45	45	45	43	44	43	44	45	43	45	45
Asian															
Chinese	56	55	54	57	57	62	63	60	62	62	68	68	67	68	68
East Indian	58	55	57	63	55	60	57	59	62	58	59	58	57	66	63
Filipino	45	45	46	46	46	53	51	51	50	51	50	50	49	49	51
Japanese	66	68	67	65	71	65	69	64	67	67	68	74	68	71	71
Korean	58	63	59	67	59	63	64	64	64	62	66	66	67	69	72
Other Asian	42	46	44	48	45	46	51	44	51	43	46	51	46	52	47
Samoan	33	34	36	33	37	34	37	40	39	40	34	35	36	36	44
Other Southeast	38	40	40	43	40	45	46	45	46	44	45	47	45	48	44
Vietnamese	44	46	45	45	48	52	52	50	51	52	55	56	55	55	59
Summary	48	48	48	50	51	53	54	52	54	54	55	56	55	57	58
White															
Gypsy	44	62	48	54	--	34	66	41	58	--	42	60	45	55	--
White	65	65	65	66	67	61	60	61	60	63	61	62	61	62	65
Summary	65	65	65	65	67	61	60	61	60	63	61	62	61	62	65
Gender															
Female	53	54	53	54	55	55	55	55	55	56	52	53	52	53	56
Male	52	52	52	52	54	49	49	49	48	50	52	53	53	53	55
TOTAL	52	53	52	53	54	52	52	52	52	53	52	53	52	53	55

* - 2005: Grade 6 Only

District Summary
Iowa Test of Basic Skills (ITBS) Standardized Test Results
All Regular and Alternative Elementary Schools
Grades 3 and 5 Only*
Normal Curve Equivalent (NCE) Scores

ETHNIC GROUP	Reading					Language					Math				
	2001	2002	2003	2004	2005*	2001	2002	2003	2004	2005*	2001	2002	2003	2004	2005*
American Indians															
American Indian	49	55	53	54	51	47	51	47	49	--	51	56	52	53	55
Alaska Native	49	51	49	50	48	48	48	55	49	--	53	53	54	54	49
Native American	45	48	46	44	48	42	50	45	40	--	48	52	48	46	47
Summary	48	53	51	52	50	46	50	47	48	--	51	55	52	52	52
African American	43	43	44	44	45	43	43	44	44	--	43	44	44	44	46
Chicano/Latino															
Latino Asian	49	50	52	52	49	56	57	55	54	--	55	59	59	58	50
Latino Black	44	42	47	46	44	46	43	48	44	--	46	42	47	44	45
Latino Indian	38	40	41	40	43	41	43	44	43	--	44	45	46	44	48
Latino White	51	50	48	45	46	52	52	53	47	--	55	53	53	49	51
Summary	43	44	44	43	45	46	47	48	46	--	48	49	49	47	49
Asian															
Chinese	56	56	56	56	58	64	63	65	62	--	71	71	70	69	72
East Indian	57	52	57	54	52	63	61	61	60	--	67	57	65	62	63
Filipino	48	50	49	47	51	53	55	55	53	--	55	55	56	53	60
Japanese	64	63	63	70	64	67	65	69	68	--	72	73	73	73	74
Korean	62	60	60	60	66	68	61	66	65	--	72	69	73	72	81
Other Asian	46	47	50	47	53	52	49	53	49	--	53	51	57	52	61
Samoan	38	37	41	39	41	45	45	48	45	--	39	43	47	43	47
Other Southeast	41	41	43	42	47	47	48	49	47	--	49	49	50	48	56
Vietnamese	45	45	43	46	47	54	53	52	52	--	59	60	58	58	63
Summary	49	50	50	50	53	56	56	57	55	--	60	60	60	59	65
White															
Gypsy	55	52	52	56	77	57	47	35	58	--	58	57	46	71	81
White	65	65	65	66	67	63	64	64	64	--	66	67	67	67	71
Summary	65	65	65	66	67	63	64	64	64	--	66	67	67	67	71
Gender															
Female	55	55	55	56	57	58	58	59	58	--	57	57	58	57	60
Male	53	53	53	53	55	52	52	53	52	--	58	59	58	58	63
TOTAL	54	54	54	55	56	55	55	55	55	--	57	58	58	58	61

* 2005: Grade 3 Only

STUDENT TEST SCORE ACHIEVEMENT BELOW THE 25th PERCENTILE

Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED)

Definition

District test results for students scoring below the 25th percentile are shown on the following pages on the Iowa Tests of Basic Skills (ITBS), form M (1995 edition) for 3rd and 6th grade, and the Iowa Tests of Educational Development (ITED), form M (1995 edition) for 9th grade. The 25th percentile is a commonly used threshold to identify students requiring interventions that may include more intensive instructional strategies and support.

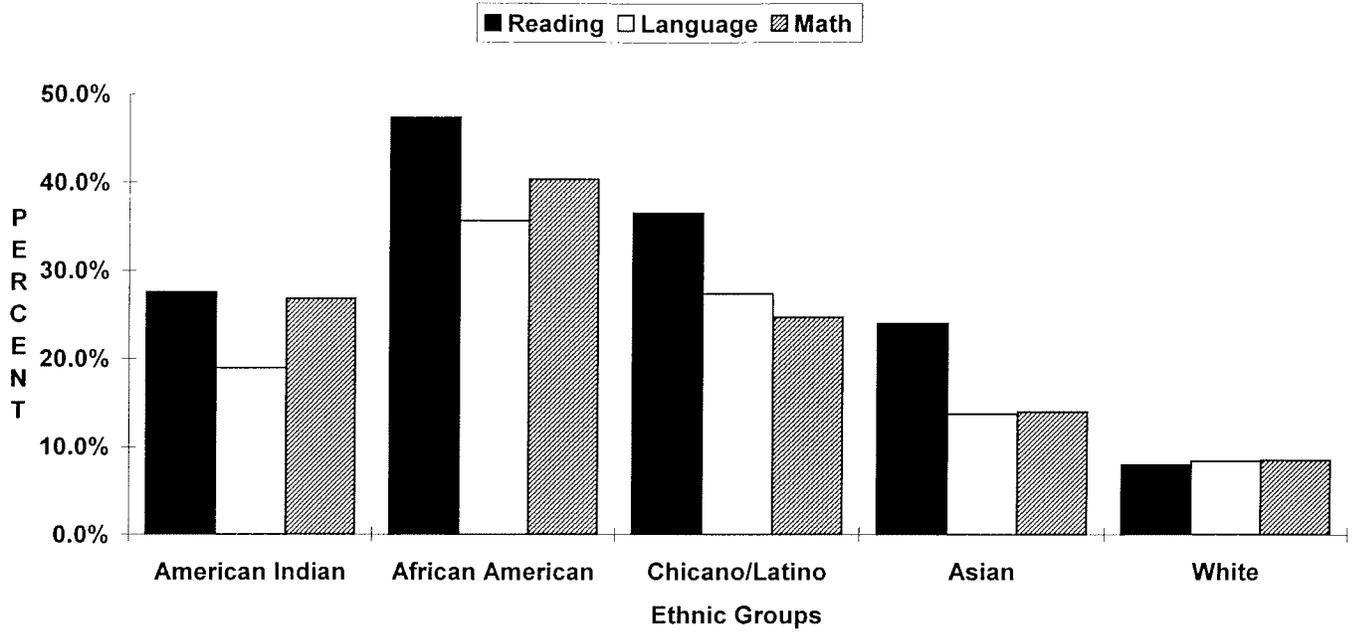
Data are presented in both table and graph form for 3rd, 6th and 9th grade students scoring below the 25th percentile for Spring, 2005. The data are broken down by school level, ethnic group and test component (reading, math, and language for grades 6 and 9 and reading and math for grade 3). The lower graph shows the number of students and the upper graph shows the percentage of students. In all cases, grade levels are combined within high schools, middle schools, and elementary schools.

Results

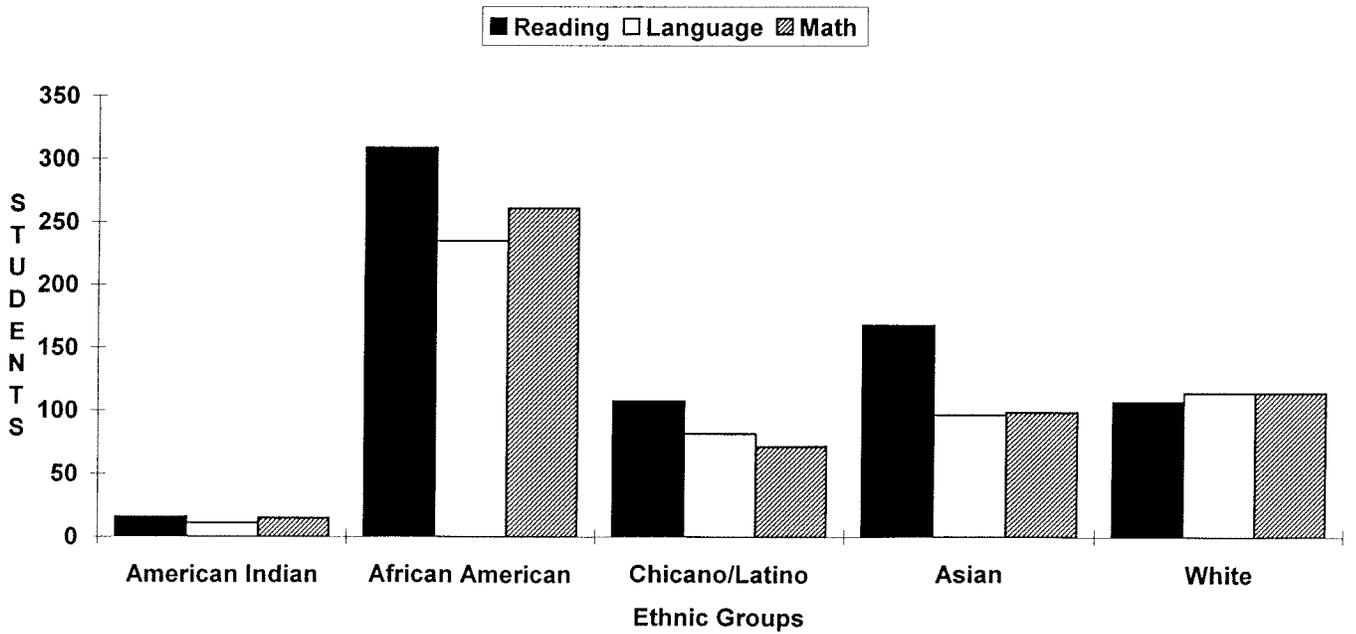
Compared to White students, substantially higher percentages of minority students score below the 25th percentile. Across all school levels and subtests in Spring 2005, from 29.5 to 47.3 percent of all African American students tested scored at or below this level, in contrast to a range of 4.9 to 11.7 percent of White students. Latino, Asian and American Indian students, likewise, generally show higher percentages in the lowest quartile than Whites, although there is considerable variability among the ethnic subgroups within each major ethnic group. More males than females score below the 25th percentile across all levels and subtests, with the only exception being in 3rd grade mathematics.



Percent of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative High Schools
 Standardized Test Results - Spring 2005



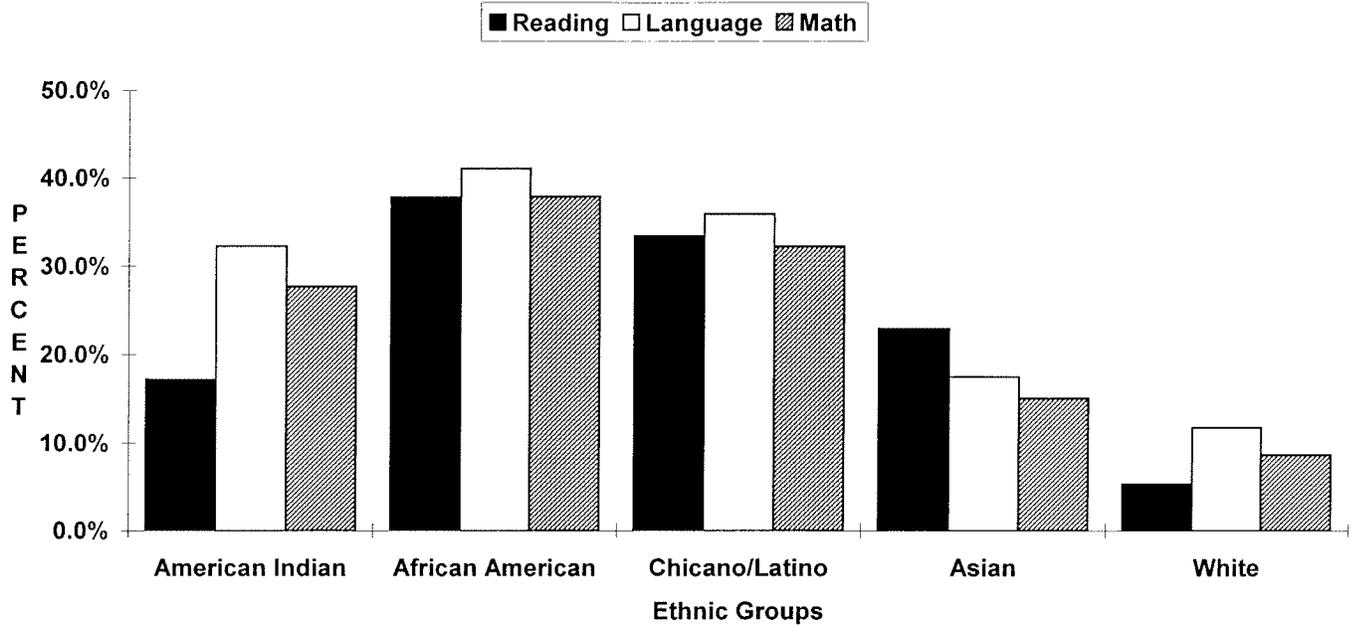
Number of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative High Schools
 Standardized Test Results - Spring 2005



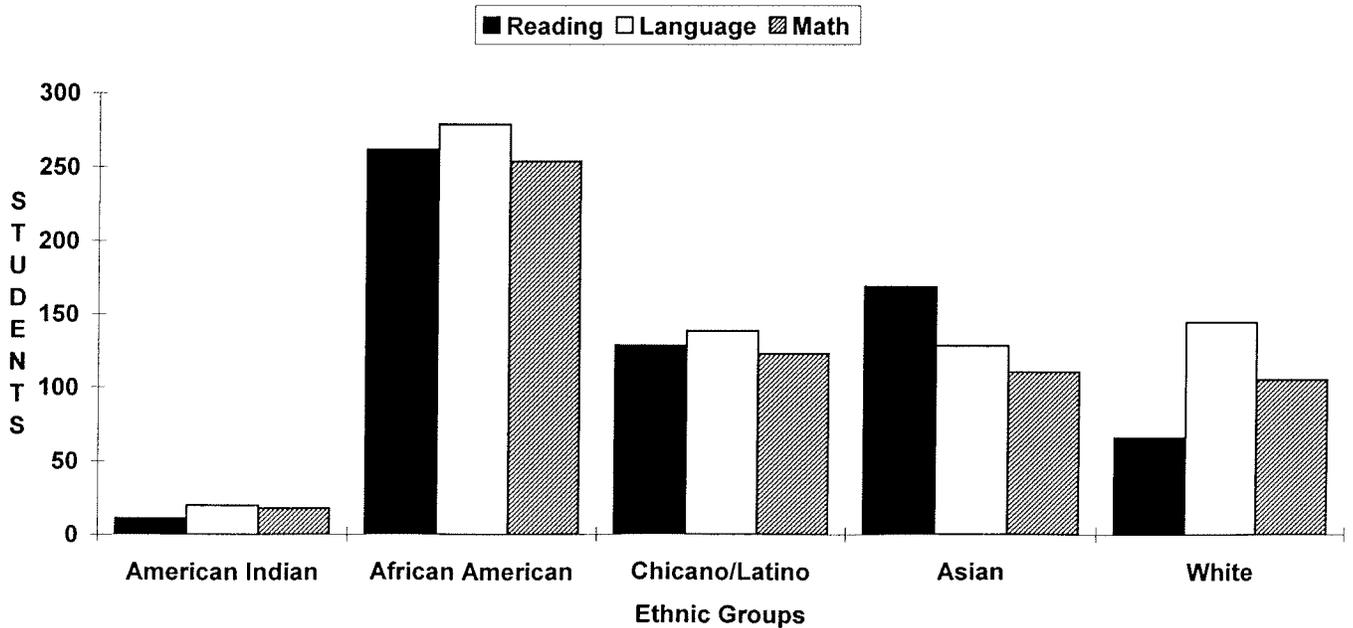
All Regular and Alternative High Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
9th Grade Only
Standardized Test Results, Spring 2005

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below
		25th Percentile			25th Percentile			25th Percentile	
American Indians									
American Indian	45	10	22.2%	44	6	13.6%	44	11	25.0%
Alaska Native	5	2	40.0%	6	1	16.7%	5	1	20.0%
Native American	8	4	50.0%	8	4	50.0%	7	3	42.9%
Summary	58	16	27.6%	58	11	19.0%	56	15	26.8%
African American	653	309	47.3%	659	235	35.7%	647	261	40.3%
Chicano/Latino									
Latino Asian	25	5	20.0%	26	4	15.4%	24	5	20.8%
Latino Black	20	8	40.0%	20	9	45.0%	17	4	23.5%
Latino Indian	134	60	44.8%	137	46	33.6%	132	42	31.8%
Latino White	117	35	29.9%	117	23	19.7%	118	21	17.8%
Summary	296	108	36.5%	300	82	27.3%	291	72	24.7%
Asian									
Chinese	188	33	17.6%	186	17	9.1%	187	7	3.7%
East Indian	20	2	10.0%	21	1	4.8%	21	4	19.0%
Filipino	146	40	27.4%	149	20	13.4%	147	26	17.7%
Japanese	51	4	7.8%	51	4	7.8%	51	3	5.9%
Korean	21	1	4.8%	20	0	0.0%	21	2	9.5%
Other Asian	25	10	40.0%	31	9	29.0%	30	7	23.3%
Samoan	25	14	56.0%	28	9	32.1%	28	13	46.4%
Other Southeast	94	35	37.2%	93	20	21.5%	95	21	22.1%
Vietnamese	131	29	22.1%	130	17	13.1%	130	16	12.3%
Summary	701	168	24.0%	709	97	13.7%	710	99	13.9%
White									
Gypsy	3	1	33.3%	3	1	33.3%	3	0	0.0%
White	1,351	106	7.8%	1,359	113	8.3%	1,347	114	8.5%
Summary	1,354	107	7.9%	1,362	114	8.4%	1,350	114	8.4%
Gender									
Female	1,559	323	20.7%	1,570	187	11.9%	1,554	274	17.6%
Male	1,503	385	25.6%	1,518	352	23.2%	1,500	287	19.1%
TOTAL	3,062	708	23.1%	3,088	539	17.5%	3,054	561	18.4%

Percent of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative Middle Schools
 Standardized Test Results - Spring 2005



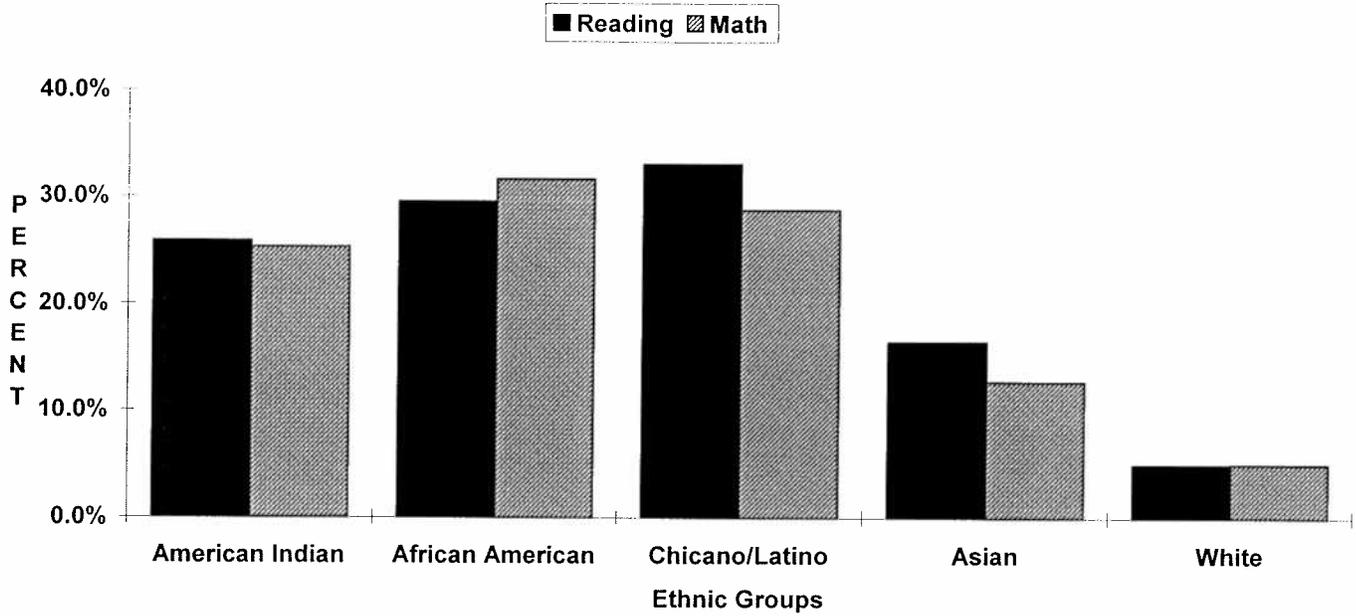
Number of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative Middle Schools
 Standardized Test Results - Spring 2005



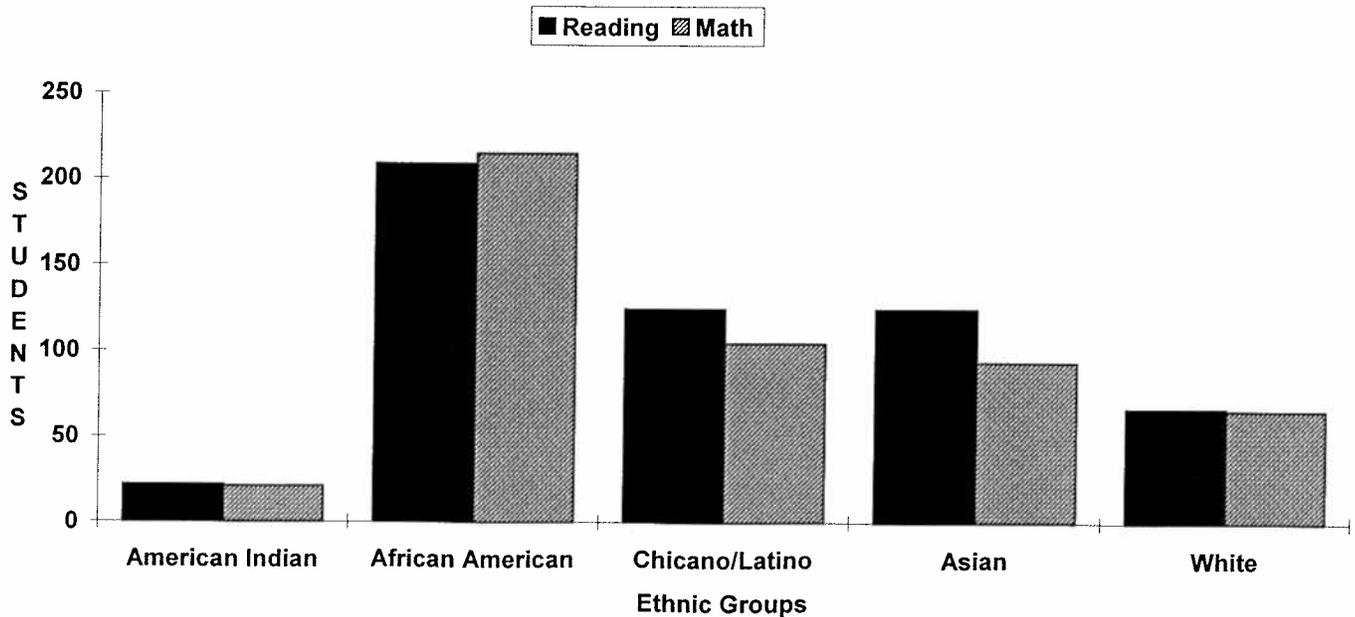
All Regular and Alternative Middle Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
6th Grade Only
Standardized Test Results, Spring 2005

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below 25th Percentile		Students Tested	Below 25th Percentile		Students Tested	Below 25th Percentile	
		Percent Below	Percent Below		Percent Below	Percent Below			
American Indians									
American Indian	46	7	15.2%	45	15	33.3%	46	13	28.3%
Alaska Native	8	1	12.5%	8	1	12.5%	8	1	12.5%
Native American	10	3	30.0%	9	4	44.4%	11	4	36.4%
Summary	64	11	17.2%	62	20	32.3%	65	18	27.7%
African American									
	693	262	37.8%	679	279	41.1%	670	254	37.9%
Chicano/Latino									
Latino Asian	28	3	10.7%	29	3	10.3%	28	6	21.4%
Latino Black	26	8	30.8%	26	11	42.3%	27	11	40.7%
Latino Indian	195	75	38.5%	195	74	37.9%	191	70	36.6%
Latino White	137	43	31.4%	137	51	37.2%	136	36	26.5%
Summary	386	129	33.4%	387	139	35.9%	382	123	32.2%
Asian									
Chinese	174	26	14.9%	173	15	8.7%	174	12	6.9%
East Indian	14	2	14.3%	14	1	7.1%	14	1	7.1%
Filipino	126	38	30.2%	124	29	23.4%	126	30	23.8%
Japanese	56	1	1.8%	56	1	1.8%	56	2	3.6%
Korean	24	3	12.5%	24	4	16.7%	24	1	4.2%
Other Asian	27	10	37.0%	28	9	32.1%	27	10	37.0%
Samoan	28	13	46.4%	28	10	35.7%	27	7	25.9%
Other Southeast	96	37	38.5%	97	29	29.9%	98	29	29.6%
Vietnamese	192	39	20.3%	193	31	16.1%	191	19	9.9%
Summary	737	169	22.9%	737	129	17.5%	737	111	15.1%
White									
Gypsy	0	0	--	0	0	--	0	0	--
White	1,249	66	5.3%	1,236	145	11.7%	1,228	106	8.6%
Summary	1,249	66	5.3%	1,236	145	11.7%	1,228	106	8.6%
Gender									
Female	1,523	322	21.1%	1,517	277	18.3%	1,497	292	19.5%
Male	1,606	315	19.6%	1,584	435	27.5%	1,585	320	20.2%
TOTAL	3,129	637	20.4%	3,101	712	23.0%	3,082	612	19.9%

Percent of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative Elementary Schools
 Standardized Test Results - Spring 2005



Number of Students Below the 25th Percentile by Ethnic Group
 All Regular and Alternative Elementary Schools
 Standardized Test Results - Spring 2005



All Regular and Alternative Elementary Schools
Number and Percent of Students in each Ethnic Group Below the 25th Percentile
3rd Grade Only
Standardized Test Results, Spring 2005

ETHNIC GROUP	Reading			Language			Mathematics		
	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below	Students Tested	Below	Percent Below
		25th Percentile			25th Percentile			25th Percentile	
American Indians									
American Indian	52	13	25.0%	--	--	--	50	8	16.0%
Alaska Native	12	3	25.0%	--	--	--	12	4	33.3%
Native American	21	6	28.6%	--	--	--	21	9	42.9%
Summary	85	22	25.9%	--	--	--	83	21	25.3%
African American	708	209	29.5%	--	--	--	679	215	31.7%
Chicano/Latino									
Latino Asian	23	4	17.4%	--	--	--	22	5	22.7%
Latino Black	27	7	25.9%	--	--	--	24	7	29.2%
Latino Indian	178	63	35.4%	--	--	--	172	51	29.7%
Latino White	150	51	34.0%	--	--	--	147	42	28.6%
Summary	378	125	33.1%	--	--	--	365	105	28.8%
Asian									
Chinese	191	24	12.6%	--	--	--	190	17	8.9%
East Indian	27	7	25.9%	--	--	--	27	5	18.5%
Filipino	152	23	15.1%	--	--	--	148	23	15.5%
Japanese	56	3	5.4%	--	--	--	53	0	0.0%
Korean	19	0	0.0%	--	--	--	19	0	0.0%
Other Asian	38	4	10.5%	--	--	--	38	4	10.5%
Samoan	24	9	37.5%	--	--	--	20	5	25.0%
Other Southeast	88	22	25.0%	--	--	--	85	18	21.2%
Vietnamese	166	33	19.9%	--	--	--	160	22	13.8%
Summary	761	125	16.4%	--	--	--	740	94	12.7%
White									
Gypsy	2	0	0.0%	--	--	--	2	0	0.0%
White	1,352	67	5.0%	--	--	--	1,315	66	5.0%
Summary	1,354	67	4.9%	--	--	--	1,317	66	5.0%
Gender									
Female	1,629	246	15.1%	--	--	--	1,561	250	16.0%
Male	1,657	302	18.2%	--	--	--	1,623	251	15.5%
TOTAL	3,286	548	16.7%	--	--	--	3,184	501	15.7%

WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

Definition

Following a law passed by the State Legislature in 1993, the Washington Assessment of Student Learning (WASL) was designed to help prepare students for the challenging future they will face in a rapidly changing world. 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, or *essential academic learning requirements* (EALRs), that describe what students should know and be able to do in core subjects by the end of their tested grade. Information from these tests help teachers and parents see where instructional programs are working, and where changes may be needed.

The state tests do not seek to make comparisons with a nationwide group of students. Instead, they are designed to show how each individual student and school is performing relative to a high and fixed standard of achievement. Students completed tasks in 3 main content areas in grades 4, 7 and 10 in Reading, Writing, and Mathematics, while grades 5, 8 and 10 were also assessed in Science. The Science assessment began in 2003 for grades 8 and 10 and in 2004 for grade 5. Their responses were 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 EALRs. “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 the each of the three grade levels in the four content areas. The standards were intentionally set to be very challenging.

Results

The data on the following pages show the percent of students meeting the standard in each content area by ethnic group and gender. In general, Seattle’s 4th graders performed relatively well in the Mathematics, Reading and Writing content areas, while 7th and 10th graders performed well in Reading and Writing. Compared to 2004, 4th and 7th grade scores improved in all three content areas, and 5th grade science showed improvement. The 10th grade showed gains in 2005 in Mathematics, Reading and Science and was unchanged in Writing from 2004.

Whites had a higher percent meeting standards for all areas, followed by Asian, American Indian, Latino and African American ethnic groups. Differences from this pattern in 2005 were: Latinos did better than American Indians in Mathematics at 10th grade; more Latinos met standards in Science than American Indians in 5th grade; and more 4th grade African Americans met standards in Writing than American Indians while

also performing better than Latinos in Reading and Writing. Females performed considerably better than males in Reading and Writing and in 5th and 8th grade Science. Males performed slightly better than females in 10th grade Mathematics and Science.

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 10th Grade Students Taking Test
All Regular and Alternative High Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
American Indians										
American Indian	29.3%	33.3%	38.6%	23.7%	37.0%	46.6%	56.4%	59.6%	45.8%	52.7%
Alaska Native	7.7%	33.3%	25.0%	25.0%	23.1%	30.8%	55.6%	44.4%	37.5%	46.2%
Native American	27.3%	20.0%	43.8%	37.5%	33.3%	45.5%	50.0%	62.5%	62.5%	46.7%
Summary	26.3%	33.3%	38.3%	26.5%	34.1%	45.0%	57.1%	58.5%	48.2%	50.6%
African American	6.1%	8.1%	7.0%	11.2%	12.9%	26.5%	23.2%	24.2%	31.2%	47.2%
Chicano/Latino										
Latino Asian	12.5%	34.5%	34.6%	35.3%	38.5%	43.8%	55.2%	64.0%	58.8%	61.5%
Latino Black	3.5%	0.0%	4.2%	21.7%	5.0%	13.8%	45.8%	20.8%	39.1%	40.0%
Latino Indian	17.4%	13.8%	18.9%	21.7%	22.8%	34.8%	32.1%	36.0%	39.1%	52.7%
Latino White	24.4%	29.8%	32.1%	35.5%	31.0%	45.0%	53.1%	45.5%	44.3%	59.8%
Summary	17.8%	19.8%	23.1%	28.1%	25.4%	35.8%	41.9%	39.6%	42.3%	54.9%
Asian										
Chinese	62.1%	62.0%	60.8%	65.1%	68.4%	70.0%	67.6%	67.4%	70.3%	78.6%
East Indian	40.0%	31.6%	52.6%	34.8%	61.5%	70.8%	52.6%	73.7%	52.2%	84.6%
Filipino	26.3%	23.9%	21.4%	24.1%	37.3%	47.9%	50.4%	50.6%	45.5%	64.0%
Japanese	68.6%	66.1%	59.7%	76.0%	74.5%	82.4%	85.5%	80.6%	80.0%	95.7%
Korean	51.6%	52.9%	48.4%	62.5%	66.7%	71.0%	74.3%	77.4%	75.0%	83.3%
Other Asian	47.1%	28.0%	37.5%	37.5%	26.5%	58.8%	44.0%	37.5%	46.9%	47.1%
Samoan	6.3%	12.1%	0.0%	10.8%	11.1%	12.9%	27.3%	29.4%	40.5%	38.9%
Other Southeast	24.3%	14.9%	16.7%	19.7%	21.3%	39.6%	32.2%	34.4%	44.4%	57.4%
Vietnamese	39.1%	43.5%	43.9%	38.9%	45.1%	50.3%	59.4%	57.4%	50.0%	66.5%
Summary	39.1%	38.1%	38.0%	39.8%	45.6%	54.0%	54.8%	55.4%	54.7%	68.0%
White										
Gypsy	0.0%	50.0%	100.0%	100.0%	40.0%	0.0%	40.0%	100.0%	100.0%	40.0%
White	52.7%	53.8%	52.5%	58.2%	57.0%	67.7%	71.2%	72.5%	74.6%	80.5%
Summary	52.7%	53.8%	52.5%	58.2%	57.0%	67.7%	71.2%	72.5%	74.6%	80.3%
Gender										
Female	36.8%	37.0%	35.4%	40.5%	40.2%	58.1%	60.3%	56.9%	61.4%	70.0%
Male	33.4%	35.3%	34.9%	38.4%	41.5%	45.1%	47.1%	50.1%	51.3%	63.8%
TOTAL	33.7%	35.3%	34.9%	38.6%	40.8%	49.5%	52.4%	53.1%	55.1%	66.9%



District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 10th Grade Students Taking Test
All Regular and Alternative High Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards							
	WRITING					SCIENCE		
	2001	2002	2003	2004	2005	2003	2004	2005
American Indians								
American Indian	36.2%	41.8%	50.9%	39.0%	50.9%	25.0%	14.3%	24.5%
Alaska Native	23.1%	44.4%	22.2%	62.5%	46.2%	0.0%	12.5%	23.1%
Native American	18.2%	50.0%	62.5%	37.5%	53.3%	18.8%	10.5%	13.3%
Summary	31.3%	44.3%	50.0%	41.0%	50.6%	21.1%	13.3%	22.2%
African American								
African American	16.9%	23.6%	25.8%	34.6%	35.2%	3.6%	5.3%	6.8%
Chicano/Latino								
Latino Asian	50.0%	58.6%	60.0%	58.8%	69.2%	26.9%	35.3%	7.7%
Latino Black	6.9%	33.3%	16.7%	39.1%	15.0%	0.0%	4.2%	0.0%
Latino Indian	20.9%	24.4%	34.9%	31.9%	35.7%	13.1%	7.9%	14.7%
Latino White	27.9%	39.8%	46.0%	42.6%	38.6%	21.7%	22.6%	23.8%
Summary	23.7%	33.4%	38.6%	38.3%	36.8%	16.0%	14.8%	16.9%
Asian								
Chinese	57.9%	65.5%	66.3%	72.9%	68.9%	34.9%	33.3%	48.5%
East Indian	41.7%	42.1%	84.2%	69.6%	65.4%	21.1%	21.7%	46.2%
Filipino	39.3%	46.3%	56.5%	57.8%	50.9%	11.9%	10.0%	20.5%
Japanese	54.9%	82.3%	85.5%	86.0%	87.2%	40.3%	64.0%	72.3%
Korean	61.3%	65.7%	71.0%	75.0%	70.8%	29.0%	50.0%	54.2%
Other Asian	52.9%	36.0%	50.0%	40.6%	32.4%	20.8%	21.2%	14.7%
Samoan	9.7%	39.4%	29.4%	37.8%	30.6%	0.0%	0.0%	5.6%
Other Southeast	20.1%	34.2%	40.6%	43.7%	37.9%	8.3%	11.4%	11.4%
Vietnamese	28.4%	44.7%	52.7%	56.1%	55.5%	21.6%	17.1%	29.3%
Summary	38.1%	50.2%	57.3%	59.5%	55.3%	21.4%	21.6%	31.2%
White								
Gypsy	100.0%	40.0%	0.0%	100.0%	40.0%	50.0%	0.0%	20.0%
White	56.6%	64.0%	68.9%	69.8%	69.0%	41.9%	47.7%	50.8%
Summary	56.6%	64.0%	68.9%	69.8%	68.9%	41.9%	47.7%	50.7%
Gender								
Female	47.9%	56.6%	58.1%	63.4%	62.1%	24.2%	27.0%	31.7%
Male	30.9%	40.3%	47.0%	48.4%	47.5%	25.9%	28.0%	33.0%
TOTAL	37.8%	47.3%	52.2%	54.6%	54.6%	25.3%	28.0%	32.3%

NOTE: For WASL 10th grade Listening scores before 2004 see earlier editions of this profile.

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 7th Grade Students Taking Test
All Regular and Alternative Middle Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
American Indians										
American Indian	20.0%	21.8%	25.0%	41.0%	45.5%	35.4%	30.9%	41.7%	50.8%	60.0%
Alaska Native	20.0%	16.7%	11.1%	12.5%	23.1%	40.0%	41.7%	44.4%	25.0%	46.2%
Native American	18.8%	14.3%	8.3%	22.2%	24.1%	12.5%	21.4%	25.0%	37.0%	51.7%
Summary	20.5%	20.0%	21.0%	33.3%	36.1%	33.0%	31.3%	39.5%	44.8%	55.7%
African American										
African American	5.1%	6.8%	7.3%	15.0%	17.4%	15.9%	20.1%	21.4%	30.4%	39.3%
Chicano/Latino										
Latino Asian	20.0%	25.0%	25.0%	42.1%	57.1%	33.3%	50.0%	53.6%	47.4%	78.6%
Latino Black	13.0%	9.1%	16.7%	11.4%	31.6%	17.4%	9.1%	33.3%	31.4%	52.6%
Latino Indian	9.4%	11.0%	13.3%	26.0%	28.6%	16.5%	24.9%	24.2%	37.3%	45.9%
Latino White	32.0%	24.8%	26.2%	36.5%	38.6%	37.1%	44.6%	44.3%	51.3%	57.5%
Summary	17.5%	16.3%	19.2%	28.9%	33.5%	24.2%	32.3%	34.4%	41.9%	51.9%
Asian										
Chinese	50.0%	53.7%	62.1%	70.1%	72.7%	52.4%	60.4%	62.7%	74.3%	77.0%
East Indian	22.7%	31.8%	65.2%	50.0%	56.3%	31.8%	54.5%	73.9%	62.5%	68.8%
Filipino	14.4%	21.1%	23.2%	35.9%	40.0%	29.3%	38.6%	42.6%	55.2%	62.0%
Japanese	72.7%	58.3%	65.4%	82.1%	90.4%	88.4%	66.7%	75.0%	83.9%	94.2%
Korean	57.1%	60.9%	75.0%	73.3%	65.0%	60.7%	69.6%	82.1%	80.0%	85.0%
Other Asian	29.0%	11.1%	28.0%	25.8%	51.6%	32.3%	25.9%	28.0%	35.5%	67.7%
Samoan	2.7%	3.3%	0.0%	5.6%	20.0%	10.8%	16.7%	11.8%	8.3%	33.3%
Other Southeast	12.6%	12.8%	27.7%	27.2%	28.6%	13.7%	21.3%	30.5%	40.0%	47.6%
Vietnamese	23.1%	31.6%	30.2%	39.3%	53.9%	34.3%	38.2%	43.9%	51.2%	65.2%
Summary	27.8%	30.9%	39.7%	45.3%	53.7%	35.2%	41.2%	48.5%	55.7%	66.8%
White										
Gypsy	50.0%	0.0%	50.0%	100.0%	50.0%	50.0%	50.0%	50.0%	100.0%	50.0%
White	48.3%	45.8%	50.1%	64.2%	65.1%	57.8%	63.6%	66.4%	73.6%	79.0%
Summary	48.4%	45.8%	50.0%	64.2%	65.1%	57.8%	63.6%	66.4%	73.6%	78.9%
Gender										
Female	30.1%	31.0%	35.1%	45.7%	49.3%	43.8%	49.0%	53.2%	59.7%	68.2%
Male	29.9%	29.3%	33.1%	41.6%	45.6%	34.3%	40.9%	43.1%	50.7%	59.4%
TOTAL	29.9%	29.8%	33.9%	43.6%	47.3%	38.9%	44.3%	47.9%	55.0%	63.5%

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All Regular and Alternative Middle Schools

All 7th Grade Students Taking Writing

All 8th Grade Students Taking Science

ETHNIC GROUP	Percent Meeting or Exceeding Standards								
	WRITING					SCIENCE			
	2001	2002	2003	2004	2005	2003	2004	2005	
American Indians									
American Indian	33.9%	30.4%	43.3%	41.0%	52.7%	19.3%	26.2%	26.1%	
Alaska Native	30.0%	41.7%	11.1%	37.5%	46.2%	7.7%	0.0%	42.9%	
Native American	25.0%	28.6%	16.7%	33.3%	34.5%	33.3%	14.3%	20.8%	
Summary	33.0%	32.1%	35.8%	38.5%	46.4%	19.5%	22.0%	26.0%	
African American	26.6%	31.6%	38.5%	36.2%	39.3%	6.9%	7.9%	8.6%	
Chicano/Latino									
Latino Asian	73.3%	66.7%	46.4%	68.4%	64.3%	20.0%	26.7%	20.0%	
Latino Black	30.4%	45.5%	16.7%	40.0%	36.8%	0.0%	22.7%	3.4%	
Latino Indian	18.2%	34.1%	33.3%	38.4%	38.5%	18.4%	14.2%	11.2%	
Latino White	39.2%	47.0%	48.4%	53.0%	50.4%	35.2%	30.1%	25.4%	
Summary	28.9%	40.6%	39.2%	45.1%	43.5%	23.1%	21.8%	15.8%	
Asian									
Chinese	62.4%	68.3%	71.2%	74.3%	77.6%	43.9%	44.1%	39.4%	
East Indian	50.0%	50.0%	69.6%	81.3%	68.8%	50.0%	52.2%	36.8%	
Filipino	43.1%	59.0%	60.0%	55.2%	63.3%	21.3%	21.7%	18.5%	
Japanese	81.4%	66.7%	78.8%	82.1%	92.3%	62.5%	67.3%	61.4%	
Korean	71.4%	73.9%	71.4%	60.0%	65.0%	50.0%	60.0%	47.4%	
Other Asian	41.9%	37.0%	60.0%	58.1%	64.5%	10.3%	14.3%	15.6%	
Samoaan	29.7%	26.7%	35.3%	22.2%	60.0%	6.9%	3.1%	3.0%	
Other Southeast	34.3%	42.7%	50.8%	45.6%	58.1%	14.2%	17.0%	12.0%	
Vietnamese	43.3%	49.3%	49.6%	55.4%	53.3%	27.0%	26.6%	22.9%	
Summary	47.8%	54.5%	60.3%	59.0%	65.7%	29.4%	31.5%	26.7%	
White									
Gypsy	50.0%	50.0%	100.0%	100.0%	25.0%	0.0%	25.0%	50.0%	
White	59.1%	62.5%	65.0%	68.4%	68.9%	51.2%	53.1%	52.8%	
Summary	59.0%	62.5%	65.0%	68.5%	68.8%	51.0%	53.0%	52.8%	
Gender									
Female	53.3%	59.2%	65.3%	65.3%	67.9%	34.6%	37.2%	32.5%	
Male	37.6%	43.2%	43.6%	45.7%	49.1%	29.5%	30.8%	30.9%	
TOTAL	45.3%	50.2%	54.2%	55.3%	57.8%	32.0%	34.5%	31.7%	

NOTE: For WASL 7th grade Listening scores before 2004 see earlier editions of this profile.

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 4th Grade Students Taking Test
All Regular and Alternative Elementary Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	MATH					READING				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
American Indians										
American Indian	37.7%	38.6%	48.2%	41.0%	50.9%	58.8%	55.7%	55.4%	50.8%	73.6%
Alaska Native	14.3%	35.7%	55.6%	62.5%	60.0%	64.3%	46.7%	66.7%	62.5%	80.0%
Native American	54.6%	39.1%	35.7%	21.7%	36.4%	86.4%	56.5%	42.9%	47.8%	54.5%
Summary	40.0%	39.0%	46.8%	38.0%	49.3%	67.0%	54.7%	54.4%	51.1%	71.0%
African American	15.0%	22.3%	31.1%	36.3%	33.1%	41.3%	43.4%	47.7%	55.6%	61.6%
Chicano/Latino										
Latino Asian	36.4%	36.4%	57.1%	65.0%	35.1%	68.2%	72.7%	68.6%	75.0%	75.7%
Latino Black	15.6%	35.1%	22.7%	39.4%	21.4%	31.3%	56.8%	40.9%	72.7%	53.6%
Latino Indian	21.3%	31.7%	32.3%	38.3%	35.4%	41.9%	41.3%	42.6%	51.5%	60.6%
Latino White	43.0%	49.6%	39.6%	48.7%	42.9%	57.4%	63.9%	46.3%	62.4%	58.6%
Summary	28.7%	38.1%	36.3%	43.6%	37.3%	48.0%	51.9%	45.7%	58.5%	60.7%
Asian										
Chinese	65.9%	73.1%	68.1%	85.1%	79.7%	72.4%	77.2%	71.7%	88.8%	87.3%
East Indian	54.6%	73.3%	66.7%	64.7%	59.1%	90.9%	73.3%	66.7%	70.6%	81.8%
Filipino	30.1%	49.7%	48.6%	60.0%	60.8%	54.3%	63.8%	58.5%	71.3%	74.4%
Japanese	75.9%	86.4%	80.3%	82.4%	75.0%	87.9%	91.5%	83.3%	91.2%	94.2%
Korean	57.9%	87.0%	64.5%	89.3%	88.9%	94.7%	91.3%	64.5%	89.3%	92.6%
Other Asian	32.4%	54.1%	34.4%	60.0%	45.9%	58.8%	70.3%	43.8%	72.5%	62.2%
Samoan	24.4%	28.6%	20.0%	37.1%	33.3%	41.5%	38.1%	40.0%	57.1%	61.9%
Other Southeast	20.0%	34.4%	32.4%	40.0%	33.6%	41.6%	50.0%	45.1%	54.8%	61.9%
Vietnamese	38.9%	55.6%	52.8%	57.5%	54.3%	62.2%	62.5%	56.7%	67.0%	75.5%
Summary	42.1%	57.5%	53.8%	63.6%	60.5%	61.6%	66.9%	60.4%	73.2%	77.4%
White										
Gypsy	40.0%	0.0%	0.0%	0.0%	100.0%	40.0%	50.0%	0.0%	0.0%	100.0%
White	65.7%	70.1%	71.8%	78.0%	79.5%	82.4%	80.6%	82.7%	87.4%	90.9%
Summary	65.6%	70.0%	71.8%	78.0%	79.5%	82.3%	80.6%	82.6%	87.4%	90.9%
Gender										
Female	44.2%	53.7%	55.6%	62.7%	61.2%	67.2%	68.2%	68.0%	76.5%	80.7%
Male	43.5%	49.9%	51.3%	57.3%	57.1%	60.7%	62.0%	60.9%	68.6%	73.8%
TOTAL	43.5%	51.1%	53.1%	59.6%	59.1%	63.5%	64.2%	64.0%	72.0%	77.3%

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All Regular and Alternative Elementary Schools

All 4th Grade Students Taking Writing

All 5th Grade Students Taking Science

ETHNIC GROUP	Percent Meeting or Exceeding Standards						
	WRITING					SCIENCE	
	2001	2002	2003	2004	2005	2004	2005
American Indians							
American Indian	36.5%	30.0%	39.3%	37.7%	45.3%	25.9%	18.3%
Alaska Native	28.6%	13.3%	33.3%	50.0%	40.0%	22.2%	50.0%
Native American	40.9%	39.1%	35.7%	21.7%	18.2%	7.1%	13.6%
Summary	37.4%	29.2%	38.0%	34.8%	40.6%	22.2%	19.3%
African American	27.6%	32.1%	45.4%	35.2%	43.1%	9.7%	14.1%
Chicano/Latino							
Latino Asian	50.0%	50.0%	71.4%	55.0%	40.5%	38.7%	46.7%
Latino Black	28.1%	35.1%	31.8%	45.5%	39.3%	6.5%	21.4%
Latino Indian	26.6%	35.8%	40.9%	39.8%	38.9%	18.6%	16.0%
Latino White	36.9%	47.5%	45.1%	40.3%	37.7%	20.2%	27.6%
Summary	31.5%	40.6%	44.2%	41.2%	38.6%	19.8%	22.2%
Asian							
Chinese	62.9%	73.7%	70.2%	77.2%	71.6%	43.6%	57.3%
East Indian	72.7%	80.0%	86.7%	52.9%	81.8%	33.3%	52.9%
Filipino	41.5%	55.7%	67.1%	57.3%	65.1%	21.3%	32.5%
Japanese	67.2%	86.4%	80.3%	76.5%	71.2%	62.3%	52.9%
Korean	36.8%	56.5%	77.4%	85.7%	74.1%	53.6%	60.0%
Other Asian	41.2%	59.5%	35.5%	47.5%	64.9%	14.7%	23.1%
Samoan	35.0%	42.9%	40.0%	48.6%	42.9%	0.0%	15.6%
Other Southeast	29.6%	42.5%	52.0%	37.1%	53.1%	9.6%	16.5%
Vietnamese	43.9%	52.1%	59.1%	48.9%	56.5%	28.8%	27.2%
Summary	47.0%	59.3%	63.3%	58.0%	63.6%	30.2%	36.0%
White							
Gypsy	20.0%	0.0%	0.0%	0.0%	100.0%	--	--
White	56.7%	62.8%	70.1%	70.6%	68.6%	51.0%	56.8%
Summary	56.7%	62.7%	70.0%	70.5%	68.6%	51.0%	56.8%
Gender							
Female	51.9%	60.8%	66.8%	63.1%	66.2%	34.9%	40.6%
Male	37.0%	42.6%	51.1%	47.6%	49.0%	30.3%	33.8%
TOTAL	44.1%	50.8%	58.5%	54.8%	57.6%	32.8%	37.0%

NOTE: For WASL 4th grade Listening scores before 2004 see earlier editions of this profile.

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. Average scores are shown below for college-bound seniors from school years 1997-1998 to 2004-2005. Scores are shown for the District, all of Washington State, and nationally.

Results

In both the Verbal and Math sections of the SAT, Seattle students have scored above the national average since 1997-1998. District verbal scores on the SAT were two points better than State scores in 2004-2005, and 26 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 have been higher than State averages since 1999-2000, but were 2 points lower than the State average in 2004-2005. District scores in Math were 12 points above the national average in 2004-2005.

**District Summary
Scholastic Aptitude Test (SAT)
Average Scores
All Regular and Alternative High Schools**

	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
VERBAL								
District	530	527	526	527	526	531	531	534
Washington State	524	525	526	527	522	530	528	532
National	505	505	505	506	504	507	508	508
MATH								
District	530	526	530	529	532	540	535	532
Washington State	526	526	528	527	528	532	531	534
National	512	511	514	514	516	519	518	520



ATTENDANCE

Definition

Average daily attendance is reported as a percentage for each ethnic group. Average daily attendance is calculated for each student by dividing the number of days present by the number of membership days (the total number of possible school days a student is enrolled during the year). This rate 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. All students' average daily attendance rates are then averaged to determine the ethnic group mean.

Results

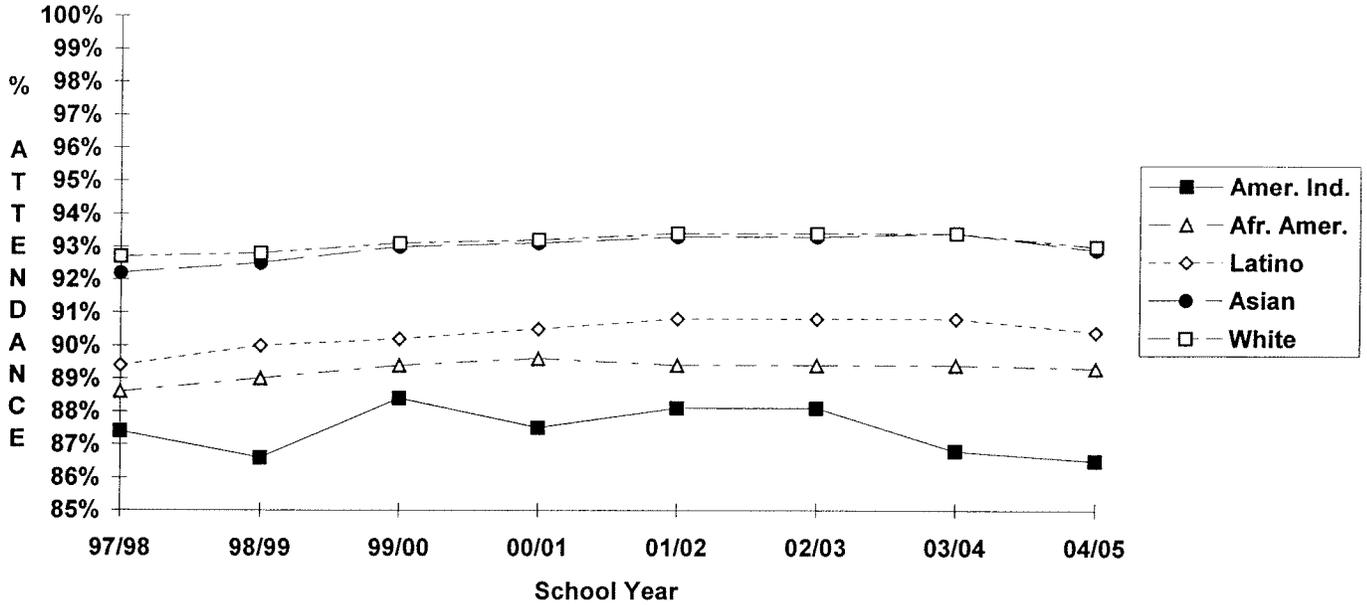
The following tables and graphs show the average daily attendance rates by ethnic group for the total District and for high, middle and elementary school levels. Attendance is higher for elementary students and lower for middle and high school students. Overall, attendance fell by 0.4 percentage points from 2003-2004 to 2004-2005 to 91.6%. All ethnic groups declined in attendance in 2004-2005 compared to the previous year. Noticeable variations exist for subgroups within each ethnic group: for example, in 2004-2005, Chinese students have the highest overall attendance (96.3%), while Samoan students have one of the lowest (86.1%).

High school attendance again continued to fall in 2004-2005 from the highest level in eight years in 2001-2002. The largest decrease during this time period is a 4.8 percentage point decrease in American Indian high school attendance rates. Middle school student attendance fell from the highest level in the eight years shown in 2003-2004 by 0.3 percentage points in 2004-2005 to 91.9%. American Indian middle school attendance was unchanged from 2003-2004 to 2004-2005 while all other ethnic groups exhibited a decrease in attendance. Elementary school attendance in 2004-2005 fell 0.2 percentage points to 94.6%. American Indian students were the only ethnic group to show an increase in elementary attendance from 2003-2004 to 2004-2005, as all other elementary ethnic groups posted lower attendance from the previous year.

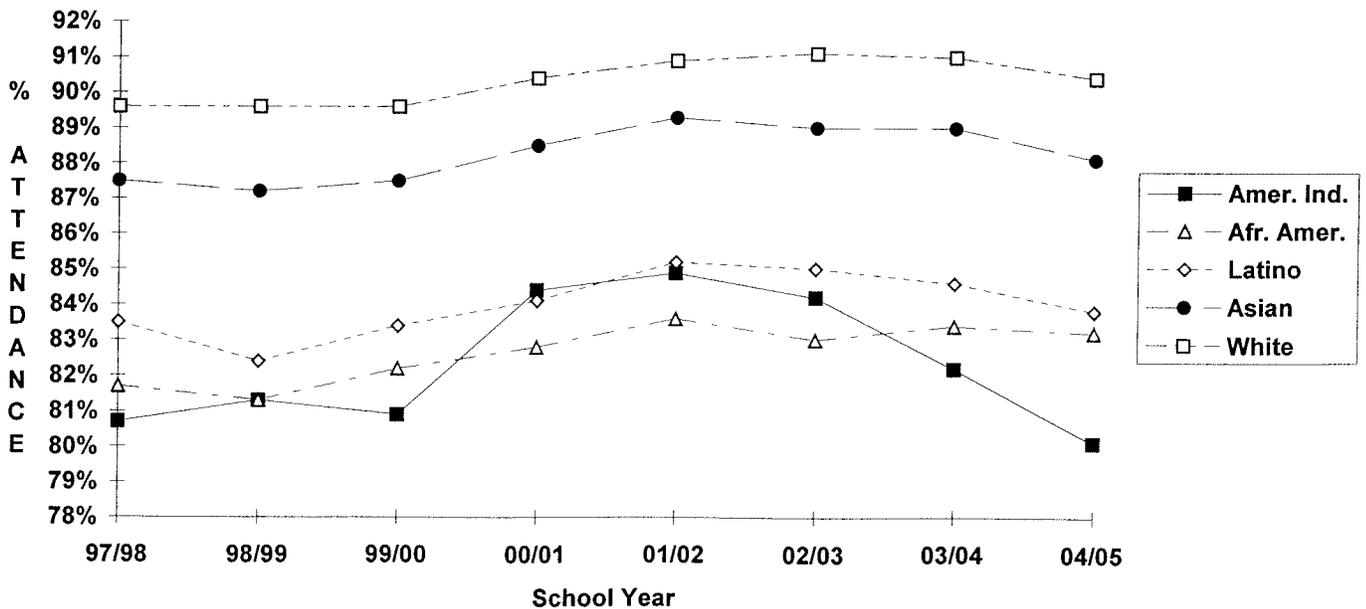
Females have slightly higher average daily attendance rates than males at middle and high schools. Attendance rates for female students are nearly identical or slightly higher than for males at the elementary school level.



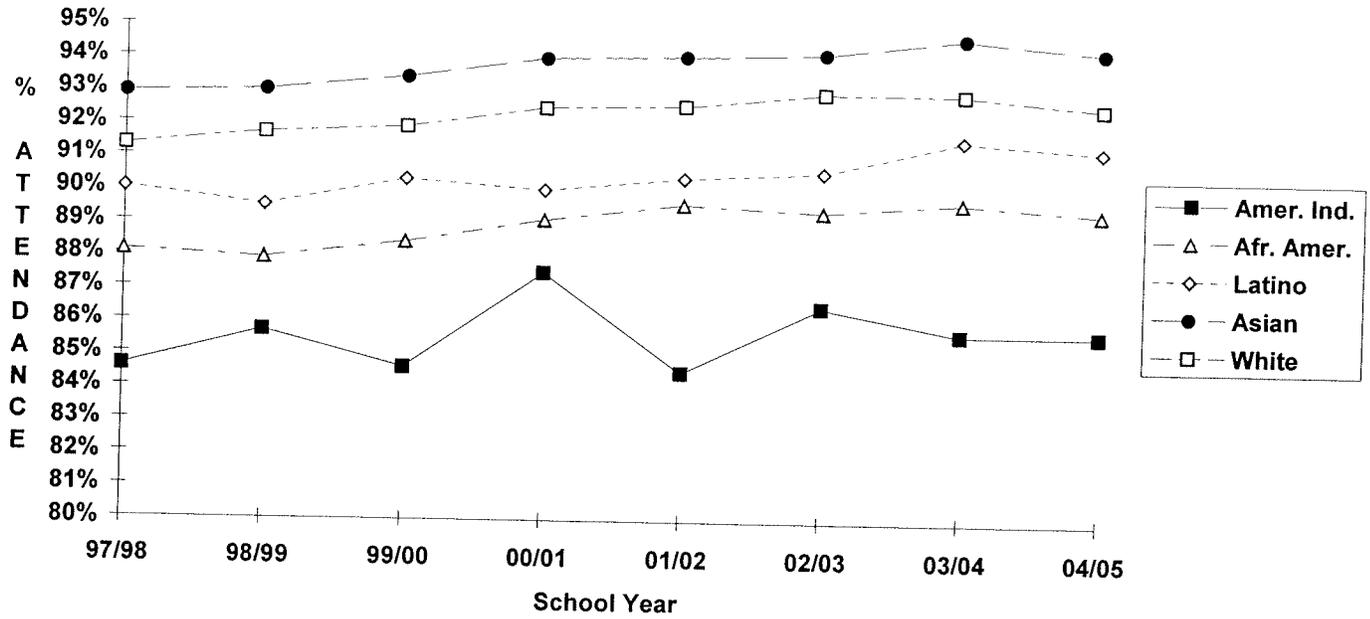
**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Schools
1997-1998 to 2004-2005**



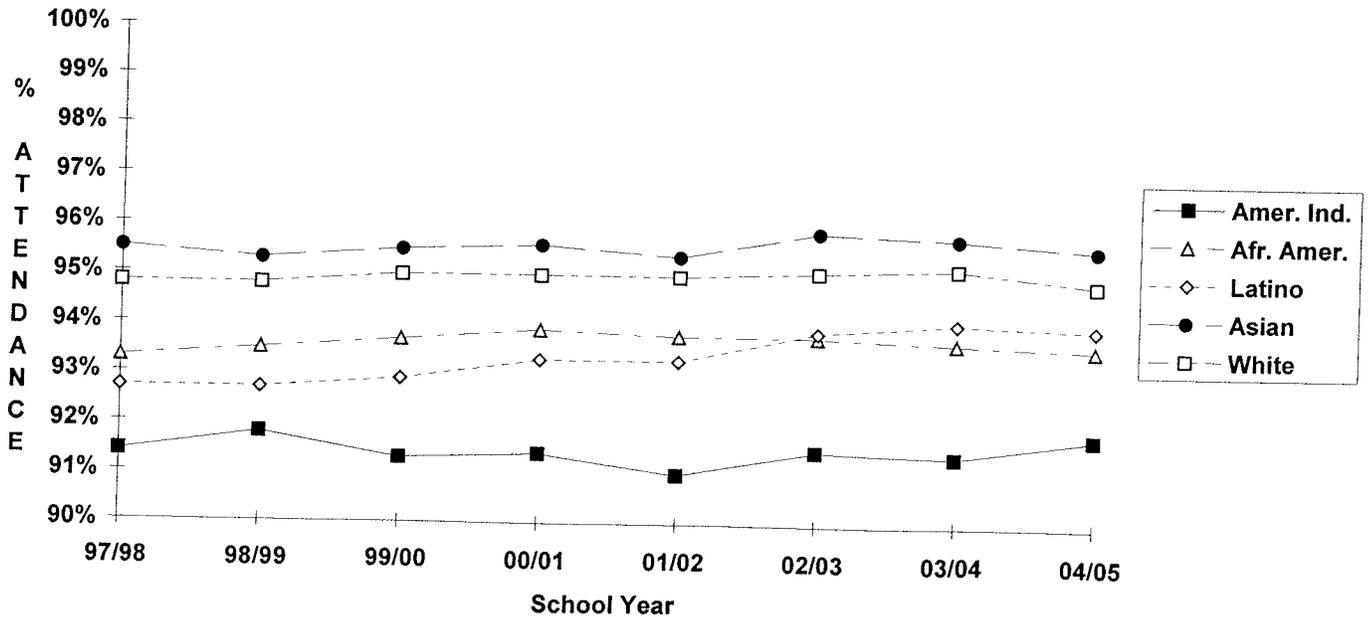
**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative High Schools
1997-1998 to 2004-2005**



**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Middle Schools
1997-1998 to 2004-2005**



**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Elementary Schools
1997-1998 to 2004-2005**



District Summary
Average Daily Attendance by Ethnic Group
Overall District Total

ETHNIC GROUP	Percentage Attendance							
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
American Indians								
American Indian	87.3%	86.2%	88.0%	87.7%	88.5%	88.5%	87.8%	87.1%
Alaska Native	88.3%	88.0%	89.9%	85.7%	86.4%	86.4%	87.6%	85.2%
Native American	87.0%	87.5%	88.9%	87.8%	87.3%	87.3%	83.2%	85.5%
Summary	87.4%	86.6%	88.4%	87.5%	88.1%	88.1%	86.8%	86.5%
African American								
African American	88.6%	89.0%	89.4%	89.6%	89.4%	89.4%	89.4%	89.3%
Chicano/Latino								
Latino Asian	90.8%	92.6%	91.7%	90.3%	92.5%	92.5%	91.4%	90.5%
Latino Black	87.2%	89.5%	88.0%	90.0%	89.0%	89.0%	89.8%	88.7%
Latino Indian	89.2%	89.2%	89.9%	90.3%	90.2%	90.2%	90.2%	89.8%
Latino White	90.2%	91.0%	91.0%	91.0%	91.6%	91.6%	91.8%	91.6%
Summary	89.4%	90.0%	90.2%	90.5%	90.8%	90.8%	90.8%	90.4%
Asian								
Chinese	95.4%	96.0%	96.2%	96.5%	96.7%	96.7%	96.6%	96.3%
East Indian	92.3%	92.8%	91.9%	93.1%	93.3%	93.3%	94.5%	93.2%
Filipino	91.7%	91.8%	92.5%	92.6%	92.8%	92.8%	92.7%	91.7%
Japanese	94.1%	94.5%	95.0%	95.1%	95.2%	95.2%	95.4%	95.1%
Korean	94.5%	95.5%	95.1%	95.0%	95.9%	95.9%	95.6%	94.5%
Other Asian	91.1%	90.2%	91.0%	91.9%	90.8%	90.8%	90.2%	90.5%
Samoaan	86.8%	85.2%	86.6%	85.3%	85.8%	85.8%	86.9%	86.1%
Other Southeast	89.0%	89.3%	90.0%	89.9%	89.6%	89.6%	89.2%	88.9%
Vietnamese	93.4%	93.9%	94.1%	93.9%	94.1%	94.1%	94.5%	93.8%
Summary	92.2%	92.5%	93.0%	93.1%	93.3%	93.3%	93.4%	92.9%
White								
Gypsy	93.7%	89.5%	87.3%	89.7%	91.6%	91.6%	90.4%	87.4%
White	92.7%	92.8%	93.1%	93.2%	93.4%	93.4%	93.4%	93.0%
Summary	92.7%	92.8%	93.1%	93.2%	93.4%	93.4%	93.4%	93.0%
Gender								
Female	91.4%	91.4%	92.0%	92.1%	92.3%	92.3%	92.1%	91.8%
Male	90.8%	91.2%	91.5%	91.6%	91.7%	91.7%	91.9%	91.5%
TOTAL	91.1%	91.3%	91.7%	91.8%	92.0%	92.0%	92.0%	91.6%

District Summary
Average Daily Attendance by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	Percentage Attendance							
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
American Indians								
American Indian	82.2%	81.7%	80.7%	83.4%	85.8%	85.1%	84.0%	81.6%
Alaska Native	78.9%	82.4%	83.7%	89.1%	81.3%	78.8%	80.8%	76.2%
Native American	73.8%	77.4%	78.6%	85.1%	84.4%	84.4%	76.3%	76.6%
Summary	80.7%	81.3%	80.9%	84.4%	84.9%	84.2%	82.2%	80.1%
African American	81.7%	81.3%	82.2%	82.8%	83.6%	83.0%	83.4%	83.2%
Chicano/Latino								
Latino Asian	85.1%	85.1%	88.0%	86.5%	83.7%	87.6%	85.1%	84.5%
Latino Black	83.7%	78.2%	84.8%	80.6%	84.2%	81.8%	82.6%	80.8%
Latino Indian	82.2%	81.8%	81.4%	83.1%	84.4%	83.2%	83.2%	82.5%
Latino White	85.5%	84.2%	85.6%	86.6%	87.1%	88.0%	86.9%	86.2%
Summary	83.5%	82.4%	83.4%	84.1%	85.2%	85.0%	84.6%	83.8%
Asian								
Chinese	95.0%	92.4%	93.1%	93.9%	95.0%	95.2%	95.2%	94.4%
East Indian	90.1%	91.3%	88.3%	89.7%	90.9%	90.1%	93.9%	92.6%
Filipino	86.8%	86.7%	86.5%	87.7%	88.6%	88.7%	88.7%	86.5%
Japanese	93.2%	91.1%	92.6%	93.4%	94.0%	94.2%	93.5%	93.2%
Korean	90.1%	90.9%	93.0%	92.4%	93.2%	95.1%	93.5%	91.4%
Other Asian	84.7%	85.8%	82.1%	83.6%	86.8%	86.0%	83.2%	83.5%
Samoan	74.0%	77.7%	74.8%	79.2%	77.7%	76.6%	79.6%	79.0%
Other Southeast	81.2%	80.9%	81.7%	82.6%	83.5%	82.1%	80.4%	80.9%
Vietnamese	89.9%	89.8%	90.6%	90.8%	90.7%	90.7%	91.3%	90.0%
Summary	87.5%	87.2%	87.5%	88.5%	89.3%	89.0%	89.0%	88.1%
White								
Gypsy	95.2%	93.2%	81.5%	77.4%	88.2%	88.6%	87.9%	91.3%
White	89.6%	89.6%	89.6%	90.4%	90.9%	91.1%	91.0%	90.4%
Summary	89.6%	89.6%	89.6%	90.4%	90.9%	91.1%	91.0%	90.4%
Gender								
Female	86.6%	86.5%	86.6%	87.7%	88.4%	88.2%	87.8%	87.2%
Male	86.0%	85.6%	86.1%	86.7%	87.5%	87.3%	87.6%	87.1%
TOTAL	86.3%	86.0%	86.4%	87.2%	87.9%	87.8%	87.7%	87.1%

District Summary
Average Daily Attendance by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	Percentage Attendance							
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
American Indians								
American Indian	83.8%	85.2%	83.5%	87.3%	84.8%	87.4%	87.1%	86.6%
Alaska Native	88.3%	88.8%	87.9%	86.1%	83.1%	86.8%	90.4%	86.4%
Native American	85.4%	85.8%	87.6%	89.1%	84.0%	83.6%	79.7%	83.0%
Summary	84.6%	85.7%	84.6%	87.5%	84.5%	86.5%	85.7%	85.7%
African American								
African American	88.1%	87.9%	88.4%	89.1%	89.6%	89.4%	89.7%	89.4%
Chicano/Latino								
Latino Asian	94.1%	91.7%	92.6%	93.0%	91.5%	93.0%	92.6%	94.1%
Latino Black	87.8%	89.3%	88.3%	89.0%	90.9%	88.7%	90.9%	87.3%
Latino Indian	89.6%	89.0%	89.8%	89.1%	90.2%	90.2%	91.3%	91.2%
Latino White	90.3%	90.0%	91.4%	91.3%	90.5%	91.0%	91.9%	92.0%
Summary	90.0%	89.5%	90.3%	90.0%	90.4%	90.6%	91.6%	91.3%
Asian								
Chinese	96.6%	96.5%	97.1%	97.3%	97.6%	97.4%	97.1%	97.3%
East Indian	91.0%	91.7%	93.4%	93.2%	94.7%	94.9%	94.7%	90.3%
Filipino	93.0%	92.8%	92.9%	93.9%	93.8%	94.3%	94.3%	93.9%
Japanese	94.1%	94.4%	94.5%	95.0%	95.2%	95.4%	95.5%	95.9%
Korean	94.3%	96.2%	96.6%	96.4%	95.6%	97.1%	96.4%	95.7%
Other Asian	92.2%	92.1%	91.5%	90.6%	90.7%	88.1%	91.0%	91.7%
Samoan	85.7%	87.5%	86.9%	86.1%	87.2%	89.7%	89.0%	87.6%
Other Southeast	90.0%	89.6%	89.7%	91.3%	91.1%	91.1%	93.0%	92.1%
Vietnamese	95.3%	94.6%	95.7%	95.9%	95.3%	94.6%	95.3%	94.6%
Summary	92.9%	93.0%	93.4%	94.0%	94.1%	94.2%	94.7%	94.3%
White								
Gypsy	79.8%	90.0%	93.3%	93.2%	92.8%	92.9%	89.7%	77.2%
White	91.3%	91.7%	91.9%	92.5%	92.6%	93.0%	93.0%	92.6%
Summary	91.3%	91.7%	91.9%	92.5%	92.6%	93.0%	93.0%	92.6%
Gender								
Female	90.9%	91.3%	91.2%	92.0%	92.0%	92.3%	92.4%	92.2%
Male	90.3%	90.0%	90.8%	91.4%	91.5%	91.6%	92.0%	91.6%
TOTAL								
TOTAL	90.6%	90.7%	91.0%	91.7%	91.8%	92.0%	92.2%	91.9%

District Summary
Average Daily Attendance by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	Percentage Attendance							
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
American Indians								
American Indian	91.4%	91.7%	91.3%	91.5%	90.8%	91.6%	91.6%	91.9%
Alaska Native	91.3%	93.0%	91.5%	92.5%	91.9%	92.4%	92.6%	91.3%
Native American	91.3%	91.3%	91.4%	90.3%	91.2%	91.0%	90.6%	91.6%
Summary	91.4%	91.8%	91.3%	91.4%	91.0%	91.5%	91.4%	91.8%
African American								
Summary	93.3%	93.5%	93.7%	93.9%	93.8%	93.8%	93.7%	93.6%
Chicano/Latino								
Latino Asian	93.7%	93.8%	95.4%	94.0%	93.6%	95.1%	94.1%	93.0%
Latino Black	91.3%	91.4%	92.9%	92.2%	93.3%	93.3%	93.2%	93.7%
Latino Indian	92.3%	92.7%	92.5%	93.6%	93.6%	94.2%	94.2%	93.9%
Latino White	93.6%	93.0%	93.0%	93.0%	92.9%	93.6%	94.1%	94.2%
Summary	92.7%	92.7%	92.9%	93.3%	93.3%	93.9%	94.1%	94.0%
Asian								
Chinese	97.0%	97.0%	97.3%	97.2%	97.0%	97.3%	97.4%	97.1%
East Indian	95.2%	93.3%	95.7%	92.9%	93.8%	95.0%	94.8%	94.8%
Filipino	95.0%	94.7%	95.2%	95.3%	95.0%	95.2%	95.0%	95.0%
Japanese	95.5%	95.5%	95.4%	95.7%	95.7%	95.8%	96.5%	95.8%
Korean	96.7%	96.3%	96.6%	96.3%	96.2%	96.1%	96.7%	96.1%
Other Asian	92.9%	93.5%	93.9%	94.5%	94.6%	94.2%	93.3%	93.8%
Samoaan	91.9%	91.7%	91.7%	92.1%	90.0%	91.9%	92.2%	92.3%
Other Southeast	95.6%	95.3%	95.4%	95.7%	95.2%	96.2%	95.8%	95.3%
Vietnamese	95.7%	95.5%	95.5%	95.6%	95.4%	96.0%	95.9%	95.5%
Summary	95.5%	95.3%	95.5%	95.6%	95.4%	95.9%	95.8%	95.6%
White								
Gypsy	93.1%	94.9%	91.6%	91.5%	89.0%	94.1%	95.2%	94.0%
White	94.8%	94.8%	95.0%	95.0%	95.0%	95.1%	95.2%	94.9%
Summary	94.8%	94.8%	95.0%	95.0%	95.0%	95.1%	95.2%	94.9%
Gender								
Female	94.3%	94.3%	94.5%	94.6%	94.6%	94.9%	94.8%	94.6%
Male	94.3%	94.2%	94.4%	94.6%	94.4%	94.6%	94.8%	94.5%
TOTAL								
	94.3%	94.3%	94.5%	94.6%	94.5%	94.8%	94.8%	94.6%

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. Until 1996-1997, short-term suspensions were for fewer than four days. Starting in 1996-1997, the District's definition of short-term suspensions was revised to 10 days or less. In either case, 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 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

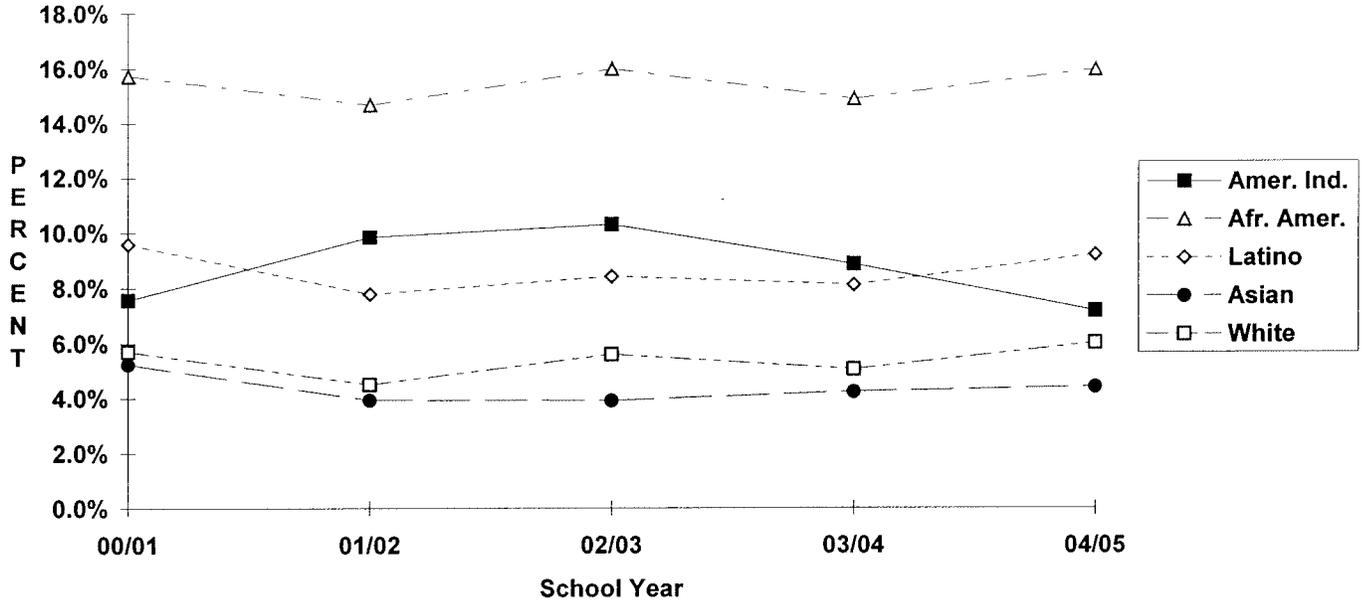
Across all grade levels, African American short-term suspension rates are highest, while Asian and White suspension rates are lowest.

At the high school level there was an increase of 103 short-term suspensions from 2003-2004 to 2004-2005. This caused the percentage of short-term suspensions at the high school level to rise 0.8 percentage points to 8.3%, similar to 2000-2001 levels. By ethnic group, the largest numeric increase in short-term suspensions from 2003-2004 to 2004-2005 occurred for African American and White students (37 and 50 students, respectively, both a 1.0 percentage point increase), while the greatest percentage increase of short-term suspensions from the previous year was in the Latino ethnic group (1.1 percentage points, or 21 students).

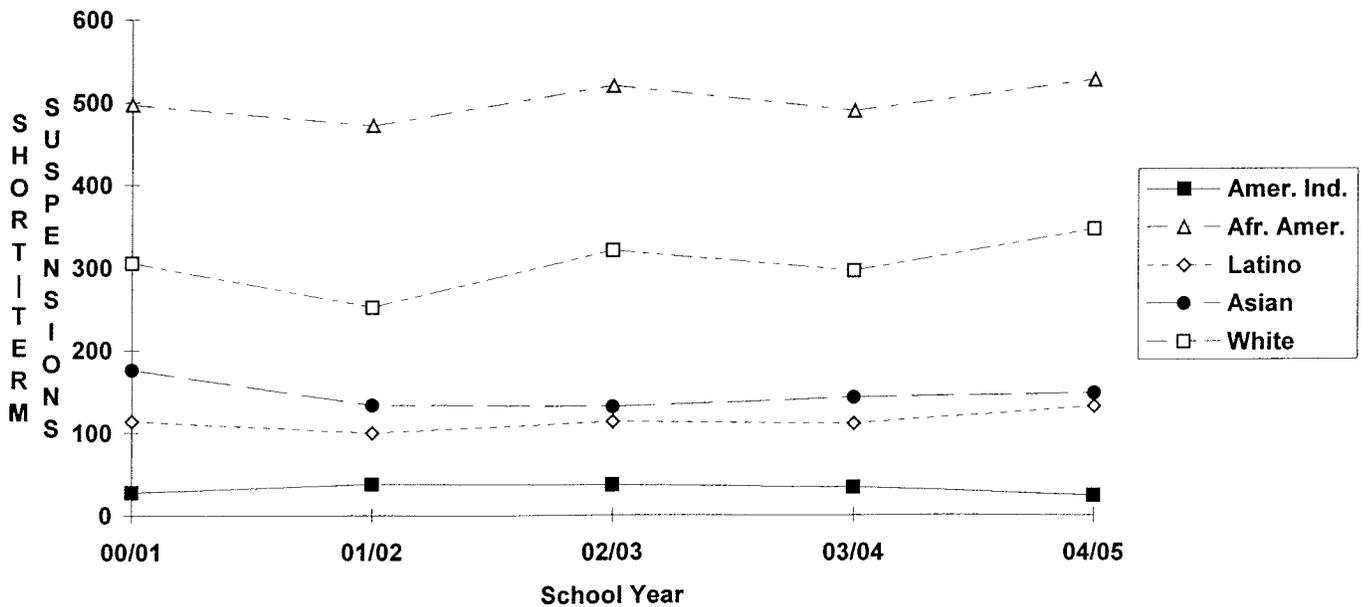
The total number of middle school short-term suspensions fell by 9 students from 2003-2004 to 2004-2005, but gained slightly as a percentage of enrollment during this time. The Latino and White ethnic groups had an increase in both the number and percentage of short-term suspensions in 2004-2005 compared to 2003-2004 (18 and 11 students or 0.3 and 0.6 percentage points, respectively) but was offset by decreases of 26 Asian and 9 African American students receiving short-term suspensions compared to the previous year.

A relatively small percent of elementary students receive short-term suspensions, and in 2003-2004 the district had the lowest number of elementary short-term suspensions since 1994-1995 (220 or 1.0%, not shown here). However, in 2004-2005 there was a sharp increase in both the number and percentage of short-term suspensions at the elementary level from 2003-2004 by 191 students (0.9 percentage points) to the highest level since 1996-1997 (500 students, or 2.1% (also not shown here)). All ethnic groups showed increases from the previous year, most noticeably in the African American (86 students, or +1.8 percentage points) and White ethnic groups (57 students, or +0.6 percentage points).

**Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005**



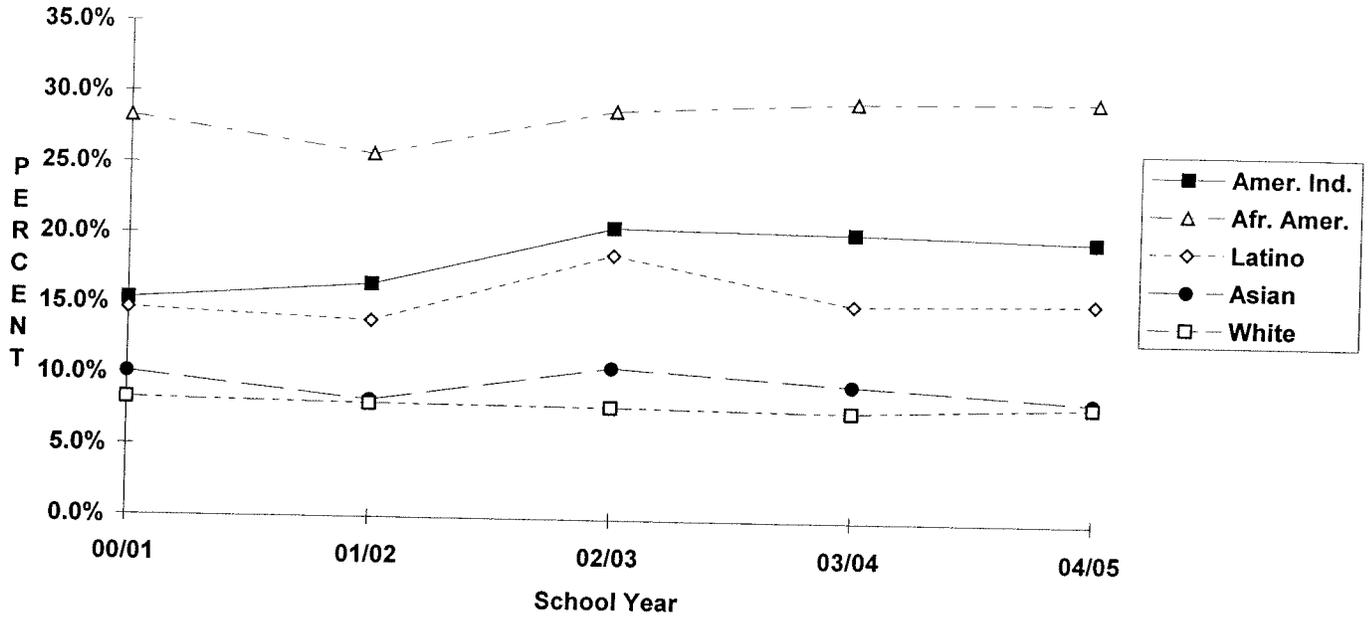
**Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005**



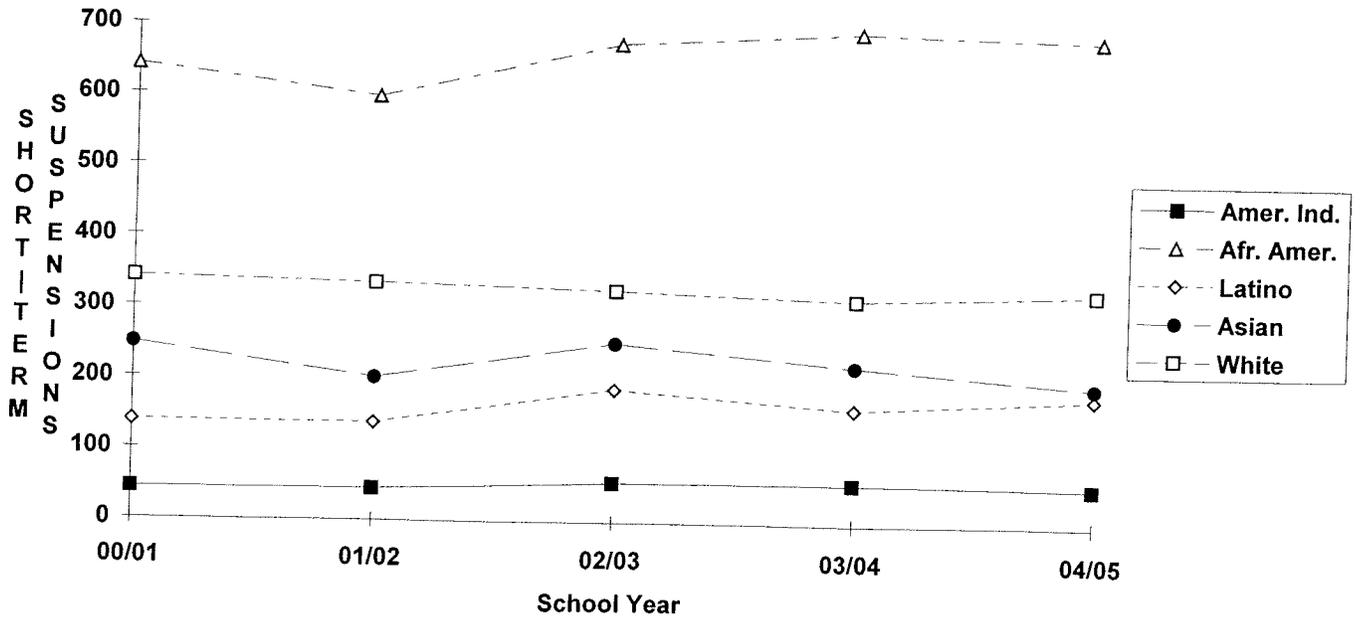
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	22	8.1%	28	9.8%	23	9.0%	26	9.7%	17	7.2%
Alaska Native	2	3.6%	5	9.8%	7	16.7%	4	9.3%	3	8.1%
Native American	4	9.3%	5	10.0%	7	11.5%	4	5.6%	4	6.5%
Summary	28	7.6%	38	9.8%	37	10.3%	34	8.9%	24	7.2%
African American	497	15.7%	472	14.7%	520	16.0%	489	14.9%	526	15.9%
Chicano/Latino										
Latino Asian	4	4.5%	6	6.8%	7	7.8%	1	1.3%	6	6.6%
Latino Black	19	19.6%	15	15.2%	21	18.4%	11	12.2%	19	18.3%
Latino Indian	63	9.9%	53	8.0%	57	8.3%	64	9.0%	63	8.7%
Latino White	28	7.7%	26	6.0%	29	6.3%	35	7.1%	44	8.5%
Summary	114	9.6%	100	7.8%	114	8.4%	111	8.1%	132	9.2%
Asian										
Chinese	9	1.4%	14	2.0%	14	2.0%	17	2.2%	15	1.9%
East Indian	7	6.8%	4	4.5%	3	3.3%	3	3.2%	5	5.1%
Filipino	42	6.3%	20	3.0%	25	3.6%	25	3.6%	25	3.6%
Japanese	7	3.3%	7	2.9%	5	2.2%	8	3.6%	10	4.7%
Korean	6	4.9%	1	0.7%	3	2.3%	3	2.6%	3	3.0%
Other Asian	9	10.0%	10	9.0%	9	8.1%	13	10.0%	15	10.6%
Samoan	29	20.0%	22	15.8%	20	12.0%	21	13.2%	28	20.0%
Other Southeast	37	6.0%	28	4.7%	30	5.1%	23	4.1%	24	4.3%
Vietnamese	30	4.0%	28	3.7%	23	3.5%	30	4.7%	23	3.7%
Summary	176	5.2%	134	3.9%	132	3.9%	143	4.2%	148	4.4%
White										
Gypsy	2	28.6%	0	0.0%	2	18.2%	1	10.0%	2	15.4%
White	303	5.7%	252	4.5%	319	5.6%	295	5.0%	344	6.0%
Summary	305	5.7%	252	4.5%	321	5.6%	296	5.0%	346	6.0%
Gender										
Female	326	5.6%	310	4.6%	362	5.2%	368	5.3%	378	5.4%
Male	794	12.7%	686	9.7%	762	10.7%	705	9.6%	798	11.1%
TOTAL	1,120	8.3%	996	7.2%	1,124	8.0%	1,073	7.5%	1,176	8.3%

Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



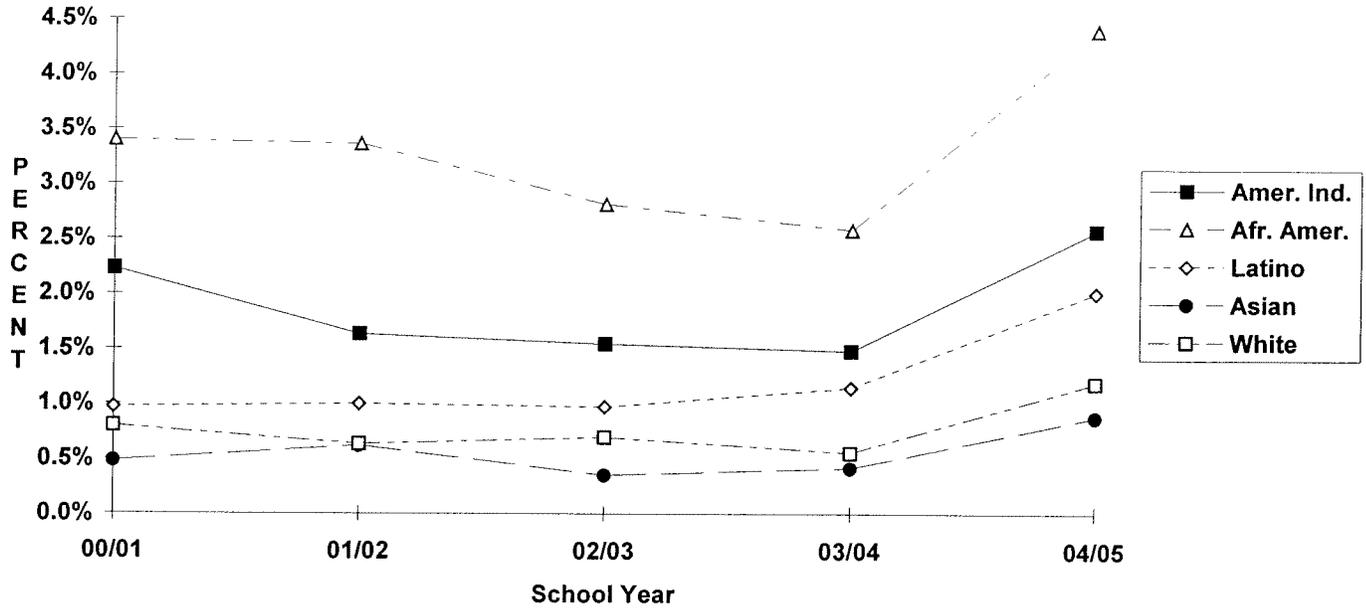
Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



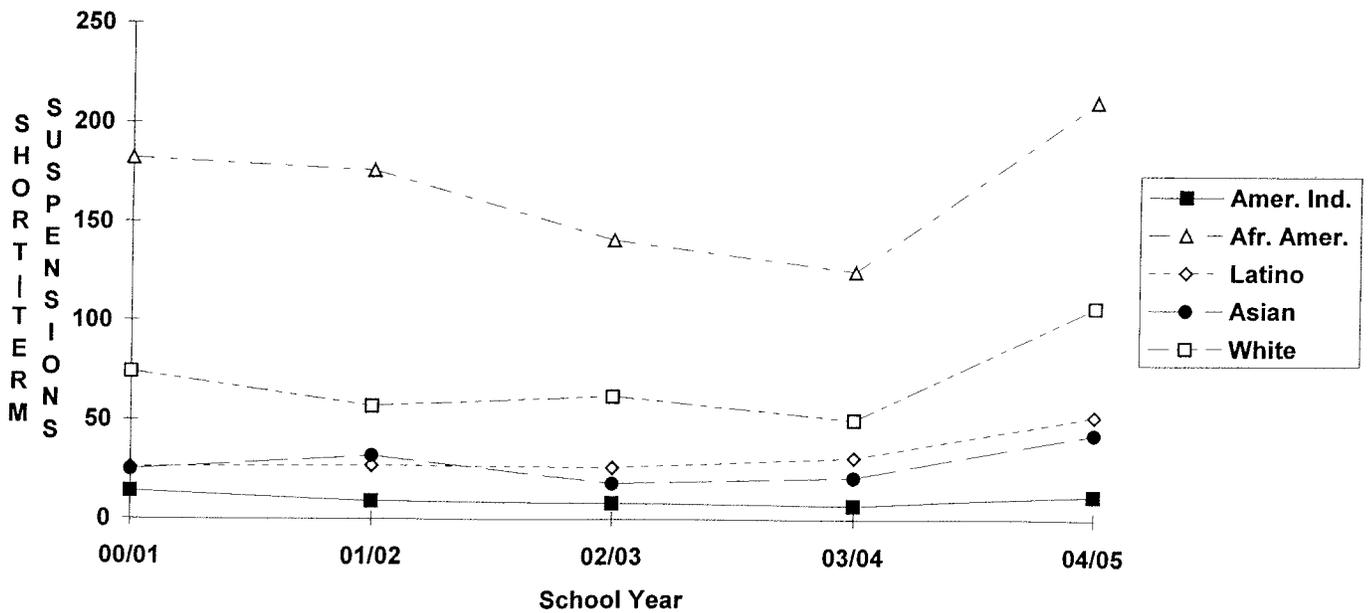
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	31	15.3%	34	17.4%	32	17.0%	30	16.6%	36	20.8%
Alaska Native	6	17.6%	6	20.0%	10	30.3%	2	6.7%	6	18.8%
Native American	7	14.0%	5	10.4%	14	28.0%	25	36.8%	12	18.5%
Summary	44	15.3%	45	16.5%	56	20.7%	57	20.4%	54	20.0%
African American										
	641	28.3%	598	25.7%	676	29.0%	695	29.7%	686	29.9%
Chicano/Latino										
Latino Asian	3	6.4%	6	11.3%	5	8.8%	4	6.0%	6	10.3%
Latino Black	19	29.2%	16	28.6%	20	29.4%	31	34.4%	26	26.5%
Latino Indian	78	14.7%	74	13.5%	114	21.4%	82	15.3%	92	15.6%
Latino White	39	12.7%	42	12.5%	49	14.1%	46	12.4%	57	13.7%
Summary	139	14.6%	138	13.9%	188	18.7%	163	15.3%	181	15.6%
Asian										
Chinese	16	3.1%	18	3.4%	23	4.3%	28	5.3%	22	4.2%
East Indian	4	5.6%	2	2.7%	2	3.2%	2	3.4%	5	10.4%
Filipino	53	10.7%	42	8.2%	65	13.6%	50	10.5%	36	8.3%
Japanese	9	5.6%	3	2.0%	5	3.1%	8	5.0%	2	1.2%
Korean	6	7.0%	2	2.5%	4	5.6%	3	5.1%	2	3.1%
Other Asian	11	13.1%	20	22.7%	16	18.2%	11	11.5%	15	16.5%
Samoan	40	39.6%	22	21.2%	29	29.6%	22	26.2%	22	27.2%
Other Southeast	65	12.7%	59	13.1%	60	15.3%	55	15.3%	47	14.3%
Vietnamese	44	10.2%	34	7.6%	49	10.3%	44	8.9%	46	8.4%
Summary	248	10.1%	202	8.3%	253	10.7%	223	9.6%	197	8.6%
White										
Gypsy	0	0.0%	2	33.3%	2	33.3%	2	28.6%	2	25.0%
White	341	8.3%	333	8.0%	325	7.9%	315	7.7%	326	8.3%
Summary	341	8.3%	335	8.0%	327	7.9%	317	7.7%	328	8.3%
Gender										
Female	431	9.8%	374	7.5%	436	8.8%	413	8.4%	443	9.3%
Male	982	19.1%	944	18.0%	1,064	20.7%	1,042	20.0%	1,003	19.3%
TOTAL	1,413	14.0%	1,318	12.9%	1,500	14.9%	1,455	14.4%	1,446	14.5%

**Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005**



**Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005**



District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	10	2.2%	6	1.6%	7	2.0%	6	1.9%	9	3.0%
Alaska Native	1	1.6%	0	0.0%	1	1.8%	0	0.0%	1	1.9%
Native American	3	2.5%	3	2.8%	0	0.0%	1	0.9%	2	1.8%
Summary	14	2.2%	9	1.6%	8	1.5%	7	1.5%	12	2.6%
African American										
African American	182	3.4%	176	3.4%	141	2.8%	125	2.6%	211	4.4%
Chicano/Latino										
Latino Asian	1	0.5%	1	0.6%	1	0.6%	1	0.6%	3	2.0%
Latino Black	9	4.7%	6	3.0%	7	3.6%	8	4.1%	8	4.1%
Latino Indian	11	0.8%	8	0.6%	11	0.9%	11	0.9%	24	2.0%
Latino White	5	0.6%	12	1.2%	7	0.7%	11	1.0%	17	1.6%
Summary	26	1.0%	27	1.0%	26	1.0%	31	1.1%	52	2.0%
Asian										
Chinese	0	0.0%	4	0.3%	1	0.1%	0	0.0%	5	0.4%
East Indian	1	0.8%	1	0.8%	1	0.8%	0	0.0%	0	0.0%
Filipino	3	0.3%	2	0.2%	4	0.4%	4	0.4%	6	0.7%
Japanese	0	0.0%	1	0.3%	1	0.3%	2	0.5%	4	1.0%
Korean	0	0.0%	2	1.2%	0	0.0%	0	0.0%	2	1.3%
Other Asian	0	0.0%	1	0.4%	1	0.4%	2	0.7%	3	1.0%
Samoaan	5	2.3%	3	1.5%	2	1.0%	3	1.6%	4	2.6%
Other Southeast	8	1.0%	8	1.1%	4	0.6%	3	0.5%	10	1.8%
Vietnamese	8	0.7%	10	0.8%	4	0.3%	7	0.6%	9	0.8%
Summary	25	0.5%	32	0.6%	18	0.4%	21	0.4%	43	0.9%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
White	74	0.8%	57	0.6%	62	0.7%	50	0.6%	106	1.2%
Summary	74	0.8%	57	0.6%	62	0.7%	50	0.6%	107	1.2%
Gender										
Female	35	0.5%	46	0.4%	38	0.4%	29	0.3%	67	0.6%
Male	286	2.5%	255	2.2%	217	1.9%	205	1.8%	358	3.2%
TOTAL										
TOTAL	321	1.4%	301	1.3%	255	1.1%	234	1.1%	425	2.0%

DISCIPLINE LONG-TERM SUSPENSIONS

Results

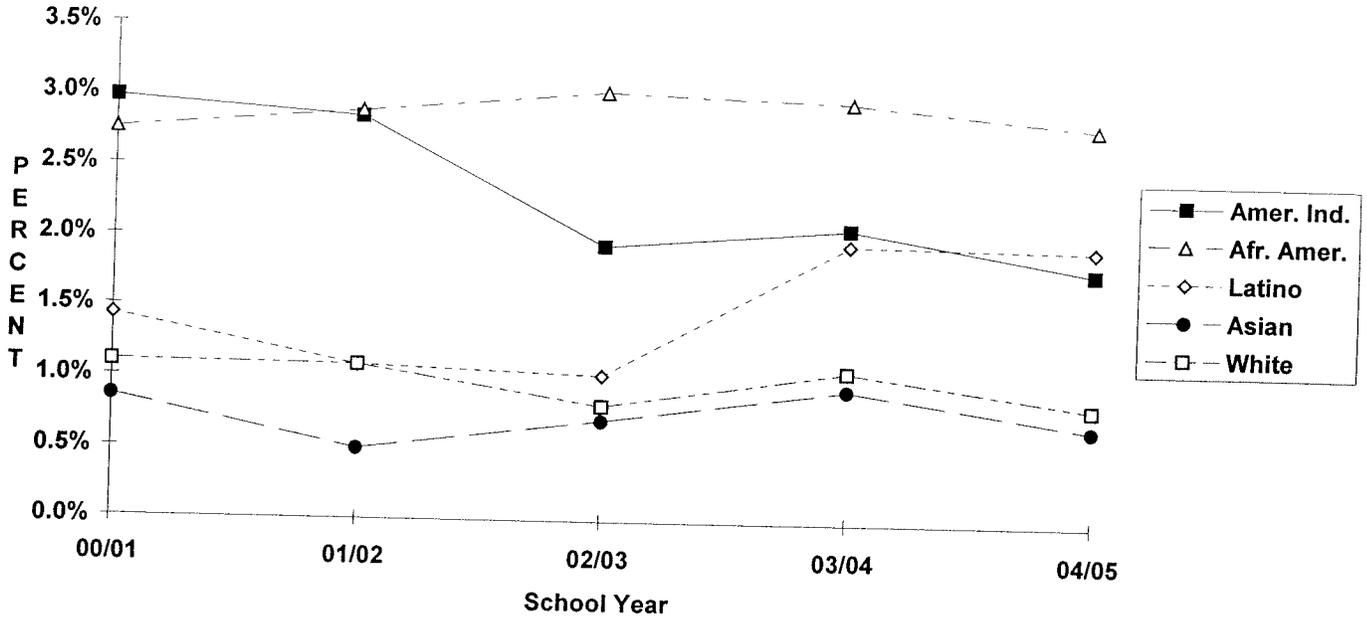
High school long-term suspension numbers fell from 2003-2004 to 2004-2005 by 30 students, returning the percentage of high school students receiving long-term suspensions to the previous five-year lows of 1.4% that occurred in 2001-2002 and 2002-2003. The number of Latino students receiving long-term suspensions actually rose by one from the previous year, but was offset by 15 fewer White long-term suspensions (a decrease of 0.3 percentage points), 9 fewer Asian and 5 fewer African American long-term suspensions (both 0.2 percentage point decreases).

The total number and percentage of middle school students receiving long-term suspensions rose by 85 students from 2003-2004 to 2004-2005, a 0.9 percentage point increase. The large majority of this gain is from an increase of 53 African American middle school students receiving long-term suspensions (+2.4 percentage points) from 2003-2004 to 2004-2005. The number of middle school long-term suspensions has more than doubled since 2001-2002.

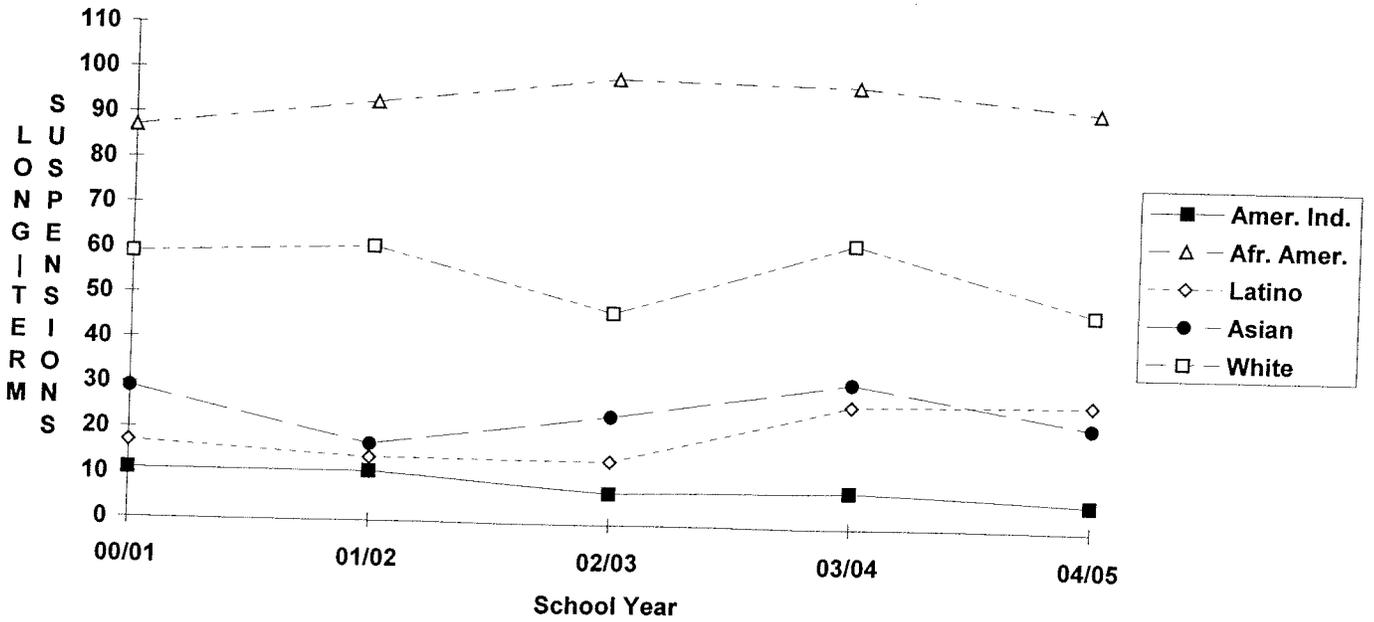
There were seven long-term suspensions at the elementary level in 2004-2005. While this is a numerically large increase from the number of long-term suspensions given in the previous four years, it is still an 81.9% decrease from the number of elementary long-term suspensions received in 1995-96 (37, not shown in this edition of the profile).



Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005



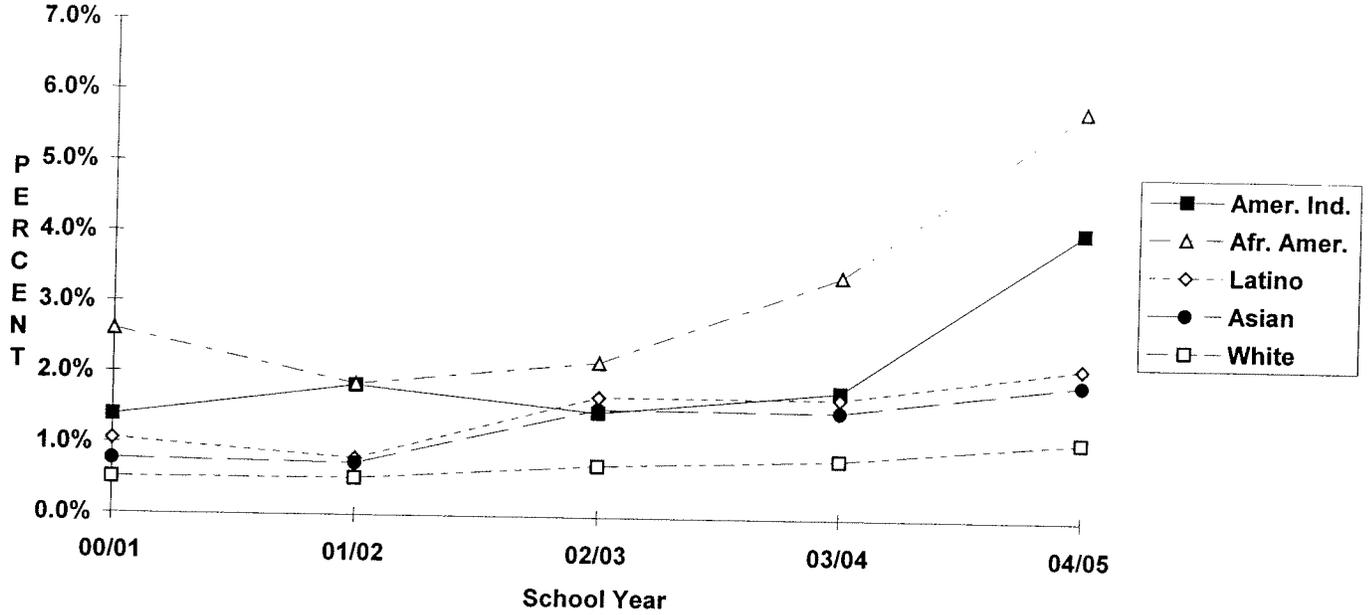
Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005



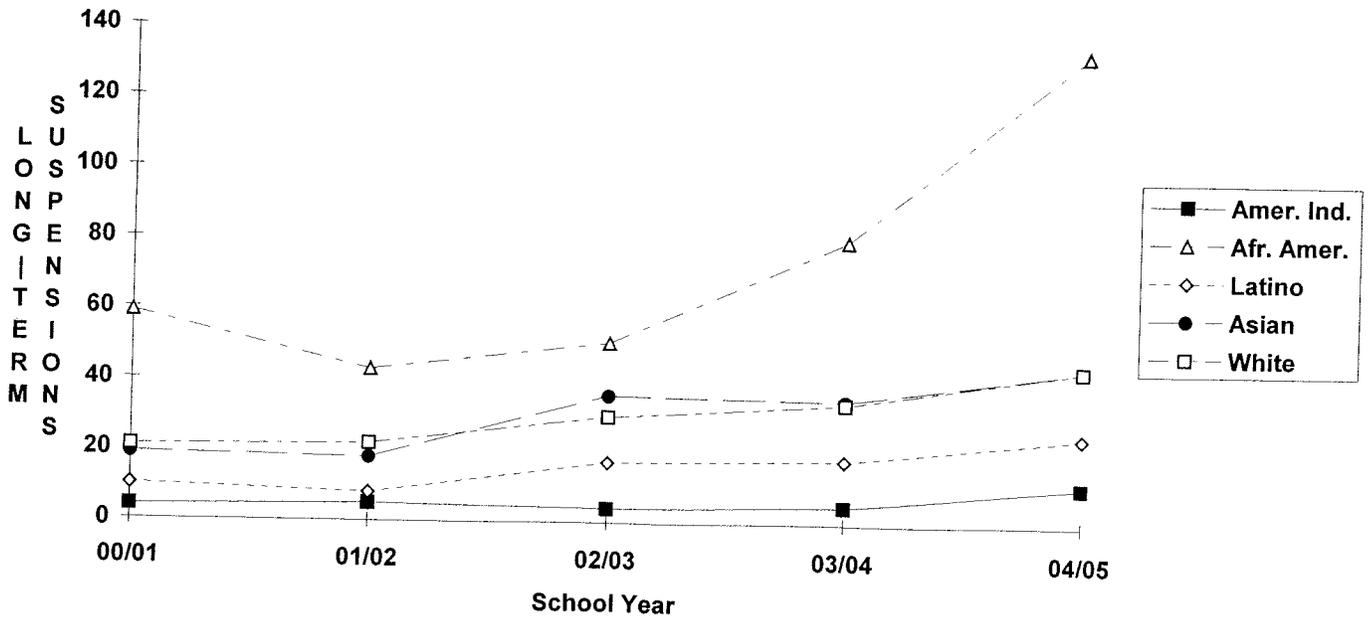
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	7	2.6%	9	3.2%	6	2.3%	7	2.6%	3	1.3%
Alaska Native	2	3.6%	2	3.9%	0	0.0%	1	2.3%	1	2.7%
Native American	2	4.7%	0	0.0%	1	1.6%	0	0.0%	2	3.2%
Summary	11	3.0%	11	2.8%	7	1.9%	8	2.1%	6	1.8%
African American										
African American	87	2.8%	93	2.9%	99	3.0%	98	3.0%	93	2.8%
Chicano/Latino										
Latino Asian	4	4.5%	0	0.0%	2	2.2%	1	1.3%	1	1.1%
Latino Black	1	1.0%	2	2.0%	4	3.5%	4	4.4%	7	6.7%
Latino Indian	8	1.3%	9	1.4%	5	0.7%	15	2.1%	15	2.1%
Latino White	4	1.1%	3	0.7%	3	0.6%	7	1.4%	5	1.0%
Summary	17	1.4%	14	1.1%	14	1.0%	27	2.0%	28	2.0%
Asian										
Chinese	1	0.2%	0	0.0%	1	0.1%	1	0.1%	2	0.3%
East Indian	1	1.0%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Filipino	6	0.9%	4	0.6%	7	1.0%	5	0.7%	6	0.9%
Japanese	1	0.5%	0	0.0%	1	0.4%	3	1.3%	3	1.4%
Korean	1	0.8%	1	0.7%	0	0.0%	2	1.7%	2	2.0%
Other Asian	1	1.1%	0	0.0%	1	0.9%	4	3.1%	3	2.1%
Samoan	6	4.1%	2	1.4%	5	3.0%	7	4.4%	1	0.7%
Other Southeast	5	0.8%	6	1.0%	3	0.5%	5	0.9%	2	0.4%
Vietnamese	7	0.9%	3	0.4%	5	0.8%	5	0.8%	4	0.6%
Summary	29	0.9%	17	0.5%	24	0.7%	32	0.9%	23	0.7%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	59	1.1%	61	1.1%	47	0.8%	63	1.1%	48	0.8%
Summary	59	1.1%	61	1.1%	47	0.8%	63	1.1%	48	0.8%
Gender										
Female	52	0.8%	53	0.8%	60	0.9%	64	0.9%	53	0.8%
Male	151	2.2%	143	2.0%	131	1.8%	164	2.2%	145	2.0%
TOTAL	203	1.5%	196	1.4%	191	1.4%	228	1.6%	198	1.4%

Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



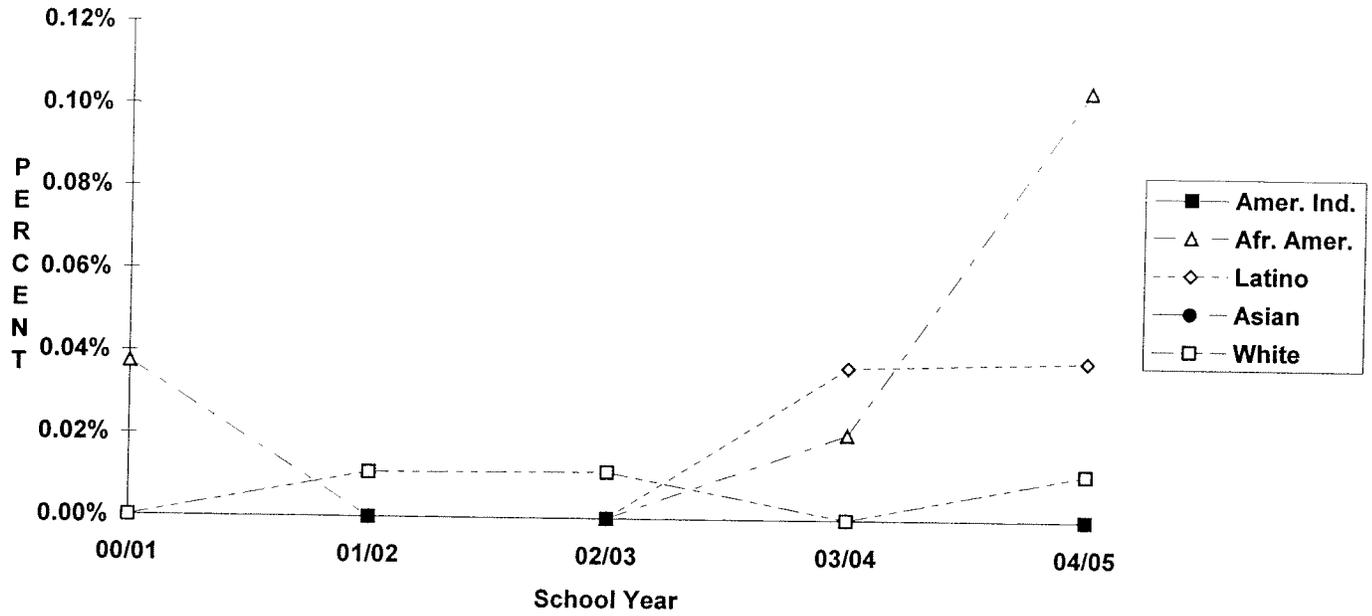
Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



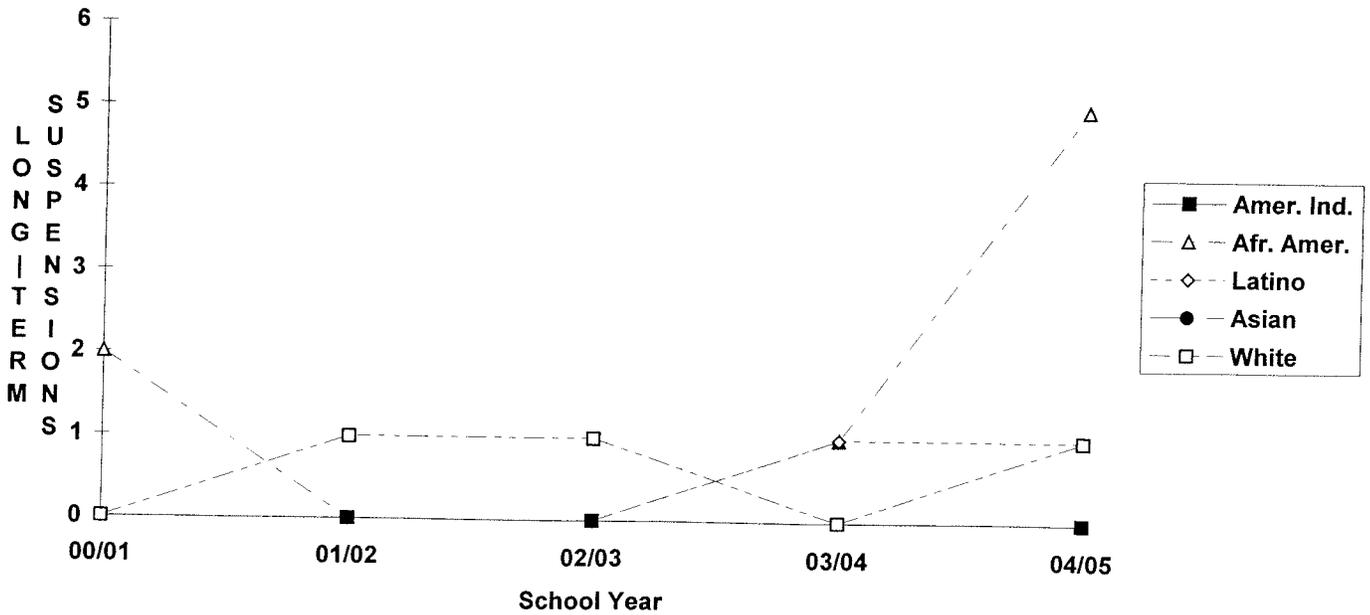
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	4	2.0%	3	1.5%	4	2.1%	1	0.6%	6	3.5%
Alaska Native	0	0.0%	1	3.3%	0	0.0%	1	3.3%	1	3.1%
Native American	0	0.0%	1	2.1%	0	0.0%	3	4.4%	4	6.2%
Summary	4	1.4%	5	1.8%	4	1.5%	5	1.8%	11	4.1%
African American	59	2.6%	43	1.8%	51	2.2%	80	3.4%	133	5.8%
Chicano/Latino										
Latino Asian	0	0.0%	1	1.9%	0	0.0%	0	0.0%	2	3.4%
Latino Black	4	6.2%	1	1.8%	2	2.9%	4	4.4%	5	5.1%
Latino Indian	4	0.8%	6	1.1%	11	2.1%	11	2.1%	13	2.2%
Latino White	2	0.7%	0	0.0%	4	1.2%	3	0.8%	5	1.2%
Summary	10	1.1%	8	0.8%	17	1.7%	18	1.7%	25	2.2%
Asian										
Chinese	0	0.0%	0	0.0%	1	0.2%	4	0.8%	4	0.8%
East Indian	1	1.4%	0	0.0%	0	0.0%	0	0.0%	3	6.3%
Filipino	4	0.8%	5	1.0%	6	1.3%	7	1.5%	6	1.4%
Japanese	1	0.6%	1	0.7%	1	0.6%	0	0.0%	3	1.8%
Korean	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Asian	2	2.4%	1	1.1%	3	3.4%	1	1.0%	3	3.3%
Samoan	4	4.0%	5	4.8%	5	5.1%	6	7.1%	6	7.4%
Other Southeast	6	1.2%	2	0.4%	16	4.1%	9	2.5%	13	4.0%
Vietnamese	1	0.2%	4	0.9%	4	0.8%	8	1.6%	6	1.1%
Summary	19	0.8%	18	0.7%	36	1.5%	35	1.5%	44	1.9%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	21	0.5%	22	0.5%	30	0.7%	34	0.8%	44	1.1%
Summary	21	0.5%	22	0.5%	30	0.7%	34	0.8%	44	1.1%
Gender										
Female	34	0.7%	30	0.6%	33	0.7%	40	0.8%	60	1.3%
Male	79	1.5%	66	1.3%	105	2.0%	132	2.5%	197	3.8%
TOTAL	113	1.1%	96	0.9%	138	1.4%	172	1.7%	257	2.6%

**Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005**



**Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005**



District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Alaska Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
African American	2	0.04%	0	0.00%	0	0.00%	1	0.02%	5	0.10%
Chicano/Latino										
Latino Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.68%
Latino Black	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Latino Indian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Latino White	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	0	0.00%	0	0.00%	0	0.00%	1	0.09%	0	0.00%
Asian										
Chinese	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
East Indian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Japanese	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Korean	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Samoan	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Southeast	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Vietnamese	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White										
Gypsy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	1	0.01%	1	0.01%	0	0.00%	1	0.01%
Summary	0	0.00%	1	0.01%	1	0.01%	0	0.00%	1	0.01%
Gender										
Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Male	2	0.02%	1	0.01%	1	0.01%	2	0.02%	7	0.06%
TOTAL	2	0.01%	1	0.00%	1	0.00%	2	0.01%	7	0.03%

DISCIPLINE EXPULSIONS

Results

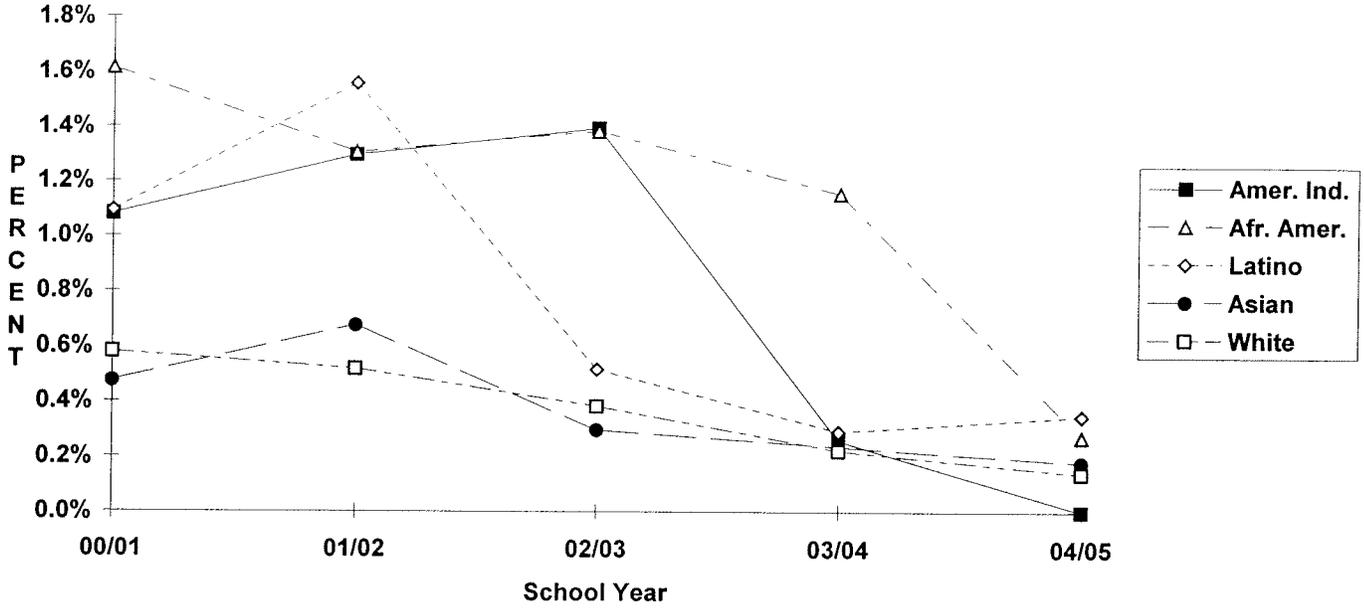
At the high school level, the number of expulsions in 2004-2005 (28) dropped by over half from 2003-2004 (64). The number and percentage of high school students expelled in 2004-2005 fell to its lowest level in 20 years since reporting began in this profile in 1984-1985. While there was one more expulsion in the Latino ethnic group in 2004-2005 from the previous year, all other ethnic groups showed decreases in number and percentage of expulsions – most notably 29 fewer African American students expelled compared to 2003-2004 (a 0.8 percentage point decrease). The number of expulsions in 2004-2005 is less than a quarter of the number of expulsions given at high schools in 2001-2002 (119).

The total number and percentage of students expelled at the middle school in 2004-2005 also fell to the lowest level since 1989-1990 in 20 years since reporting began in this profile in 1984-1985. Although the number of African American and Latino middle schoolers expelled rose by 2 and 1, respectively, from 2003-2004 to 2004-2005, the other three ethnic groups fell in number and percentage of expulsions during this time.

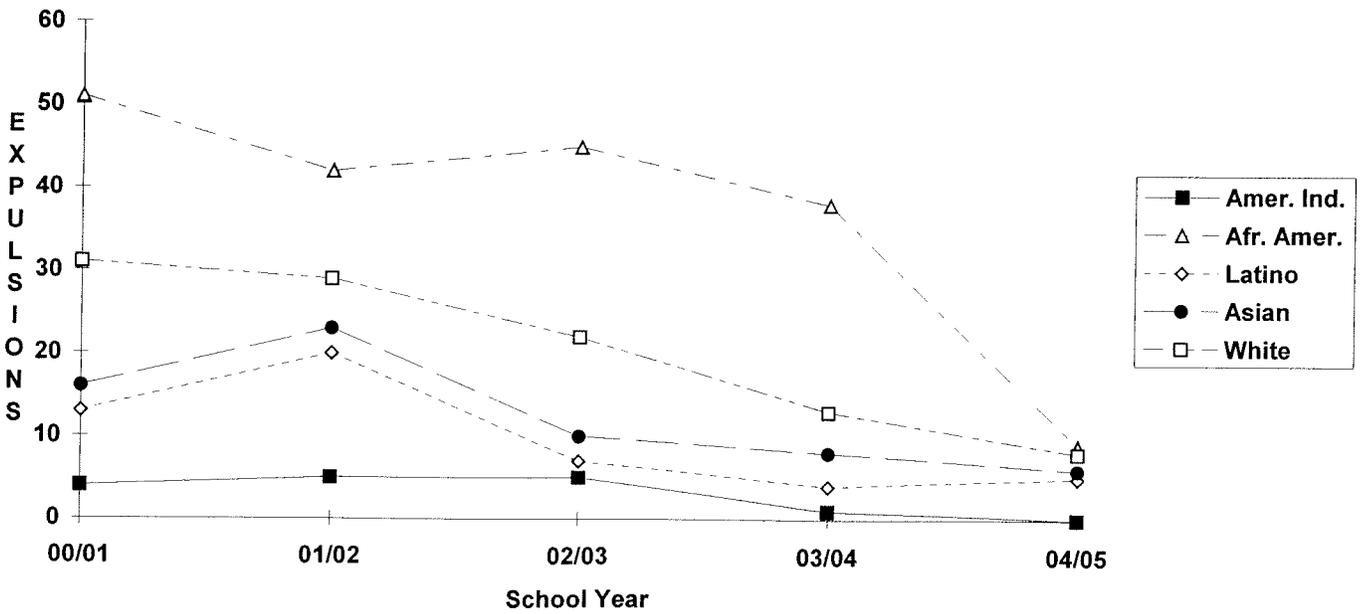
There was one expulsion at the elementary school level in 2004-2005.



Percent of Expulsions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005



Expulsions by Ethnic Group
Regular and Alternative High Schools
2000-2001 to 2004-2005



District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	4	1.5%	2	0.7%	0	0.0%	0	0.0%	0	0.0%
Alaska Native	0	0.0%	3	5.9%	4	9.5%	1	2.3%	0	0.0%
Native American	0	0.0%	0	0.0%	1	1.6%	0	0.0%	0	0.0%
Summary	4	1.1%	5	1.3%	5	1.4%	1	0.3%	0	0.0%
African American										
	51	1.6%	42	1.3%	45	1.4%	38	1.2%	9	0.3%
Chicano/Latino										
Latino Asian	0	0.0%	3	3.4%	1	1.1%	1	1.3%	1	1.1%
Latino Black	2	2.1%	2	2.0%	2	1.8%	0	0.0%	0	0.0%
Latino Indian	7	1.1%	11	1.7%	4	0.6%	1	0.1%	2	0.3%
Latino White	4	1.1%	4	0.9%	0	0.0%	2	0.4%	2	0.4%
Summary	13	1.1%	20	1.6%	7	0.5%	4	0.3%	5	0.3%
Asian										
Chinese	2	0.3%	1	0.1%	2	0.3%	1	0.1%	0	0.0%
East Indian	0	0.0%	1	1.1%	1	1.1%	0	0.0%	0	0.0%
Filipino	2	0.3%	5	0.8%	1	0.1%	1	0.1%	1	0.1%
Japanese	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Korean	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Asian	2	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Samoan	1	0.7%	1	0.7%	0	0.0%	1	0.8%	0	0.0%
Other Southeast	6	1.0%	3	0.5%	5	0.8%	0	0.0%	0	0.0%
Vietnamese	3	0.4%	12	1.6%	1	0.2%	2	0.4%	1	0.2%
Summary	16	0.5%	23	0.7%	10	0.3%	8	0.2%	6	0.2%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	31	0.6%	29	0.5%	22	0.4%	13	0.2%	8	0.1%
Summary	31	0.6%	29	0.5%	22	0.4%	13	0.2%	8	0.1%
Gender										
Female	17	0.3%	16	0.2%	18	0.3%	15	0.2%	5	0.1%
Male	98	1.4%	103	1.5%	71	1.0%	49	0.7%	23	0.3%
TOTAL										
	115	0.9%	119	0.9%	89	0.6%	64	0.4%	28	0.2%

Seattle Public Schools
Data Profile: District Summary
December 2005

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Seattle School District web page:
<http://www.seattleschools.org/area/siso/distsum.xml>

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EXECUTIVE SUMMARY

The 2005 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, based on the October 1, 2005 count, is 46,200, down 216 students from last year. White students comprise 41.1 percent of the student population and minorities 58.9 percent. The majority of our students, or 61.4 percent, live with both parents. Based on the income level of their parents, 39.8 percent of students are eligible for free or reduced lunch. In June 2005, 9,968 students, or 21.4 percent of the total enrollment, have non-English speaking backgrounds. Of these, 6,091, or 13.1 percent of total enrollment, were receiving bilingual services. 13.2 percent of all students received special education services in June 2005.

Student Performance

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

- Average scores for elementary and middle school students on the Iowa Test of Basic Skills (ITBS) and for high school students on the Iowa Test of Educational Development (ITED) are above the national average in Reading, Language and Mathematics.
- Performance on the Washington Assessment of Student Learning (WASL), a challenging performance assessment mandated by the State Legislature in Reading, Mathematics and Writing for all students in grades 4, 7 and 10, continues to climb. Science is assessed at grades 5, 8, and 10. In 2005, fourth and seventh grade scores improved in the three subject areas tested (Reading, Mathematics, and Writing) from 2004, and tenth grade showed gains in three of four tested subject areas (Reading, Mathematics, and Science). The percentages of seventh graders in writing and seventh and tenth graders in reading who are meeting standard have increased every year since 2001.
- District SAT scores for high school students were above both Washington State and national averages in the Verbal section of the test, and above national averages in the Math section of the test, in 2005. Seattle's 2005 Math and Verbal SAT scores are 12 and 26 points, respectively, above the national average.

Attendance and Discipline

- Average daily attendance for all students was 91.6 percent in 2004-2005.
- The number and rate of short-term suspensions rose in 2004-2005 from 2003-2004 levels at high schools and elementary schools and were relatively unchanged at middle schools.
- Long-term suspension rates fell at high schools while rising at middle and elementary schools in 2004-2005.
- High school and middle school expulsion rates in 2004-2005 were the lowest in twenty years.
- The percentage of students at elementary schools considered truant in 2004-2005 fell to the lowest rate since the statewide truancy law was enacted in 1995-1996.

Student Educational Status

- Annual dropout rates for high school rose from 14.2 percent in 2003-2004 to 14.9 percent in 2004-2005. Most of this increase is attributable to dropouts from three high school alternative programs specifically designed to get dropouts from prior years back on track toward graduation. The middle school annual dropout rate fell slightly to 5.5 percent in 2004-2005 from 5.6 percent in 2003-2004.
- For the class of 2005, 59.6% of those who entered the class in the last four years graduated on time, while 21.8% dropped out during the four year period.



INTRODUCTION

This is the nineteenth year in 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.

Throughout this report, data are presented in tables that contain the number and percent of students in the five major ethnic groups defined by the Office for Civil Rights. In most cases the data are broken down further into the nineteen major ethnic groups used by the City of Seattle. 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" 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 "Chicano/Latino" or "Latino" 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 term "African American" refers 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.

This report is descriptive in nature, and no statistical tests or inferences about differences or changes in scores are made. As we have done since the 1997 profile, we continue to show selected outcome data by gender. 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 2005 and student outcome data for the 2004-2005 school year with comparative data from previous years. Graphs showing the yearly trends for the five major ethnic groups accompany each table, 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, 11 regular middle schools, 8 K-8 schools, 59 elementary schools, and 20 self-contained alternative schools (including special education programs).

Notes

Some changes have been made in the Student Test Score Achievement section of this profile. The Iowa Test of Basic Skills (ITBS) was not administered to grades 5 and 8 in Spring 2005 as these students are transitioning to the State-mandated Washington Assessment of Student Learning (WASL) test. Additionally, the ITBS language subtest was optional for grade 3 students and also is not reported for Spring 2005. The Direct Writing Assessment (DWA) is also no longer reported here as it is now an optional school-based vs. District-based assessment tool.

DEMOGRAPHIC DATA

- * Enrollment
- * Living Condition
- * Eligibility for Free or Reduced-Price Lunch
- * Bilingual Students
- * Special Education 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. Eight years of data are shown.

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 start of school year transfers between schools have stabilized. It also corresponds to the annual enrollment report to the Office of the Superintendent of Public Instruction (OSPI) showing the ethnic breakdown of schools (Form P105). 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 K to 12 reported to OSPI. Headstart and preschool handicapped students are not counted here. Running Start students, part-time students and half-day kindergarten students are counted the same as other students.

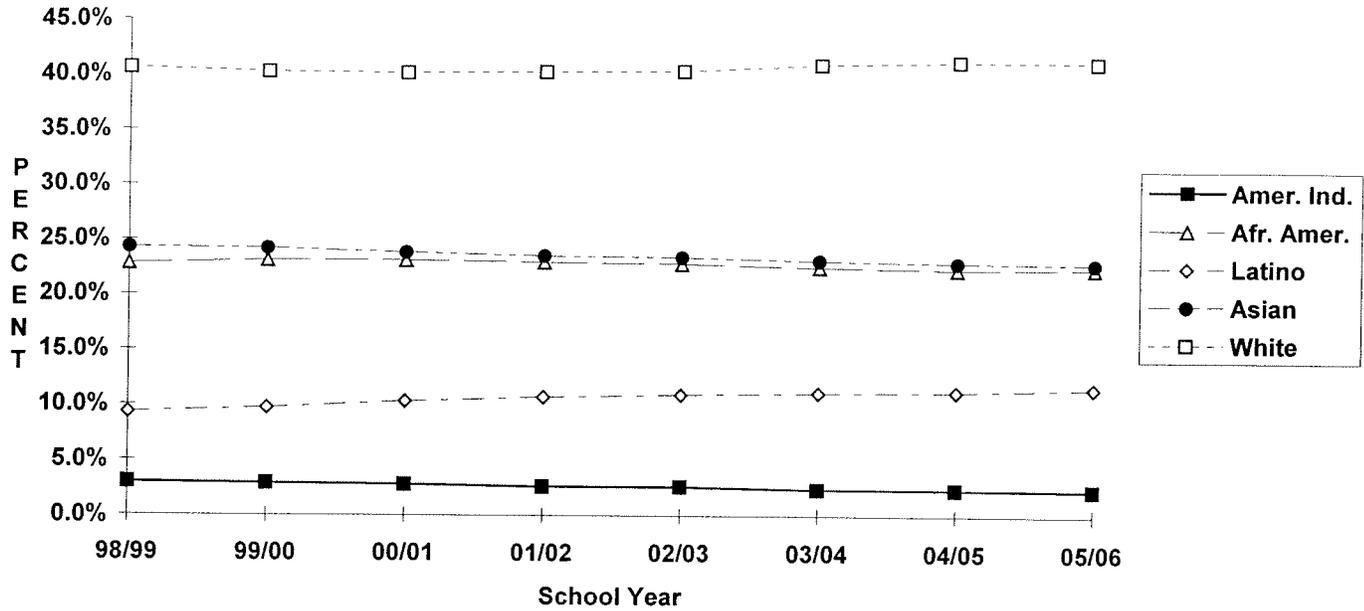
Results

The overall October 1 enrollment for 2005-2006 was 46,200, a decrease of 216 students from the 2004-2005 school year. The Latino ethnic group is the only ethnic group that exhibits a consistent numeric and percentage increase in enrollment across all eight years shown. The Seattle Public Schools were 41.1 percent White and 58.9 percent non-White on October 1, 2005.

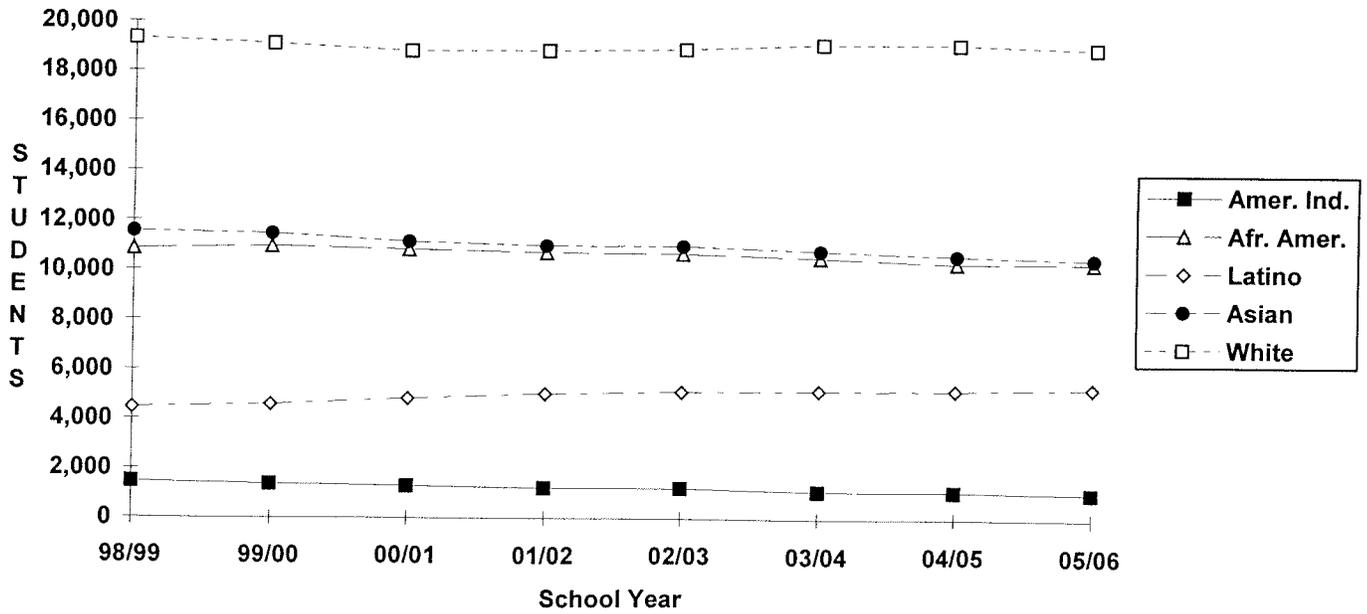
Total high school enrollment declined by 43 students from 2004-2005 to 2005-2006, with lower numbers of White and Asian high school students offsetting increases in the numbers of African American and Latino students from the previous year. However, high school enrollment has risen by 922 students, or 6.8%, since 1998-1999. Asian high school enrollment has continued to decrease as a percentage of the total enrollment since 1994-1995. Middle school enrollment decreased by 260 students in 2005-2006 from the previous October to its lowest level in the eight years shown. However, the middle school Latino ethnic group has exhibited a continual gain in both numbers and student percentages during all eight years. Elementary school enrollment increased by 87 students from 2004-2005 to 2005-2006, but still shows a decline of 1,995 students, or 8.3%, since 1998-1999. At the elementary level, the number of White students in elementary schools had been gradually declining until 2003-2004, but has been rising in both number and percentage of enrollment since that time. African American and Asian elementary student enrollment numbers as a percentage of total enrollment have been nearly similar for all eight years shown here.



**Enrollment Trends by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



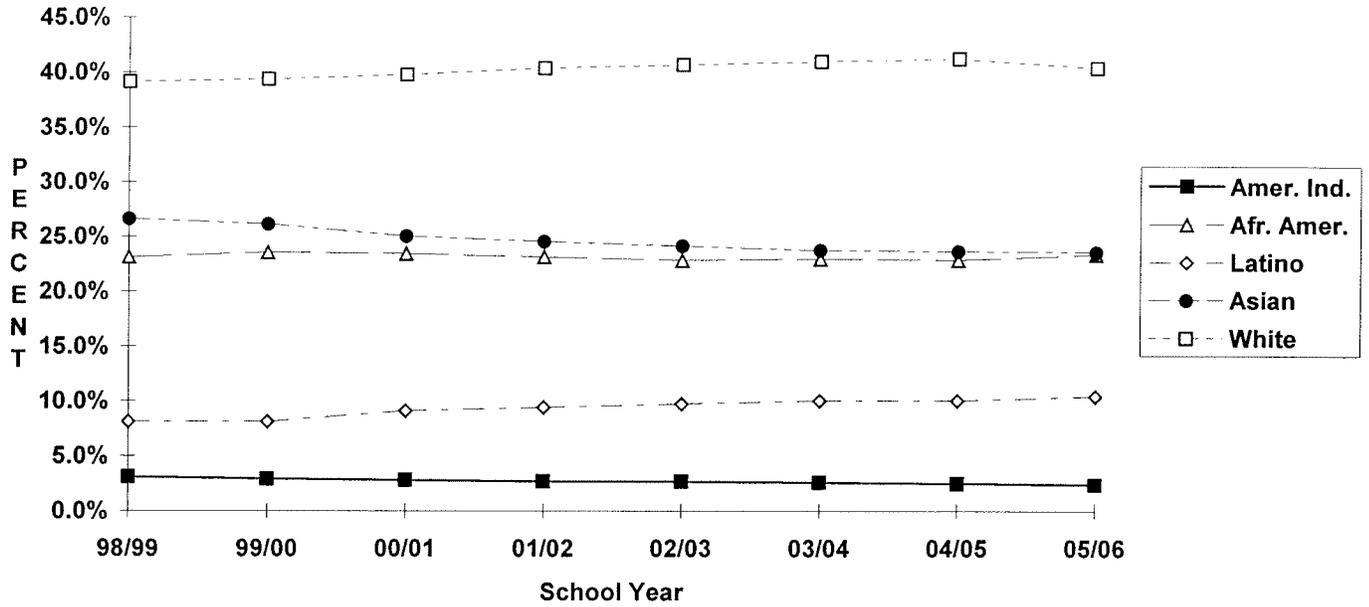
**Enrollment Trends by Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



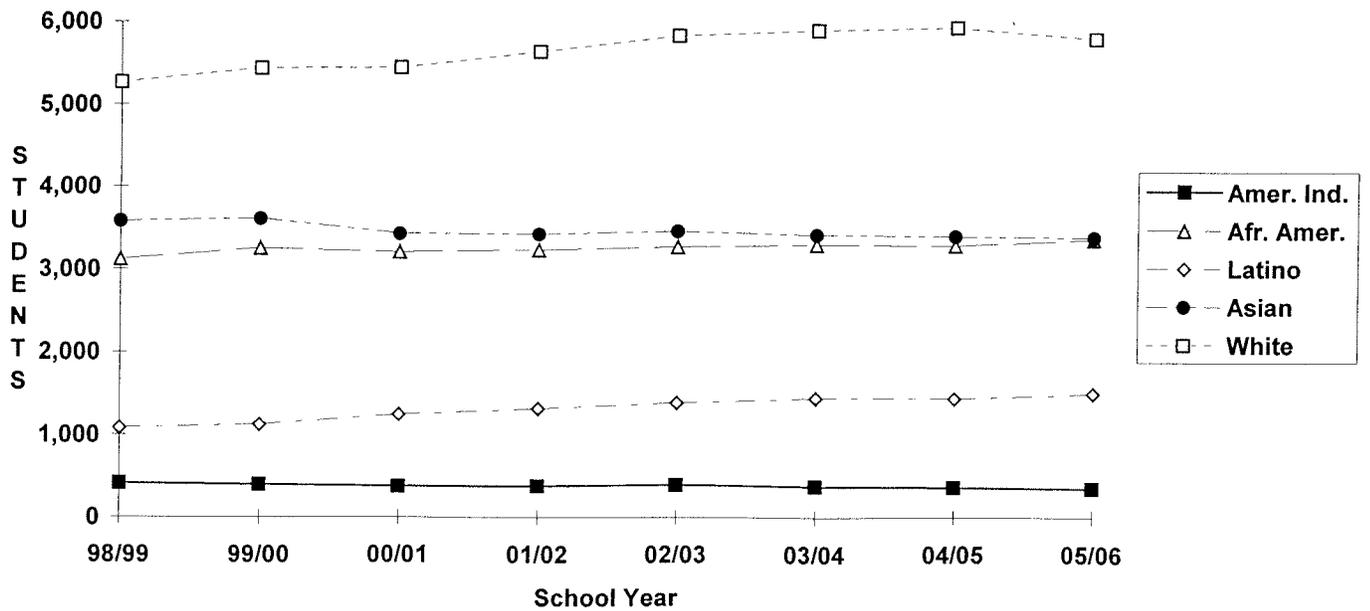
District Summary
Number and Percent of Students in each Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	1,052	2.2%	993	2.1%	919	2.0%	875	1.9%	843	1.8%	769	1.6%	737	1.6%	688	1.5%
Alaska Native	178	0.4%	159	0.3%	159	0.3%	139	0.3%	147	0.3%	122	0.3%	120	0.3%	129	0.3%
Native American	217	0.5%	209	0.4%	218	0.5%	208	0.4%	226	0.5%	224	0.5%	240	0.5%	231	0.5%
Summary	1,447	3.0%	1,361	2.9%	1,296	2.8%	1,222	2.6%	1,216	2.6%	1,115	2.4%	1,097	2.4%	1,048	2.3%
African American	10,850	22.8%	10,953	23.1%	10,832	23.1%	10,730	22.9%	10,706	22.8%	10,530	22.5%	10,338	22.3%	10,354	22.4%
Chicano/Latino																
Latino Asian	338	0.7%	330	0.7%	328	0.7%	343	0.7%	325	0.7%	317	0.7%	301	0.6%	291	0.6%
Latino Black	347	0.7%	374	0.8%	358	0.8%	363	0.8%	371	0.8%	382	0.8%	391	0.8%	400	0.9%
Latino Indian	2,444	5.1%	2,515	5.3%	2,640	5.6%	2,608	5.6%	2,587	5.5%	2,534	5.4%	2,493	5.4%	2,599	5.6%
Latino White	1,315	2.8%	1,362	2.9%	1,512	3.2%	1,713	3.7%	1,841	3.9%	1,944	4.2%	2,031	4.4%	2,022	4.4%
Summary	4,444	9.3%	4,581	9.7%	4,838	10.3%	5,027	10.7%	5,124	10.9%	5,177	11.1%	5,216	11.2%	5,312	11.5%
Asian																
Chinese	2,186	4.6%	2,244	4.7%	2,236	4.8%	2,323	5.0%	2,405	5.1%	2,464	5.3%	2,483	5.3%	2,556	5.5%
East Indian	321	0.7%	307	0.6%	302	0.6%	300	0.6%	284	0.6%	281	0.6%	287	0.6%	304	0.7%
Filipino	2,173	4.6%	2,142	4.5%	2,115	4.5%	2,095	4.5%	2,133	4.5%	2,068	4.4%	2,015	4.3%	1,958	4.2%
Japanese	726	1.5%	726	1.5%	755	1.6%	772	1.6%	799	1.7%	777	1.7%	782	1.7%	764	1.7%
Korean	420	0.9%	412	0.9%	401	0.9%	378	0.8%	374	0.8%	349	0.7%	311	0.7%	325	0.7%
Other Asian	424	0.9%	440	0.9%	423	0.9%	449	1.0%	485	1.0%	497	1.1%	538	1.2%	540	1.2%
Samoan	534	1.1%	558	1.2%	497	1.1%	449	1.0%	448	1.0%	438	0.9%	390	0.8%	351	0.8%
Other Southeast	2,370	5.0%	2,197	4.6%	2,003	4.3%	1,846	3.9%	1,727	3.7%	1,614	3.5%	1,516	3.3%	1,370	3.0%
Vietnamese	2,396	5.0%	2,441	5.1%	2,416	5.1%	2,374	5.1%	2,347	5.0%	2,320	5.0%	2,318	5.0%	2,344	5.1%
Summary	11,550	24.3%	11,467	24.2%	11,148	23.8%	10,986	23.5%	11,002	23.4%	10,808	23.1%	10,640	22.9%	10,512	22.8%
White																
Gypsy	31	0.1%	30	0.1%	29	0.1%	26	0.1%	26	0.1%	26	0.1%	23	0.0%	25	0.1%
White	19,287	40.5%	19,061	40.2%	18,789	40.0%	18,805	40.2%	18,891	40.2%	19,074	40.8%	19,102	41.2%	18,949	41.0%
Summary	19,318	40.6%	19,091	40.2%	18,818	40.1%	18,831	40.2%	18,917	40.3%	19,100	40.9%	19,125	41.2%	18,974	41.1%
TOTAL	47,609	100.0%	47,453	100.0%	46,932	100.0%	46,796	100.0%	46,965	100.0%	46,730	100.0%	46,416	100.0%	46,200	100.0%

**Enrollment Trends by Percent of Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



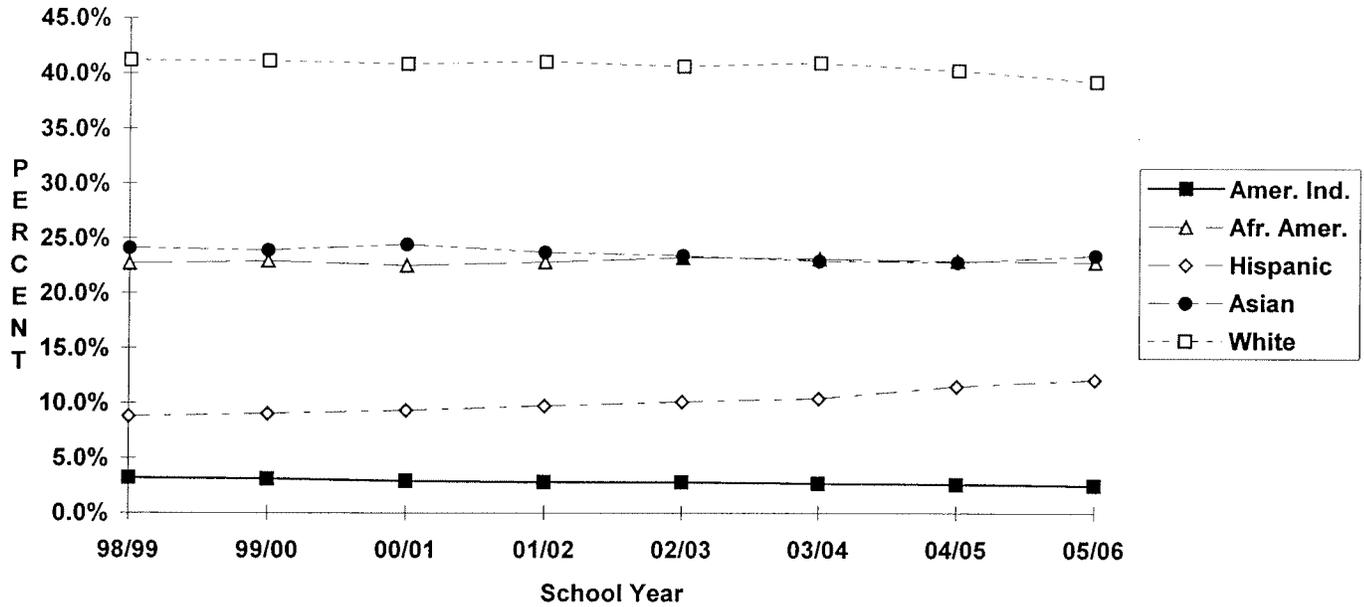
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Regular and Alternative High Schools
1998-1999 to 2005-2006**



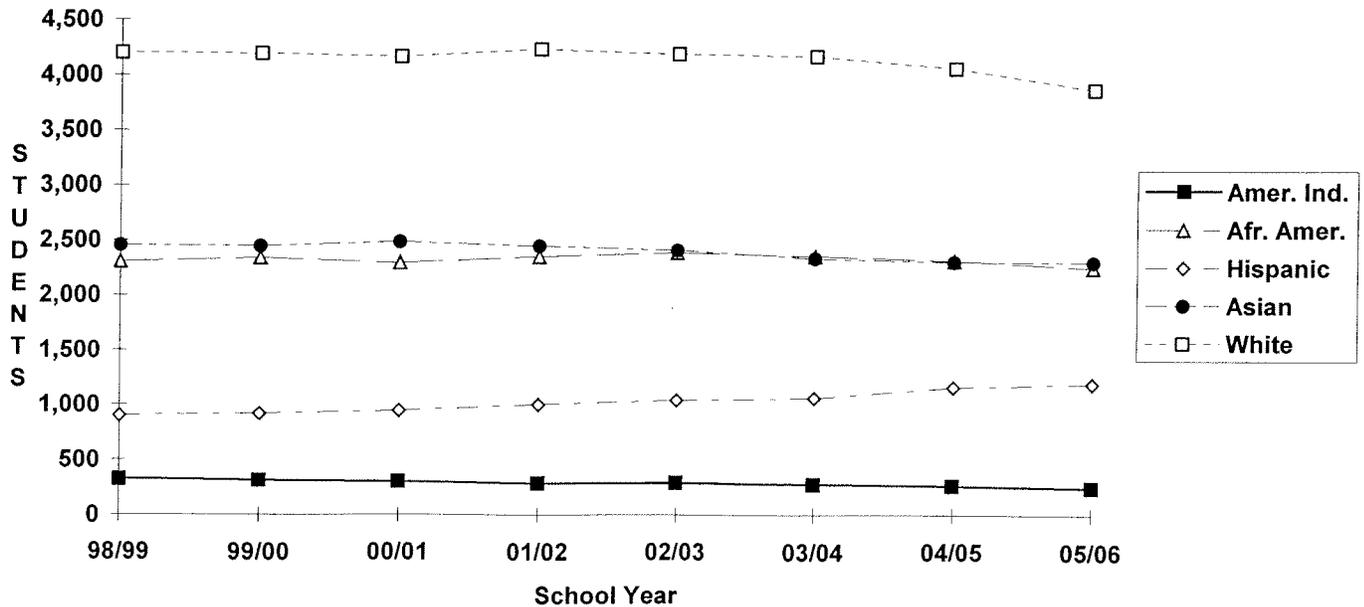
**District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative High Schools**

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	311	2.3%	303	2.2%	281	2.0%	282	2.0%	278	1.9%	264	1.8%	258	1.8%	244	1.7%
Alaska Native	61	0.5%	57	0.4%	56	0.4%	49	0.4%	53	0.4%	43	0.3%	42	0.3%	36	0.3%
Native American	42	0.3%	40	0.3%	42	0.3%	46	0.3%	63	0.4%	65	0.5%	62	0.4%	71	0.5%
Summary	414	3.1%	400	2.9%	379	2.8%	377	2.7%	394	2.7%	372	2.6%	362	2.5%	351	2.4%
African American																
African American	3,115	23.1%	3,252	23.5%	3,209	23.4%	3,228	23.1%	3,274	22.8%	3,295	22.9%	3,289	22.8%	3,358	23.3%
Chicano/Latino																
Latino Asian	95	0.7%	95	0.7%	91	0.7%	99	0.7%	90	0.6%	83	0.6%	89	0.6%	84	0.6%
Latino Black	92	0.7%	107	0.8%	104	0.8%	105	0.8%	111	0.8%	102	0.7%	96	0.7%	106	0.7%
Latino Indian	581	4.3%	610	4.4%	669	4.9%	685	4.9%	723	5.0%	754	5.2%	718	5.0%	751	5.2%
Latino White	318	2.4%	314	2.3%	386	2.8%	426	3.0%	469	3.3%	503	3.5%	540	3.7%	560	3.9%
Summary	1,086	8.1%	1,126	8.1%	1,250	9.1%	1,315	9.4%	1,393	9.7%	1,442	10.0%	1,443	10.0%	1,501	10.4%
Asian																
Chinese	698	5.2%	681	4.9%	643	4.7%	657	4.7%	709	4.9%	756	5.2%	785	5.4%	805	5.6%
East Indian	101	0.8%	97	0.7%	98	0.7%	99	0.7%	99	0.7%	95	0.7%	99	0.7%	105	0.7%
Filipino	688	5.1%	703	5.1%	682	5.0%	674	4.8%	698	4.9%	690	4.8%	704	4.9%	682	4.7%
Japanese	183	1.4%	186	1.3%	205	1.5%	236	1.7%	233	1.6%	228	1.6%	215	1.5%	215	1.5%
Korean	132	1.0%	133	1.0%	130	0.9%	137	1.0%	131	0.9%	117	0.8%	102	0.7%	94	0.7%
Other Asian	115	0.9%	118	0.9%	98	0.7%	107	0.8%	131	0.9%	121	0.8%	144	1.0%	138	1.0%
Samoan	140	1.0%	164	1.2%	151	1.1%	152	1.1%	160	1.1%	161	1.1%	149	1.0%	156	1.1%
Other Southeast	748	5.6%	716	5.2%	653	4.8%	616	4.4%	613	4.3%	598	4.1%	576	4.0%	535	3.7%
Vietnamese	777	5.8%	811	5.9%	772	5.6%	741	5.3%	691	4.8%	647	4.5%	630	4.4%	654	4.5%
Summary	3,582	26.6%	3,609	26.1%	3,432	25.0%	3,419	24.5%	3,465	24.1%	3,413	23.7%	3,404	23.6%	3,384	23.5%
White																
Gypsy	7	0.1%	8	0.1%	10	0.1%	9	0.1%	12	0.1%	11	0.1%	11	0.1%	11	0.1%
White	5,262	39.1%	5,428	39.3%	5,438	39.6%	5,629	40.3%	5,824	40.6%	5,884	40.8%	5,922	41.0%	5,783	40.2%
Summary	5,269	39.1%	5,436	39.3%	5,448	39.7%	5,638	40.3%	5,836	40.6%	5,895	40.9%	5,933	41.1%	5,794	40.3%
TOTAL	13,466	100.0%	13,823	100.0%	13,718	100.0%	13,977	100.0%	14,362	100.0%	14,417	100.0%	14,431	100.0%	14,388	100.0%

**Enrollment Trends by Percent of Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



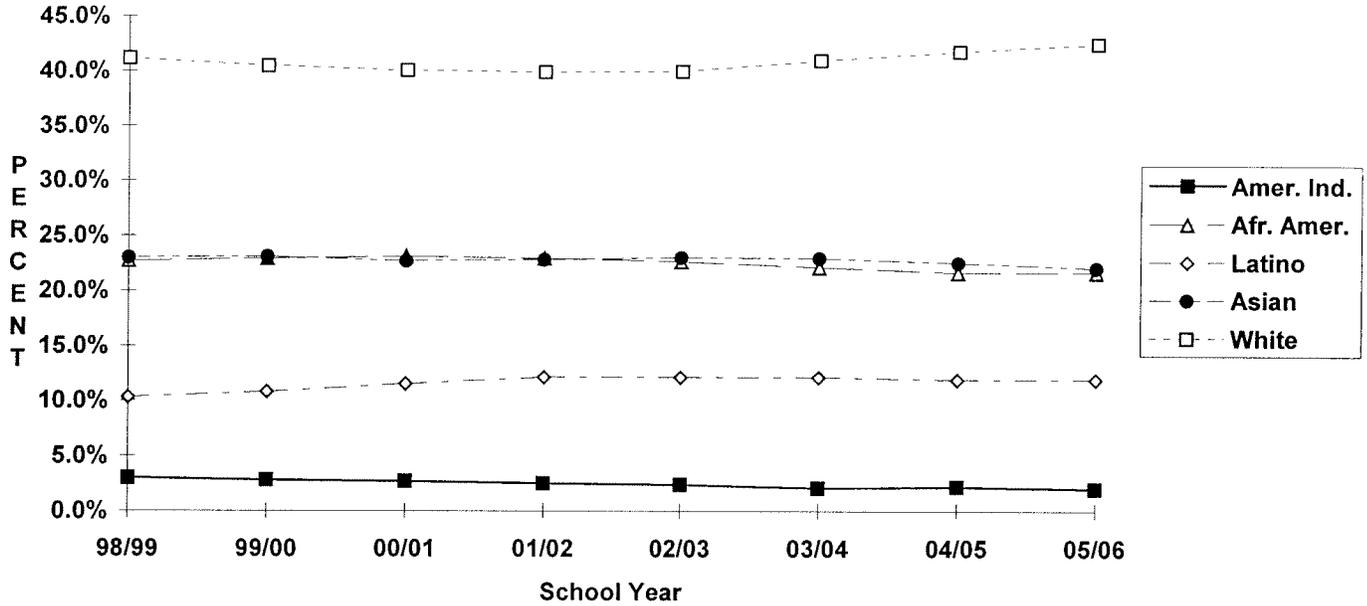
**Enrollment Trends by Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



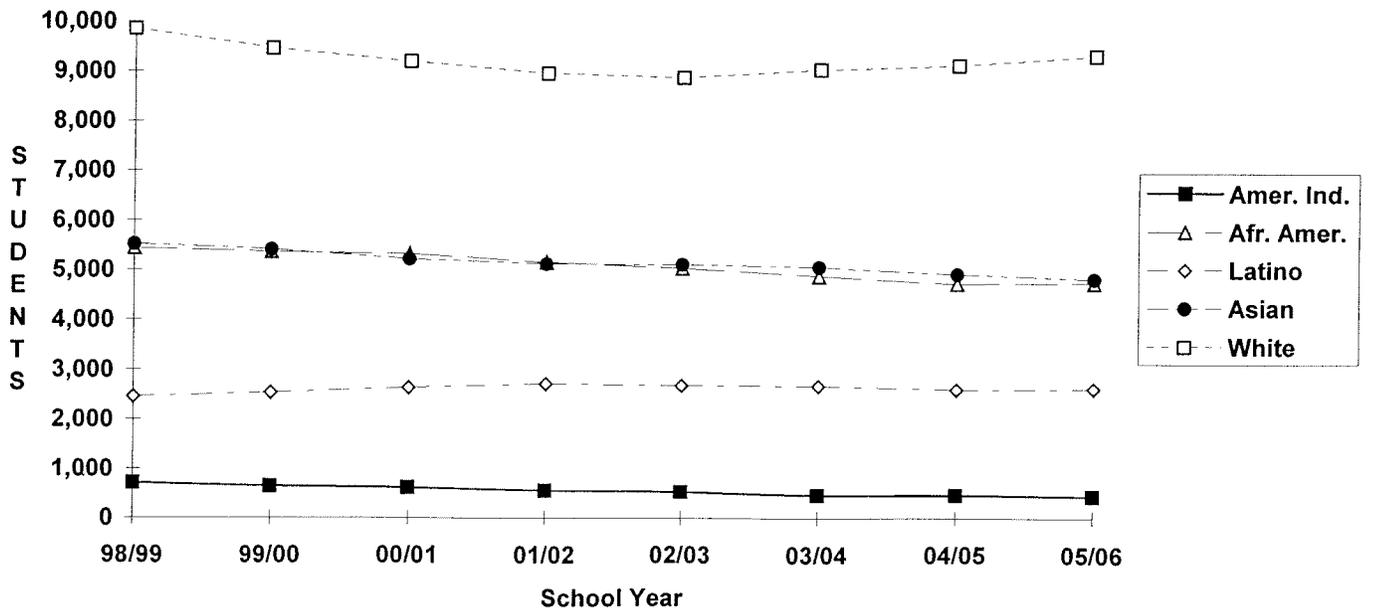
District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative Middle Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%	No.	%												
American Indians																
American Indian	237	2.3%	230	2.3%	212	2.1%	205	2.0%	200	1.9%	187	1.8%	168	1.7%	157	1.6%
Alaska Native	35	0.3%	26	0.3%	36	0.4%	32	0.3%	34	0.3%	30	0.3%	29	0.3%	29	0.3%
Native American	51	0.5%	57	0.6%	53	0.5%	49	0.5%	56	0.5%	61	0.6%	66	0.7%	61	0.6%
Summary	323	3.2%	313	3.1%	301	2.9%	286	2.8%	290	2.8%	278	2.7%	263	2.6%	247	2.5%
African American																
African American	2,308	22.7%	2,341	22.9%	2,300	22.5%	2,350	22.8%	2,392	23.2%	2,356	23.1%	2,318	22.9%	2,249	22.8%
Chicano/Latino																
Latino Asian	74	0.7%	67	0.7%	48	0.5%	52	0.5%	58	0.6%	67	0.7%	62	0.6%	58	0.6%
Latino Black	80	0.8%	82	0.8%	68	0.7%	61	0.6%	67	0.6%	90	0.9%	94	0.9%	97	1.0%
Latino Indian	484	4.8%	503	4.9%	539	5.3%	548	5.3%	564	5.5%	535	5.2%	585	5.8%	596	6.1%
Latino White	263	2.6%	266	2.6%	293	2.9%	337	3.3%	353	3.4%	368	3.6%	421	4.2%	437	4.4%
Summary	901	8.8%	918	9.0%	948	9.3%	998	9.7%	1,042	10.1%	1,060	10.4%	1,162	11.5%	1,188	12.1%
Asian																
Chinese	407	4.0%	468	4.6%	509	5.0%	526	5.1%	534	5.2%	524	5.1%	517	5.1%	518	5.3%
East Indian	67	0.7%	68	0.7%	72	0.7%	73	0.7%	63	0.6%	58	0.6%	46	0.5%	50	0.5%
Filipino	474	4.7%	475	4.7%	500	4.9%	498	4.8%	489	4.7%	479	4.7%	440	4.4%	427	4.3%
Japanese	175	1.7%	163	1.6%	159	1.6%	150	1.5%	165	1.6%	160	1.6%	166	1.6%	174	1.8%
Korean	100	1.0%	90	0.9%	85	0.8%	79	0.8%	75	0.7%	63	0.6%	62	0.6%	68	0.7%
Other Asian	74	0.7%	86	0.8%	86	0.8%	90	0.9%	95	0.9%	97	1.0%	94	0.9%	107	1.1%
Samoan	131	1.3%	134	1.3%	115	1.1%	101	1.0%	101	1.0%	88	0.9%	81	0.8%	71	0.7%
Other Southeast	548	5.4%	526	5.2%	525	5.1%	485	4.7%	420	4.1%	371	3.6%	346	3.4%	292	3.0%
Vietnamese	477	4.7%	435	4.3%	439	4.3%	444	4.3%	472	4.6%	496	4.9%	555	5.5%	595	6.0%
Summary	2,453	24.1%	2,445	23.9%	2,490	24.4%	2,446	23.7%	2,414	23.4%	2,336	22.9%	2,307	22.8%	2,302	23.4%
White																
Gypsy	5	0.0%	5	0.0%	5	0.0%	6	0.1%	6	0.1%	8	0.1%	6	0.1%	6	0.1%
White	4,197	41.2%	4,187	41.0%	4,162	40.8%	4,226	41.0%	4,185	40.5%	4,160	40.8%	4,055	40.1%	3,859	39.2%
Summary	4,202	41.2%	4,192	41.1%	4,167	40.8%	4,232	41.0%	4,191	40.6%	4,168	40.9%	4,061	40.2%	3,865	39.2%
TOTAL	10,187	100.0%	10,209	100.0%	10,206	100.0%	10,312	100.0%	10,329	100.0%	10,198	100.0%	10,111	100.0%	9,851	100.0%

**Enrollment Trends by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



**Enrollment Trends by Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



District Summary
Number and Percent of Students in each Ethnic Group
Regular and Alternative Elementary Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	504	2.1%	460	2.0%	426	1.9%	388	1.7%	365	1.6%	318	1.4%	311	1.4%	287	1.3%
Alaska Native	82	0.3%	76	0.3%	67	0.3%	58	0.3%	60	0.3%	49	0.2%	49	0.2%	64	0.3%
Native American	124	0.5%	112	0.5%	123	0.5%	113	0.5%	107	0.5%	98	0.4%	112	0.5%	99	0.5%
Summary	710	3.0%	648	2.8%	616	2.7%	559	2.5%	532	2.4%	465	2.1%	472	2.2%	450	2.0%
African American																
African American	5,427	22.7%	5,360	22.9%	5,323	23.1%	5,152	22.9%	5,040	22.6%	4,879	22.1%	4,731	21.6%	4,747	21.6%
Chicano/Latino																
Latino Asian	169	0.7%	168	0.7%	189	0.8%	192	0.9%	177	0.8%	167	0.8%	150	0.7%	149	0.7%
Latino Black	175	0.7%	185	0.8%	186	0.8%	197	0.9%	193	0.9%	190	0.9%	201	0.9%	197	0.9%
Latino Indian	1,379	5.8%	1,402	6.0%	1,432	6.2%	1,375	6.1%	1,300	5.8%	1,245	5.6%	1,190	5.4%	1,252	5.7%
Latino White	734	3.1%	782	3.3%	833	3.6%	950	4.2%	1,019	4.6%	1,073	4.9%	1,070	4.9%	1,025	4.7%
Summary	2,457	10.3%	2,537	10.8%	2,640	11.5%	2,714	12.1%	2,689	12.1%	2,675	12.1%	2,611	11.9%	2,623	11.9%
Asian																
Chinese	1,081	4.5%	1,095	4.7%	1,084	4.7%	1,140	5.1%	1,162	5.2%	1,184	5.4%	1,181	5.4%	1,233	5.6%
East Indian	153	0.6%	142	0.6%	132	0.6%	128	0.6%	122	0.5%	128	0.6%	142	0.6%	149	0.7%
Filipino	1,011	4.2%	964	4.1%	933	4.1%	923	4.1%	946	4.2%	899	4.1%	871	4.0%	849	3.9%
Japanese	368	1.5%	377	1.6%	391	1.7%	386	1.7%	401	1.8%	389	1.8%	401	1.8%	375	1.7%
Korean	188	0.8%	189	0.8%	186	0.8%	162	0.7%	168	0.8%	169	0.8%	147	0.7%	163	0.7%
Other Asian	235	1.0%	236	1.0%	239	1.0%	252	1.1%	259	1.2%	279	1.3%	300	1.4%	295	1.3%
Samoan	263	1.1%	260	1.1%	231	1.0%	196	0.9%	187	0.8%	189	0.9%	160	0.7%	124	0.6%
Other Southeast	1,074	4.5%	955	4.1%	825	3.6%	745	3.3%	694	3.1%	645	2.9%	594	2.7%	543	2.5%
Vietnamese	1,142	4.8%	1,195	5.1%	1,205	5.2%	1,189	5.3%	1,184	5.3%	1,177	5.3%	1,133	5.2%	1,095	5.0%
Summary	5,515	23.0%	5,413	23.1%	5,226	22.7%	5,121	22.8%	5,123	23.0%	5,059	22.9%	4,929	22.5%	4,826	22.0%
White																
Gypsy	19	0.1%	17	0.1%	14	0.1%	11	0.0%	8	0.0%	7	0.0%	6	0.0%	8	0.0%
White	9,828	41.0%	9,446	40.3%	9,189	39.9%	8,950	39.8%	8,882	39.9%	9,030	40.8%	9,125	41.7%	9,307	42.4%
Summary	9,847	41.1%	9,463	40.4%	9,203	40.0%	8,961	39.8%	8,890	39.9%	9,037	40.9%	9,131	41.7%	9,315	42.4%
TOTAL	23,956	100.0%	23,421	100.0%	23,008	100.0%	22,507	100.0%	22,274	100.0%	22,115	100.0%	21,874	100.0%	21,961	100.0%

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.

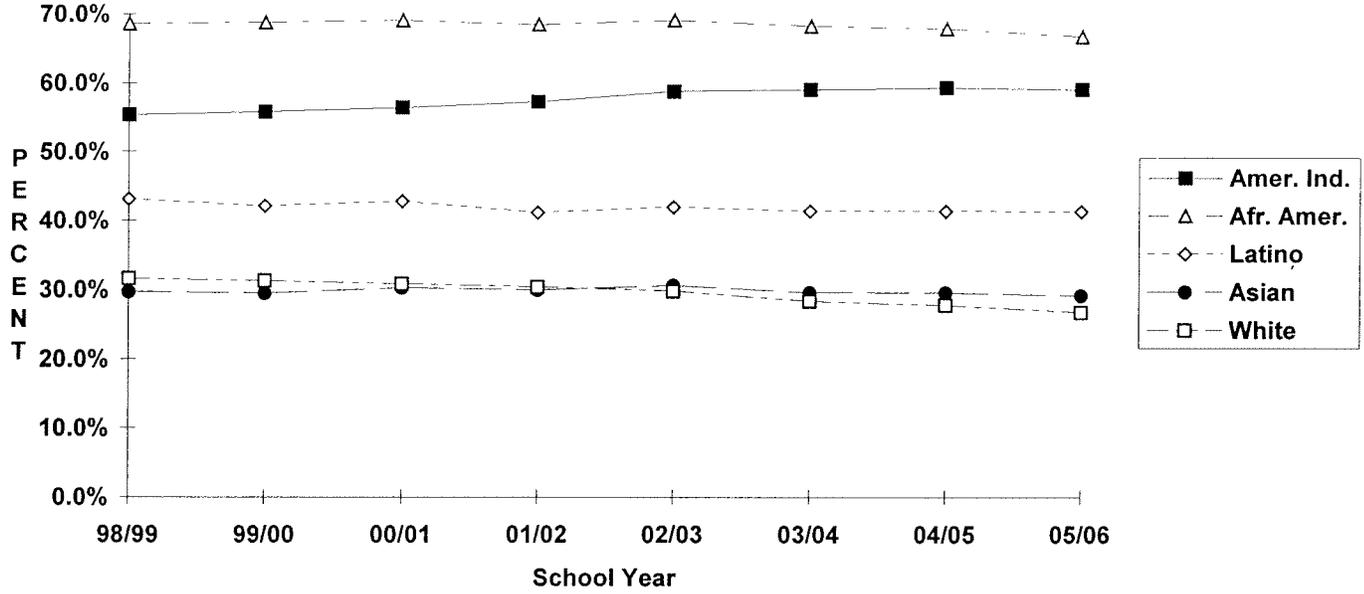
Results

For the District as a whole, 38.6 percent of all students are not living with both parents in the 2005-2006 school year. The number of students not living with both parents fell 424 students in 2005-2006 from 2004-2005 to the lowest number and percentage of students not living with both parents in the eight years shown. While the percentage of students not living with both parents continues to be highest for the African American ethnic group (66.7%), both the number and percentage of African American students not living with both parents in 2005-2006 is also the lowest in the eight years shown.

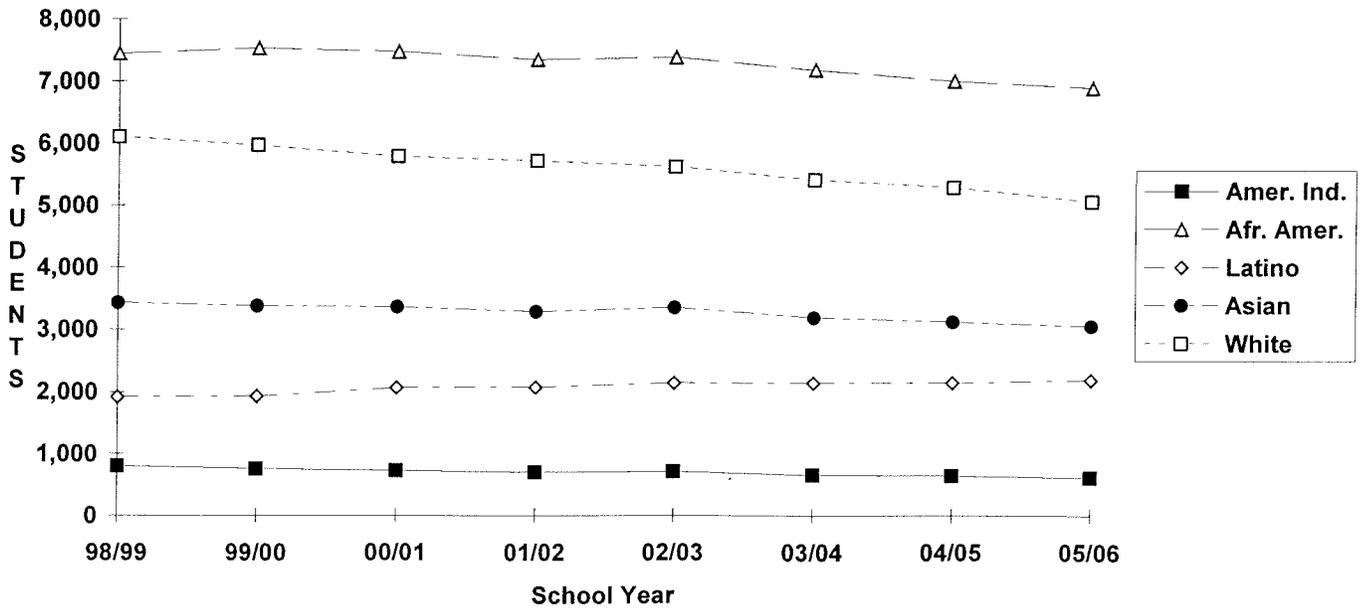
As in past years, the percentage of high school students not living with both parents is slightly higher than with middle or elementary school students. The total number and percentage of high school students not living with both parents in 2005-2006 declined from 2004-2005 levels by 63 students to 44.6% of the high school population. In middle schools, 40.9% of students do not live with both parents during 2005-2006, a decrease of 168 students and 0.6 percentage points from 2004-2005. The number of students not living with both parents at elementary schools fell by 193 students in 2005-2006 from 2004-2005, which as a percentage of enrollment of 33.6% is the lowest level in the eight years shown. The total number of elementary students not living with both parents has fallen 2,094 students, or 22.1%, since 1998-1999.



**Students Not Living With Both Parents by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



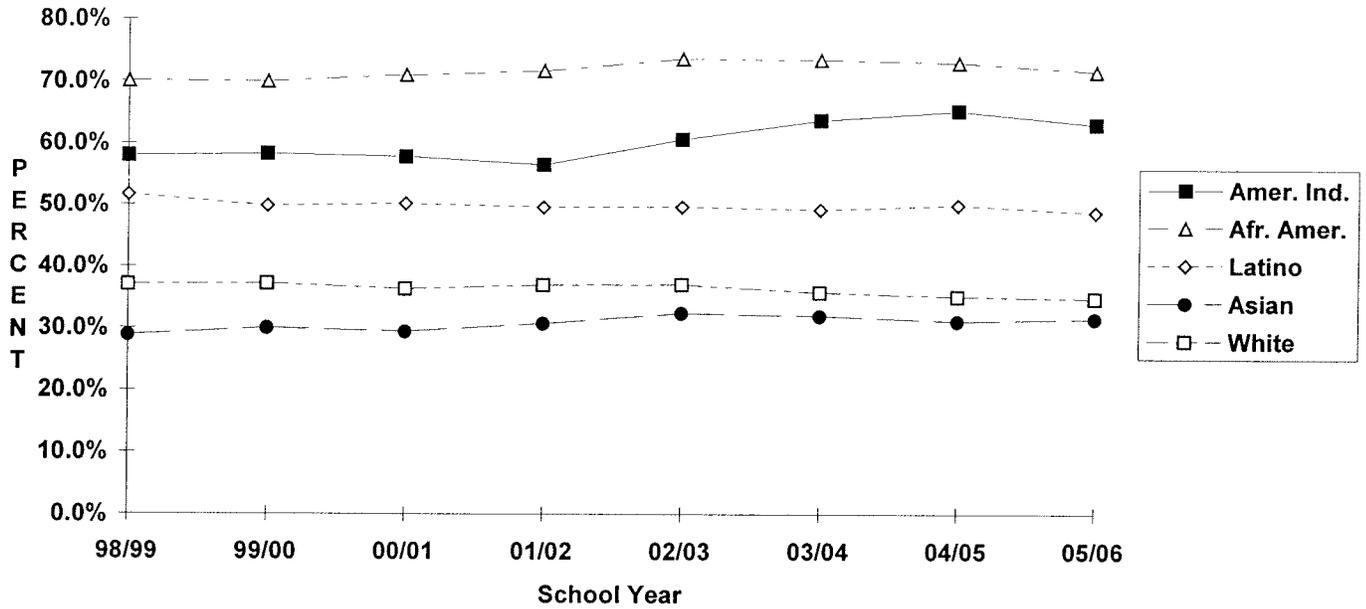
**Students Not Living With Both Parents by Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



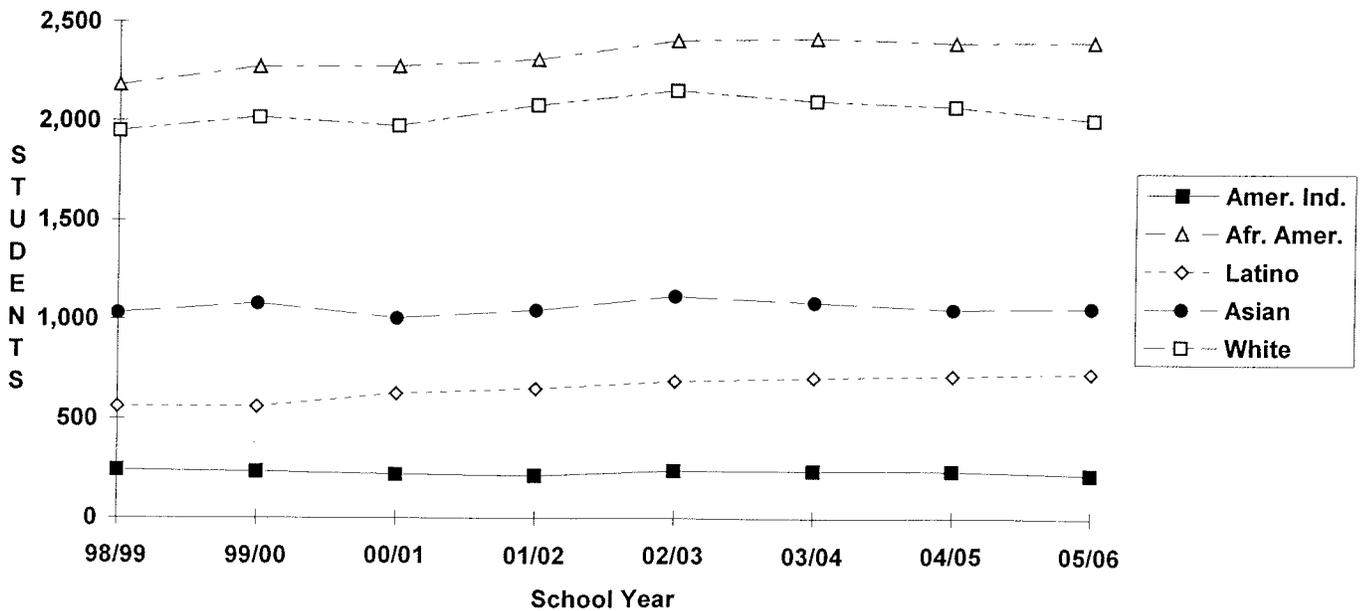
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
All Regular and Alternative Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	570	54.2%	541	54.5%	503	54.7%	485	55.4%	475	56.3%	437	56.8%	423	57.4%	382	55.5%
Alaska Native	94	52.8%	88	55.3%	87	54.7%	81	58.3%	94	63.9%	76	62.3%	74	61.7%	82	63.6%
Native American	137	63.1%	130	62.2%	140	64.2%	133	63.9%	145	64.2%	145	64.7%	153	63.8%	154	66.7%
Summary	801	55.4%	759	55.8%	730	56.3%	699	57.2%	714	58.7%	658	59.0%	650	59.3%	618	59.0%
African American																
African American	7,441	68.6%	7,529	68.7%	7,479	69.0%	7,345	68.5%	7,397	69.1%	7,186	68.2%	7,016	67.9%	6,901	66.7%
Chicano/Latino																
Latino Asian	110	32.5%	106	32.1%	105	32.0%	110	32.1%	104	32.0%	100	31.5%	105	34.9%	112	38.5%
Latino Black	234	67.4%	256	68.4%	237	66.2%	234	64.5%	237	63.9%	251	65.7%	261	66.8%	269	67.3%
Latino Indian	1,042	42.6%	1,017	40.4%	1,105	41.9%	1,035	39.7%	1,086	42.0%	1,060	41.8%	1,038	41.6%	1,068	41.1%
Latino White	529	40.2%	549	40.3%	621	41.1%	689	40.2%	721	39.2%	730	37.6%	751	37.0%	744	36.8%
Summary	1,915	43.1%	1,928	42.1%	2,068	42.7%	2,068	41.1%	2,148	41.9%	2,141	41.4%	2,155	41.3%	2,193	41.3%
Asian																
Chinese	345	15.8%	355	15.8%	357	16.0%	364	15.7%	399	16.6%	397	16.1%	389	15.7%	414	16.2%
East Indian	70	21.8%	74	24.1%	75	24.8%	72	24.0%	59	20.8%	54	19.2%	56	19.5%	64	21.1%
Filipino	667	30.7%	628	29.3%	647	30.6%	635	30.3%	658	30.8%	624	30.2%	609	30.2%	593	30.3%
Japanese	123	16.9%	114	15.7%	128	17.0%	138	17.9%	152	19.0%	139	17.9%	157	20.1%	150	19.6%
Korean	76	18.1%	82	19.9%	81	20.2%	70	18.5%	81	21.7%	64	18.3%	66	21.2%	68	20.9%
Other Asian	157	37.0%	156	35.5%	146	34.5%	173	38.5%	193	39.8%	186	37.4%	189	35.1%	191	35.4%
Samoan	259	48.5%	283	50.7%	240	48.3%	207	46.1%	221	49.3%	201	45.9%	181	46.4%	158	45.0%
Other Southeast	946	39.9%	869	39.6%	852	42.5%	818	44.3%	775	44.9%	727	45.0%	679	44.8%	615	44.9%
Vietnamese	785	32.8%	820	33.6%	847	35.1%	813	34.2%	828	35.3%	805	34.7%	814	35.1%	808	34.5%
Summary	3,428	29.7%	3,381	29.5%	3,373	30.3%	3,290	29.9%	3,366	30.6%	3,197	29.6%	3,140	29.5%	3,061	29.1%
White																
Gypsy	14	45.2%	14	46.7%	17	58.6%	13	50.0%	17	65.4%	17	65.4%	14	60.9%	17	68.0%
White	6,089	31.6%	5,959	31.3%	5,784	30.8%	5,710	30.4%	5,617	29.7%	5,398	28.3%	5,292	27.7%	5,053	26.7%
Summary	6,103	31.6%	5,973	31.3%	5,801	30.8%	5,723	30.4%	5,634	29.8%	5,415	28.4%	5,306	27.7%	5,070	26.7%
TOTAL																
TOTAL	19,688	41.4%	19,570	41.2%	19,451	41.4%	19,125	40.9%	19,259	41.0%	18,597	39.8%	18,267	39.4%	17,843	38.6%

**Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



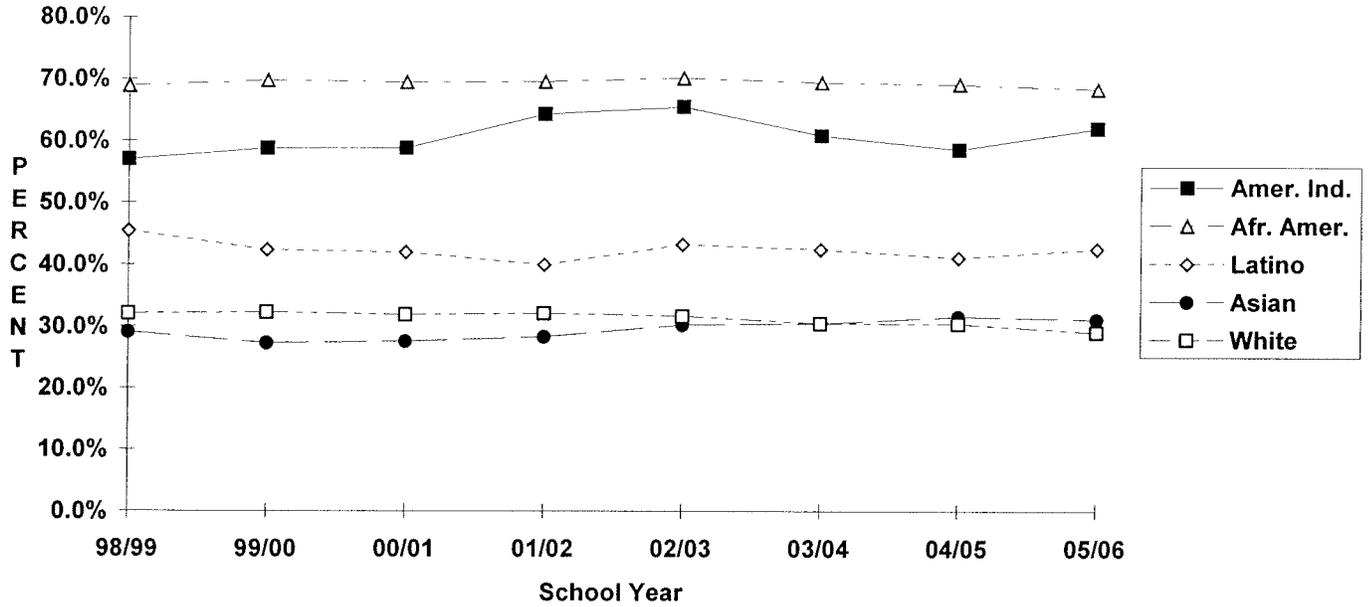
**Students Not Living With Both Parents by Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



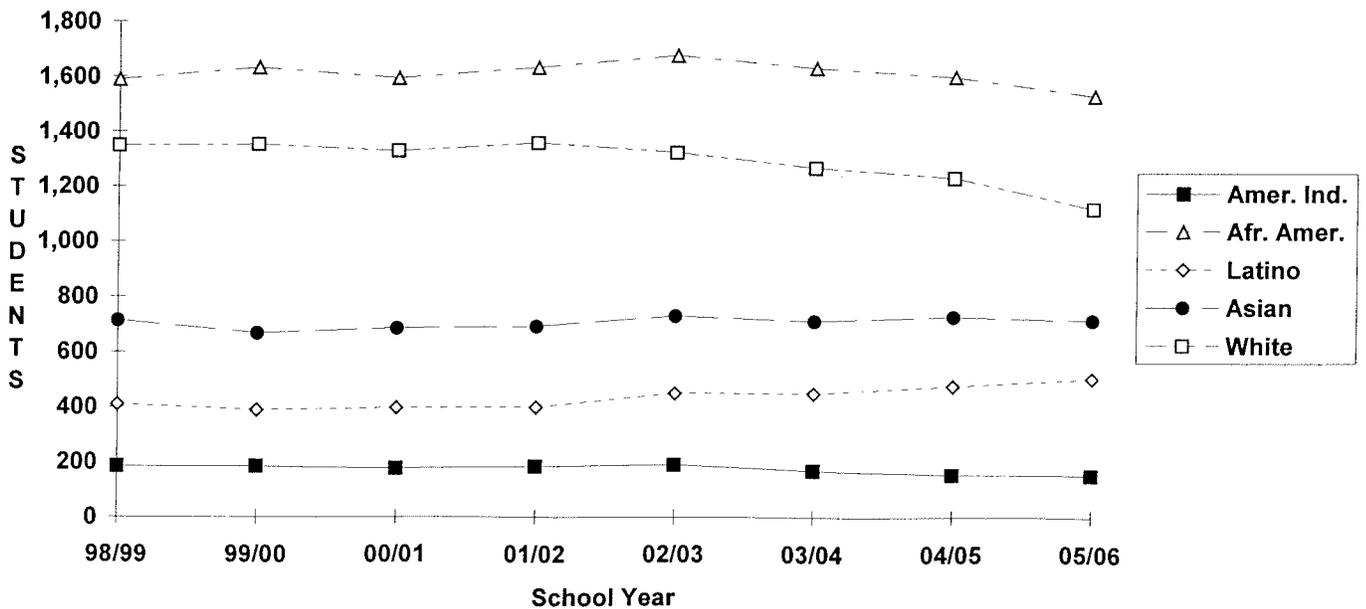
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative High Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	177	56.9%	174	57.4%	163	58.0%	157	55.7%	165	59.4%	164	62.1%	166	64.3%	147	60.2%
Alaska Native	34	55.7%	30	52.6%	28	50.0%	25	51.0%	34	64.2%	29	67.4%	29	69.0%	23	63.9%
Native American	29	69.0%	29	72.5%	28	66.7%	31	67.4%	40	63.5%	44	67.7%	41	66.1%	51	71.8%
Summary	240	58.0%	233	58.3%	219	57.8%	213	56.5%	239	60.7%	237	63.7%	236	65.2%	221	63.0%
African American																
African American	2,180	70.0%	2,273	69.9%	2,277	71.0%	2,313	71.7%	2,411	73.6%	2,420	73.4%	2,399	72.9%	2,401	71.5%
Chicano/Latino																
Latino Asian	35	36.8%	39	41.1%	30	33.0%	34	34.3%	32	35.6%	25	30.1%	33	37.1%	33	39.3%
Latino Black	70	76.1%	78	72.9%	72	69.2%	69	65.7%	69	62.2%	73	71.6%	68	70.8%	74	69.8%
Latino Indian	294	50.6%	296	48.5%	330	49.3%	333	48.6%	365	50.5%	382	50.7%	374	52.1%	378	50.3%
Latino White	162	50.9%	148	47.1%	195	50.5%	216	50.7%	226	48.2%	229	45.5%	245	45.4%	246	43.9%
Summary	561	51.7%	561	49.8%	627	50.2%	652	49.6%	692	49.7%	709	49.2%	720	49.9%	731	48.7%
Asian																
Chinese	138	19.8%	133	19.5%	116	18.0%	122	18.6%	139	19.6%	137	18.1%	138	17.6%	148	18.4%
East Indian	22	21.8%	28	28.9%	31	31.6%	33	33.3%	26	26.3%	18	18.9%	19	19.2%	28	26.7%
Filipino	214	31.1%	236	33.6%	222	32.6%	215	31.9%	251	36.0%	237	34.3%	230	32.7%	223	32.7%
Japanese	47	25.7%	39	21.0%	40	19.5%	52	22.0%	47	20.2%	51	22.4%	50	23.3%	54	25.1%
Korean	35	26.5%	43	32.3%	36	27.7%	31	22.6%	29	22.1%	25	21.4%	25	24.5%	31	33.0%
Other Asian	52	45.2%	49	41.5%	41	41.8%	51	47.7%	67	51.1%	56	46.3%	58	40.3%	50	36.2%
Samoan	63	45.0%	90	54.9%	79	52.3%	81	53.3%	91	56.9%	91	56.5%	81	54.4%	77	49.4%
Other Southeast	259	34.6%	247	34.5%	233	35.7%	257	41.7%	267	43.6%	281	47.0%	272	47.2%	251	46.9%
Vietnamese	203	26.1%	216	26.6%	210	27.2%	206	27.8%	205	29.7%	192	29.7%	182	28.9%	200	30.6%
Summary	1,033	28.8%	1,081	30.0%	1,008	29.4%	1,048	30.7%	1,122	32.4%	1,088	31.9%	1,055	31.0%	1,062	31.4%
White																
Gypsy	4	57.1%	6	75.0%	7	70.0%	6	66.7%	10	83.3%	7	63.6%	7	63.6%	9	81.8%
White	1,945	37.0%	2,012	37.1%	1,970	36.2%	2,076	36.9%	2,149	36.9%	2,097	35.6%	2,070	35.0%	2,000	34.6%
Summary	1,949	37.0%	2,018	37.1%	1,977	36.3%	2,082	36.9%	2,159	37.0%	2,104	35.7%	2,077	35.0%	2,009	34.7%
TOTAL																
TOTAL	5,963	44.3%	6,166	44.6%	6,108	44.5%	6,308	45.1%	6,623	46.1%	6,558	45.5%	6,487	45.0%	6,424	44.6%

**Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



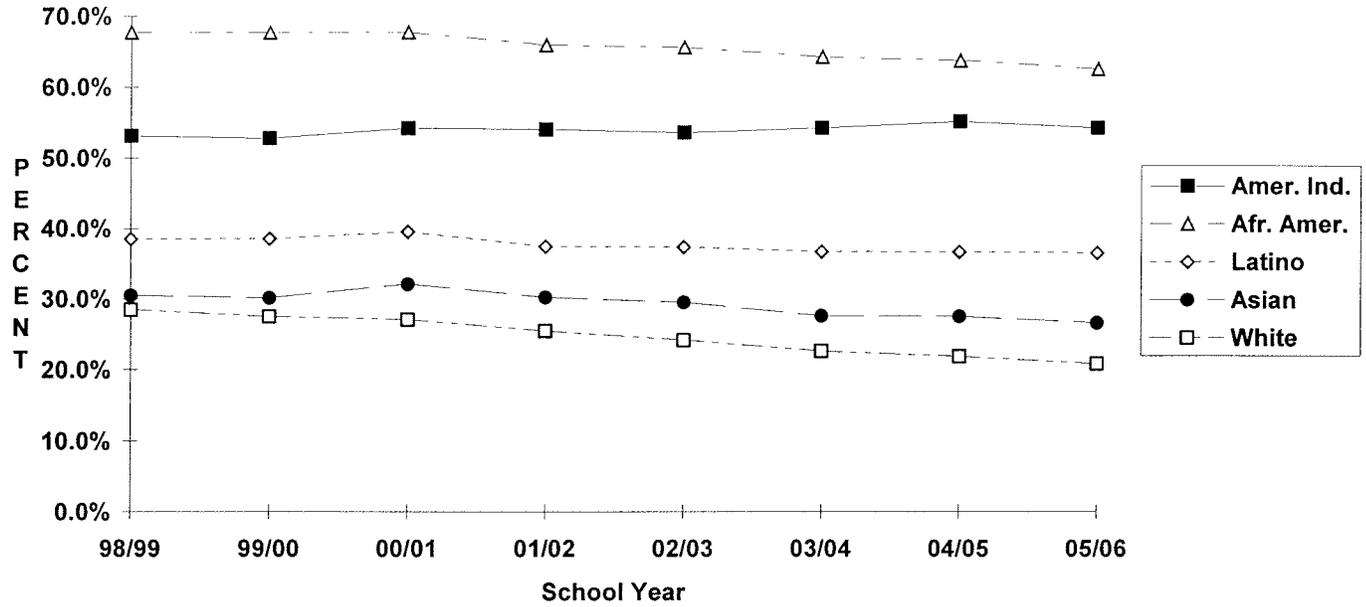
**Students Not Living With Both Parents by Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



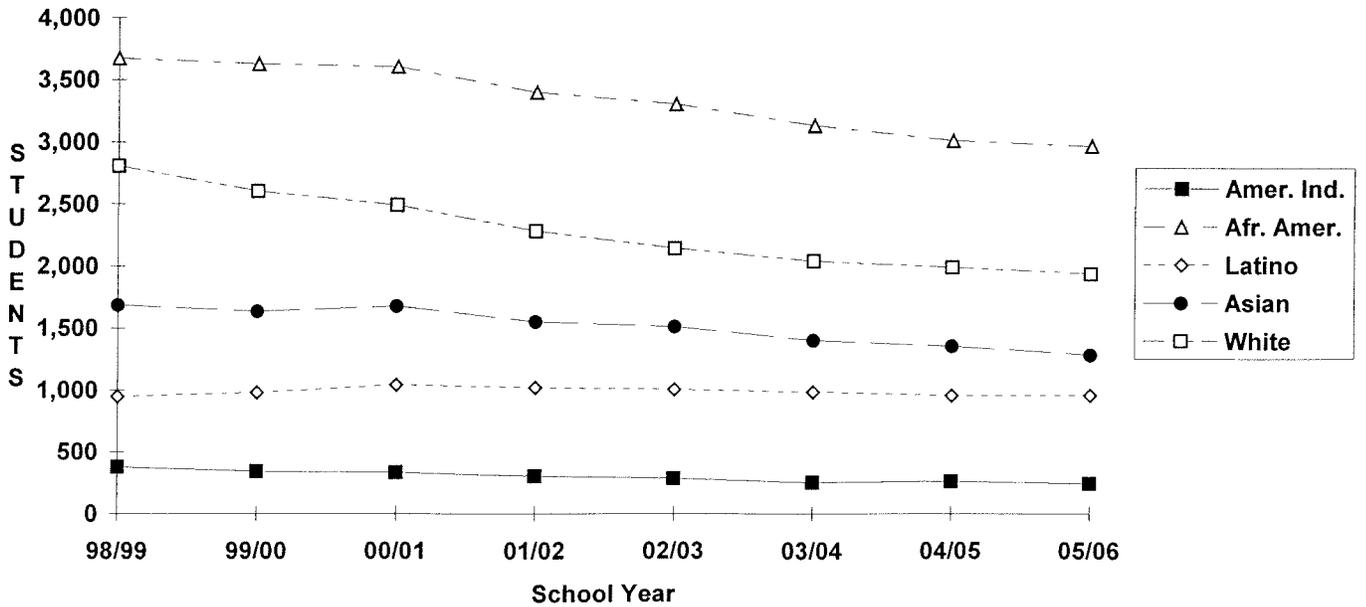
District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative Middle Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	135	57.0%	132	57.4%	121	57.1%	130	63.4%	126	63.0%	108	57.8%	93	55.4%	91	58.0%
Alaska Native	16	45.7%	17	65.4%	22	61.1%	22	68.8%	24	70.6%	19	63.3%	17	58.6%	19	65.5%
Native American	33	64.7%	35	61.4%	34	64.2%	32	65.3%	40	71.4%	42	68.9%	44	66.7%	43	70.5%
Summary	184	57.0%	184	58.8%	177	58.8%	184	64.3%	190	65.5%	169	60.8%	154	58.6%	153	61.9%
African American																
African American	1,589	68.8%	1,632	69.7%	1,597	69.4%	1,635	69.6%	1,680	70.2%	1,634	69.4%	1,603	69.2%	1,535	68.3%
Chicano/Latino																
Latino Asian	20	27.0%	16	23.9%	13	27.1%	19	36.5%	23	39.7%	26	38.8%	16	25.8%	17	29.3%
Latino Black	49	61.3%	50	61.0%	44	64.7%	39	63.9%	46	68.7%	57	63.3%	61	64.9%	64	66.0%
Latino Indian	217	44.8%	214	42.5%	229	42.5%	224	40.9%	243	43.1%	227	42.4%	235	40.2%	239	40.1%
Latino White	123	46.8%	109	41.0%	112	38.2%	117	34.7%	139	39.4%	140	38.0%	166	39.4%	185	42.3%
Summary	409	45.4%	389	42.4%	398	42.0%	399	40.0%	451	43.3%	450	42.5%	478	41.1%	505	42.5%
Asian																
Chinese	63	15.5%	71	15.2%	75	14.7%	70	13.3%	79	14.8%	90	17.2%	91	17.6%	86	16.6%
East Indian	14	20.9%	13	19.1%	11	15.3%	13	17.8%	14	22.2%	13	22.4%	12	26.1%	11	22.0%
Filipino	146	30.8%	133	28.0%	139	27.8%	148	29.7%	145	29.7%	134	28.0%	124	28.2%	117	27.4%
Japanese	28	16.0%	21	12.9%	22	13.8%	24	16.0%	34	20.6%	32	20.0%	36	21.7%	31	17.8%
Korean	16	16.0%	11	12.2%	14	16.5%	14	17.7%	15	20.0%	12	19.0%	16	25.8%	15	22.1%
Other Asian	29	39.2%	29	33.7%	25	29.1%	33	36.7%	35	36.8%	27	27.8%	29	30.9%	46	43.0%
Samoan	71	54.2%	71	53.0%	57	49.6%	45	44.6%	53	52.5%	37	42.0%	31	38.3%	29	40.8%
Other Southeast	214	39.1%	196	37.3%	220	41.9%	216	44.5%	189	45.0%	168	45.3%	160	46.2%	136	46.6%
Vietnamese	132	27.7%	122	28.0%	124	28.2%	129	29.1%	167	35.4%	199	40.1%	230	41.4%	245	41.2%
Summary	713	29.1%	667	27.3%	687	27.6%	692	28.3%	731	30.3%	712	30.5%	729	31.6%	716	31.1%
White																
Gypsy	3	60.0%	2	40.0%	2	40.0%	3	50.0%	2	33.3%	5	62.5%	4	66.7%	4	66.7%
White	1,345	32.0%	1,351	32.3%	1,329	31.9%	1,356	32.1%	1,325	31.7%	1,265	30.4%	1,231	30.4%	1,118	29.0%
Summary	1,348	32.1%	1,353	32.3%	1,331	31.9%	1,359	32.1%	1,327	31.7%	1,270	30.5%	1,235	30.4%	1,122	29.0%
TOTAL	4,243	41.7%	4,225	41.4%	4,190	41.1%	4,269	41.4%	4,379	42.4%	4,235	41.5%	4,199	41.5%	4,031	40.9%

**Students Not Living With Both Parents by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



**Students Not Living With Both Parents by Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



District Summary
Number and Percent of Students in each Ethnic Group Not Living With Both Parents
Regular and Alternative Elementary Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	258	51.2%	235	51.1%	219	51.4%	198	51.0%	184	50.4%	165	51.9%	164	52.7%	144	50.2%
Alaska Native	44	53.7%	41	53.9%	37	55.2%	34	58.6%	36	60.0%	28	57.1%	28	57.1%	40	62.5%
Native American	75	60.5%	66	58.9%	78	63.4%	70	61.9%	65	60.7%	59	60.2%	68	60.7%	60	60.6%
Summary	377	53.1%	342	52.8%	334	54.2%	302	54.0%	285	53.6%	252	54.2%	260	55.1%	244	54.2%
African American																
African American	3,672	67.7%	3,624	67.6%	3,605	67.7%	3,397	65.9%	3,306	65.6%	3,132	64.2%	3,014	63.7%	2,965	62.5%
Chicano/Latino																
Latino Asian	55	32.5%	51	30.4%	62	32.8%	57	29.7%	49	27.7%	49	29.3%	56	37.3%	62	41.6%
Latino Black	115	65.7%	128	69.2%	121	65.1%	126	64.0%	122	63.2%	121	63.7%	132	65.7%	131	66.5%
Latino Indian	531	38.5%	507	36.2%	546	38.1%	478	34.8%	478	36.8%	451	36.2%	429	36.1%	451	36.0%
Latino White	244	33.2%	292	37.3%	314	37.7%	356	37.5%	356	34.9%	361	33.6%	340	31.8%	313	30.5%
Summary	945	38.5%	978	38.5%	1,043	39.5%	1,017	37.5%	1,005	37.4%	982	36.7%	957	36.7%	957	36.5%
Asian																
Chinese	144	13.3%	151	13.8%	166	15.3%	172	15.1%	181	15.6%	170	14.4%	160	13.5%	180	14.6%
East Indian	34	22.2%	33	23.2%	33	25.0%	26	20.3%	19	15.6%	23	18.0%	25	17.6%	25	16.8%
Filipino	307	30.4%	259	26.9%	286	30.7%	272	29.5%	262	27.7%	253	28.1%	255	29.3%	253	29.8%
Japanese	48	13.0%	54	14.3%	66	16.9%	62	16.1%	71	17.7%	56	14.4%	71	17.7%	65	17.3%
Korean	25	13.3%	28	14.8%	31	16.7%	25	15.4%	37	22.0%	27	16.0%	25	17.0%	22	13.5%
Other Asian	76	32.3%	78	33.1%	80	33.5%	89	35.3%	91	35.1%	103	36.9%	102	34.0%	95	32.2%
Samoan	125	47.5%	122	46.9%	104	45.0%	81	41.3%	77	41.2%	73	38.6%	69	43.1%	52	41.9%
Other Southeast	473	44.0%	426	44.6%	399	48.4%	345	46.3%	319	46.0%	278	43.1%	247	41.6%	228	42.0%
Vietnamese	450	39.4%	482	40.3%	513	42.6%	478	40.2%	456	38.5%	414	35.2%	402	35.5%	363	33.2%
Summary	1,682	30.5%	1,633	30.2%	1,678	32.1%	1,550	30.3%	1,513	29.5%	1,397	27.6%	1,356	27.5%	1,283	26.6%
White																
Gypsy	7	36.8%	6	35.3%	8	57.1%	4	36.4%	5	62.5%	5	71.4%	3	50.0%	4	50.0%
White	2,799	28.5%	2,596	27.5%	2,485	27.0%	2,278	25.5%	2,143	24.1%	2,036	22.5%	1,991	21.8%	1,935	20.8%
Summary	2,806	28.5%	2,602	27.5%	2,493	27.1%	2,282	25.5%	2,148	24.2%	2,041	22.6%	1,994	21.8%	1,939	20.8%
TOTAL																
TOTAL	9,482	39.6%	9,179	39.2%	9,153	39.8%	8,548	38.0%	8,257	37.1%	7,804	35.3%	7,581	34.7%	7,388	33.6%

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. The specific income requirements depend upon the size of the family and are adjusted each year. For example, in 2004 a student in a family of four was eligible for free lunches if the family had an annual income below \$24,516. This cutoff for eligibility for free lunches was raised in 2005 to \$25,155. In 2005 the income limit for reduced-price lunches for a family of four was \$35,798, versus \$34,884 in 2003.

There are two ways in which eligibility for free or reduced-price lunches is 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 and 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 provide summary statistics that indicate the relative income of school populations, groups of students, or areas of the city; and
3. To determine whether a school, based on summary statistics for the school, is eligible for Elementary and Secondary Education Act (ESEA) Title 1 funds.

Results

The following tables 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 fell by 475 students to 39.8% in 2005-2006 from 2004-2005. The number of Latino students eligible for free or reduced-price lunches has risen 840 students, or 33.9%, from 1998-1999 to 2005-2006, outpacing the 19.5% enrollment increase for this ethnic group in the same time period (page 13).

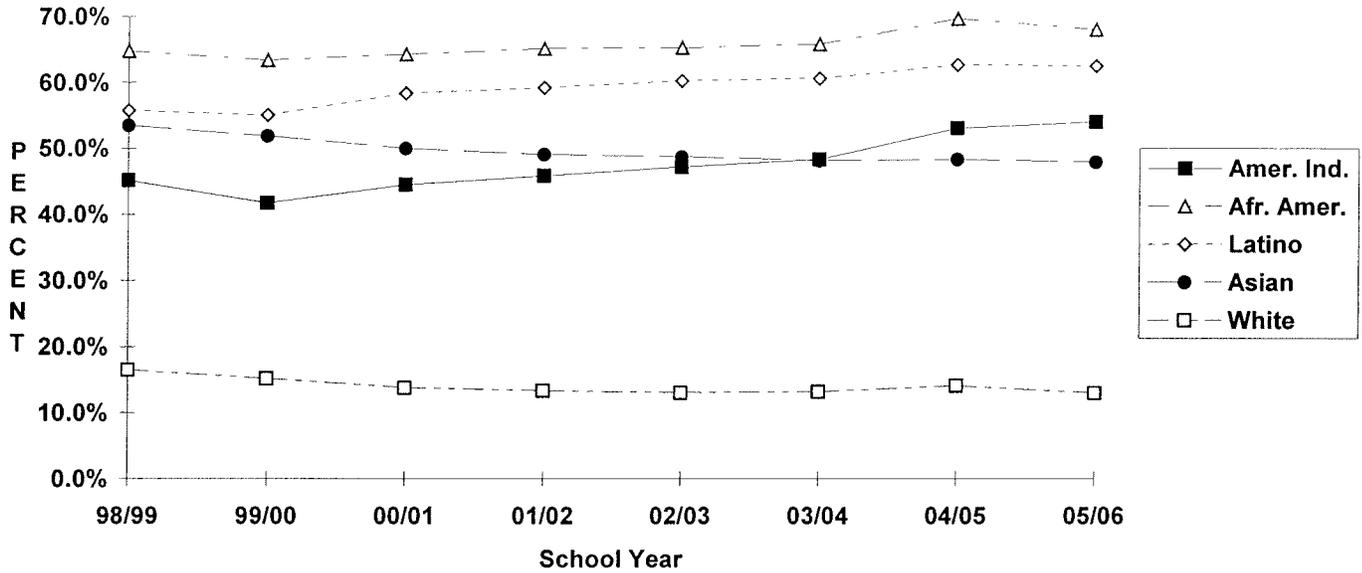
At the high school level, the overall percentage of students eligible for free or reduced-price lunches fell from 34.7% to 34.3% (72 students) in 2005-2006 from the previous year. The Asian ethnic group continued for a second year in reversing a pattern since 1998-1999 of declining number and percentage of students qualifying for free or reduced-price lunches.

The number of middle school students eligible for free or reduced-price lunch in 2005-2006 decreased by 180 students from 2004-2005 to 42.8%. The Latino ethnic group has shown an increase in the number of middle school students eligible for free or reduced-price lunches since 1996-1997 (not shown here), although the percentage of Latino middle school students eligible for free or reduced-price lunch in 2005-2006 fell by 0.8 percentage points as a result of increased Latino enrollment at the middle schools.

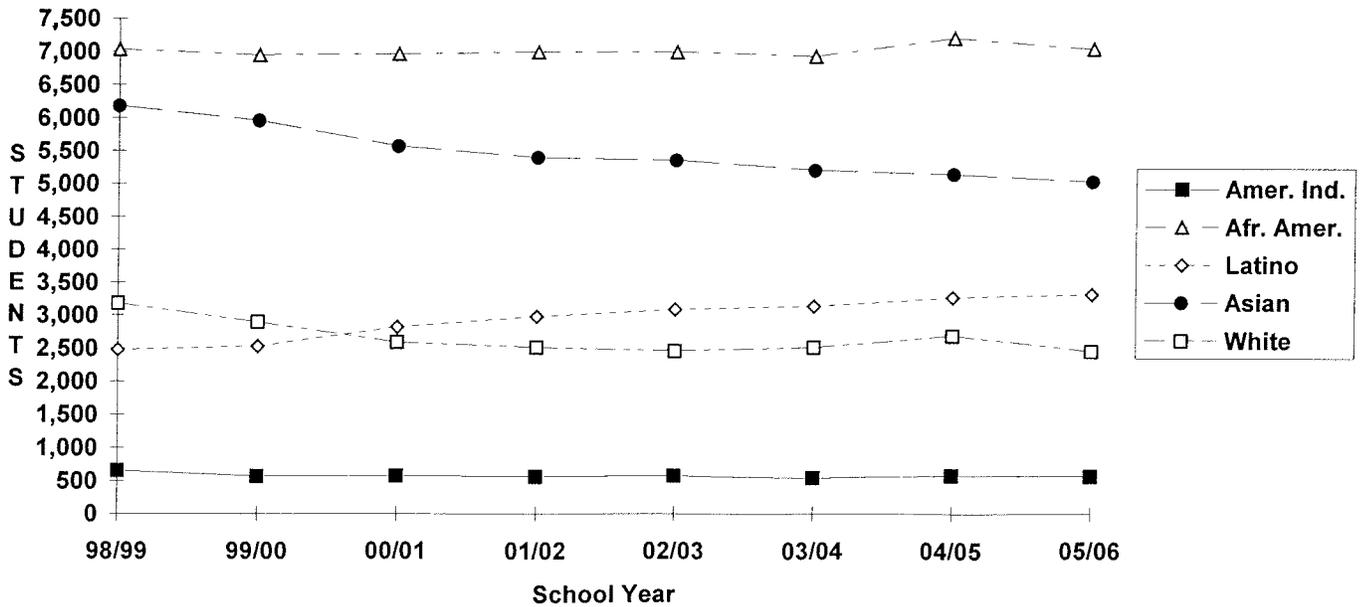
At the elementary school level, the overall number of students receiving free or reduced-price lunches declined in 2005-2006 for the eighth year in a row, falling by 223 students from 2004-2005. The number and percentage of elementary students receiving free or reduced-price lunches in 2005-2006 (9,255 and 42.1%) is the lowest exhibited since 1992-1993 (8,279 and 36.8%, not shown here). Most of the decline before 2003-2004 occurred in the White ethnic group, but since then the decline has been most affected by fewer Asian students receiving free or reduced-price lunches. The number of Asian elementary students eligible for free or reduced-price lunches has decreased by 752 students (or 24.3%) from 1998-1999 to 2005-2006. Although the number of Latino elementary students qualifying for free or reduced-price lunches fell by 2 students from 2004-2005 to 2005-2006, this number has risen by 319 students, or 20.8%, since 1998-1999.



**Students Receiving Free or Reduced Price Lunch
by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



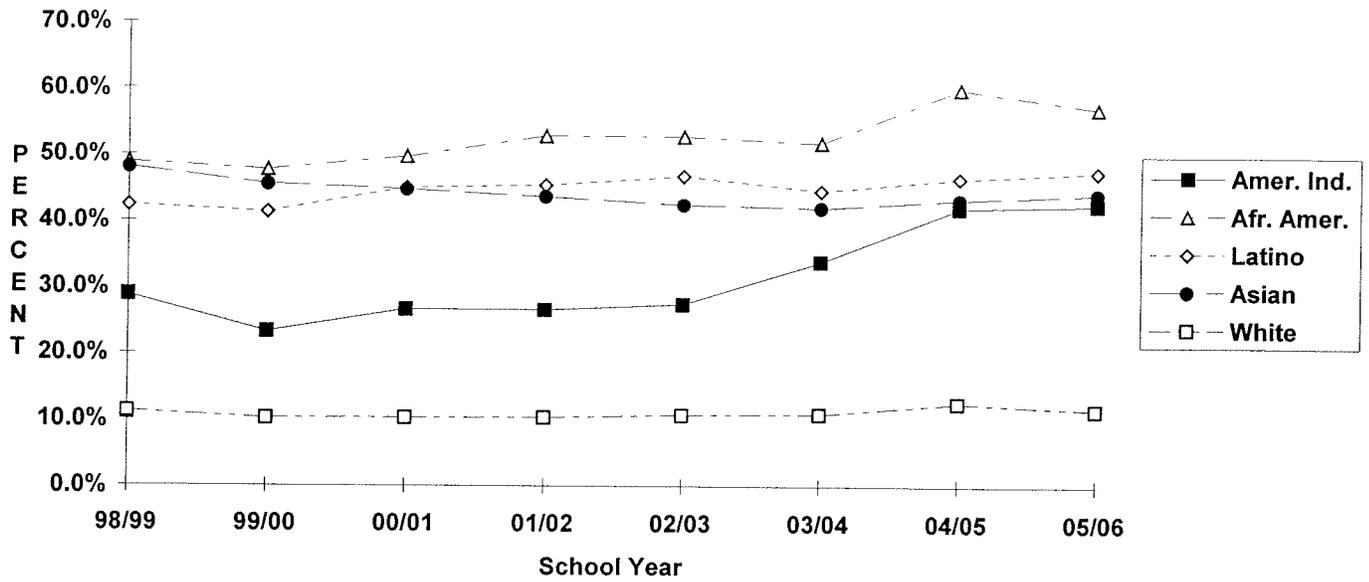
**Students Receiving Free or Reduced Price Lunch by Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



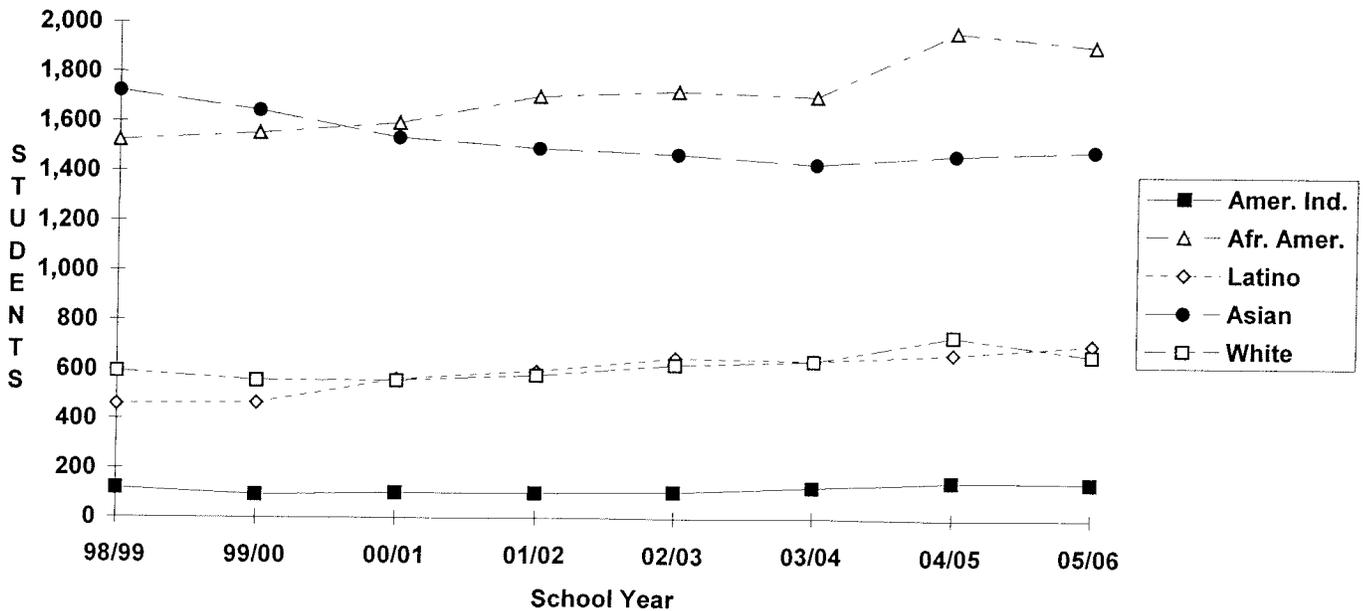
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	458	43.5%	400	40.3%	379	41.2%	383	43.8%	380	45.1%	353	45.9%	374	50.7%	343	49.9%
Alaska Native	67	37.6%	55	34.6%	65	40.9%	60	43.2%	63	42.9%	59	48.4%	58	48.3%	66	51.2%
Native American	129	59.4%	113	54.1%	133	61.0%	118	56.7%	131	58.0%	127	56.7%	150	62.5%	157	68.0%
Summary	654	45.2%	568	41.7%	577	44.5%	561	45.9%	574	47.2%	539	48.3%	582	53.1%	566	54.0%
African American																
African American	7,027	64.8%	6,944	63.4%	6,966	64.3%	6,991	65.2%	6,995	65.3%	6,927	65.8%	7,202	69.7%	7,036	68.0%
Chicano/Latino																
Latino Asian	137	40.5%	121	36.7%	118	36.0%	127	37.0%	128	39.4%	120	37.9%	125	41.5%	123	42.3%
Latino Black	208	59.9%	221	59.1%	223	62.3%	220	60.6%	217	58.5%	224	58.6%	257	65.7%	267	66.8%
Latino Indian	1,649	67.5%	1,636	65.0%	1,800	68.2%	1,775	68.1%	1,774	68.6%	1,721	67.9%	1,703	68.3%	1,787	68.8%
Latino White	483	36.7%	546	40.1%	684	45.2%	855	49.9%	973	52.9%	1,072	55.1%	1,185	58.3%	1,140	56.4%
Summary	2,477	55.7%	2,524	55.1%	2,825	58.4%	2,977	59.2%	3,092	60.3%	3,137	60.6%	3,270	62.7%	3,317	62.4%
Asian																
Chinese	981	44.9%	1,022	45.5%	961	43.0%	989	42.6%	1,037	43.1%	1,054	42.8%	1,045	42.1%	1,105	43.2%
East Indian	114	35.5%	109	35.5%	97	32.1%	100	33.3%	86	30.3%	93	33.1%	95	33.1%	95	31.3%
Filipino	750	34.5%	733	34.2%	686	32.4%	699	33.4%	765	35.9%	756	36.6%	764	37.9%	729	37.2%
Japanese	73	10.1%	63	8.7%	66	8.7%	80	10.4%	69	8.6%	72	9.3%	87	11.1%	70	9.2%
Korean	90	21.4%	84	20.4%	73	18.2%	66	17.5%	63	16.8%	57	16.3%	47	15.1%	52	16.0%
Other Asian	203	47.9%	204	46.4%	196	46.3%	196	43.7%	220	45.4%	251	50.5%	259	48.1%	254	47.0%
Samoan	398	74.5%	428	76.7%	374	75.3%	332	73.9%	340	75.9%	325	74.2%	281	72.1%	258	73.5%
Other Southeast	1,748	73.8%	1,512	68.8%	1,385	69.1%	1,260	68.3%	1,121	64.9%	1,013	62.8%	952	62.8%	854	62.3%
Vietnamese	1,821	76.0%	1,800	73.7%	1,735	71.8%	1,674	70.5%	1,660	70.7%	1,586	68.4%	1,610	69.5%	1,618	69.0%
Summary	6,178	53.5%	5,955	51.9%	5,573	50.0%	5,396	49.1%	5,361	48.7%	5,207	48.2%	5,140	48.3%	5,035	47.9%
White																
Gypsy	8	25.8%	6	20.0%	13	44.8%	8	30.8%	9	34.6%	10	38.5%	8	34.8%	11	44.0%
White	3,169	16.4%	2,888	15.2%	2,579	13.7%	2,505	13.3%	2,455	13.0%	2,503	13.1%	2,680	14.0%	2,442	12.9%
Summary	3,177	16.4%	2,894	15.2%	2,592	13.8%	2,513	13.3%	2,464	13.0%	2,513	13.2%	2,688	14.1%	2,453	12.9%
TOTAL																
TOTAL	19,513	41.0%	18,885	39.8%	18,533	39.5%	18,438	39.4%	18,486	39.4%	18,323	39.2%	18,882	40.7%	18,407	39.8%

**Students Receiving Free or Reduced Price Lunch
by Percent of Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



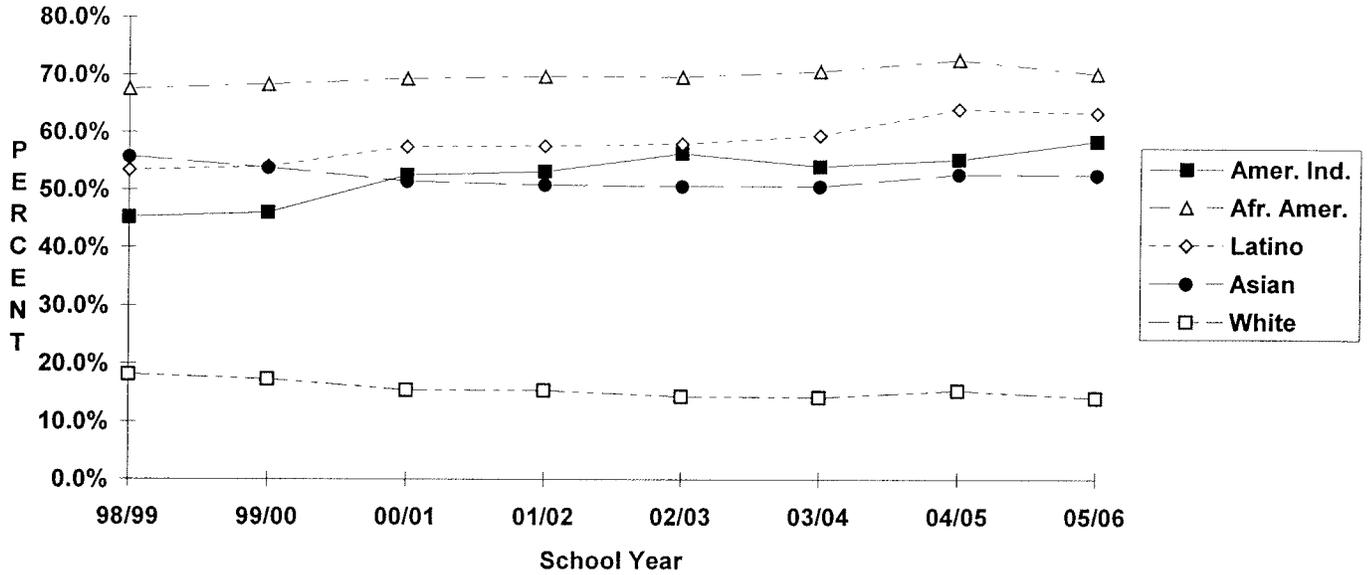
**Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



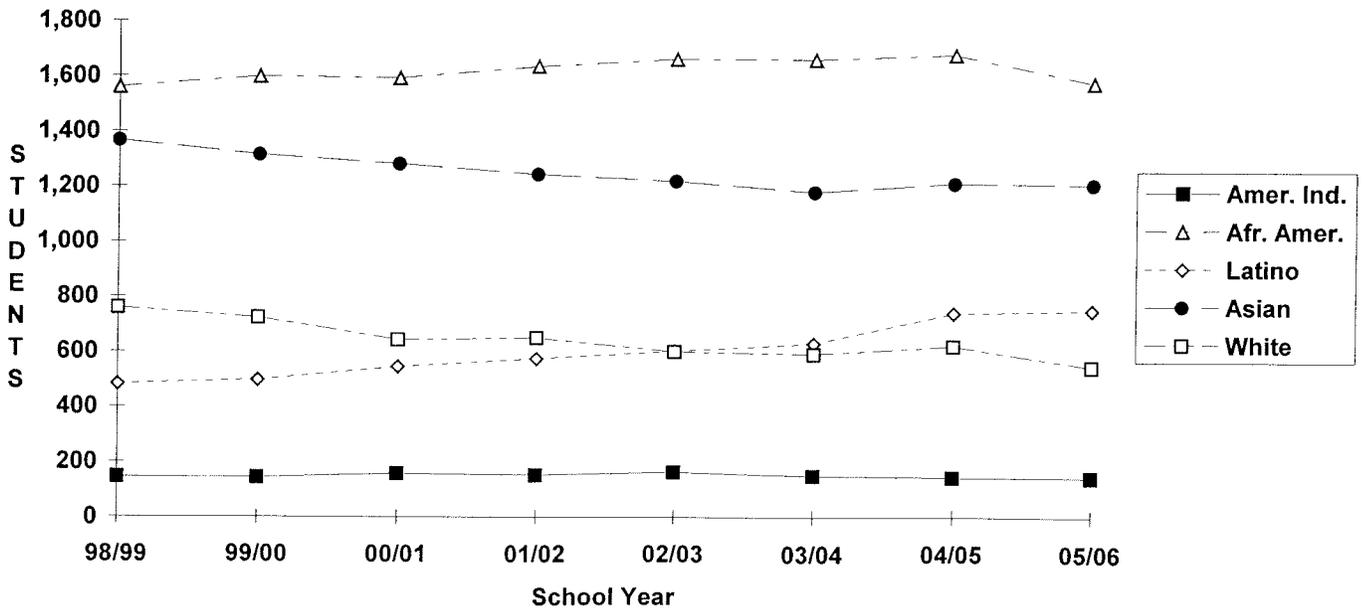
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative High Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	90	28.9%	72	23.8%	73	26.0%	70	24.8%	74	26.6%	92	34.8%	112	43.4%	93	38.1%
Alaska Native	16	26.2%	10	17.5%	13	23.2%	12	24.5%	15	28.3%	14	32.6%	11	26.2%	9	25.0%
Native American	13	31.0%	11	27.5%	15	35.7%	18	39.1%	19	30.2%	20	30.8%	29	46.8%	47	66.2%
Summary	119	28.7%	93	23.3%	101	26.6%	100	26.5%	108	27.4%	126	33.9%	152	42.0%	149	42.5%
African American	1,524	48.9%	1,553	47.8%	1,595	49.7%	1,705	52.8%	1,726	52.7%	1,707	51.8%	1,969	59.9%	1,914	57.0%
Chicano/Latino																
Latino Asian	24	25.3%	23	24.2%	18	19.8%	21	21.2%	22	24.4%	18	21.7%	24	27.0%	26	31.0%
Latino Black	36	39.1%	44	41.1%	52	50.0%	57	54.3%	53	47.7%	47	46.1%	52	54.2%	59	55.7%
Latino Indian	308	53.0%	314	51.5%	371	55.5%	372	54.3%	406	56.2%	397	52.7%	372	51.8%	409	54.5%
Latino White	92	28.9%	85	27.1%	122	31.6%	147	34.5%	171	36.5%	181	36.0%	223	41.3%	218	38.9%
Summary	460	42.4%	466	41.4%	563	45.0%	597	45.4%	652	46.8%	643	44.6%	671	46.5%	712	47.4%
Asian																
Chinese	312	44.7%	303	44.5%	275	42.8%	283	43.1%	325	45.8%	326	43.1%	339	43.2%	352	43.7%
East Indian	32	31.7%	30	30.9%	32	32.7%	29	29.3%	27	27.3%	29	30.5%	26	26.3%	34	32.4%
Filipino	178	25.9%	190	27.0%	162	23.8%	160	23.7%	171	24.5%	186	27.0%	208	29.5%	198	29.0%
Japanese	18	9.8%	10	5.4%	14	6.8%	18	7.6%	10	4.3%	12	5.3%	17	7.9%	17	7.9%
Korean	28	21.2%	28	21.1%	21	16.2%	27	19.7%	17	13.0%	15	12.8%	14	13.7%	15	16.0%
Other Asian	36	31.3%	30	25.4%	27	27.6%	40	37.4%	48	36.6%	55	45.5%	66	45.8%	59	42.8%
Samoan	94	67.1%	104	63.4%	93	61.6%	92	60.5%	104	65.0%	100	62.1%	91	61.1%	99	63.5%
Other Southeast	456	61.0%	402	56.1%	391	59.9%	363	58.9%	334	54.5%	316	52.8%	320	55.6%	300	56.1%
Vietnamese	569	73.2%	548	67.6%	521	67.5%	482	65.0%	436	63.1%	395	61.1%	390	61.9%	418	63.9%
Summary	1,723	48.1%	1,645	45.6%	1,536	44.8%	1,494	43.7%	1,472	42.5%	1,434	42.0%	1,471	43.2%	1,492	44.1%
White																
Gypsy	0	0.0%	1	12.5%	5	50.0%	1	11.1%	3	25.0%	2	18.2%	3	27.3%	4	36.4%
White	592	11.3%	555	10.2%	553	10.2%	580	10.3%	621	10.7%	639	10.9%	740	12.5%	663	11.5%
Summary	592	11.2%	556	10.2%	558	10.2%	581	10.3%	624	10.7%	641	10.9%	743	12.5%	667	11.5%
TOTAL	4,418	32.8%	4,313	31.2%	4,353	31.7%	4,477	32.0%	4,582	31.9%	4,551	31.6%	5,006	34.7%	4,934	34.3%

**Students Receiving Free or Reduced Price Lunch
by Percent of Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



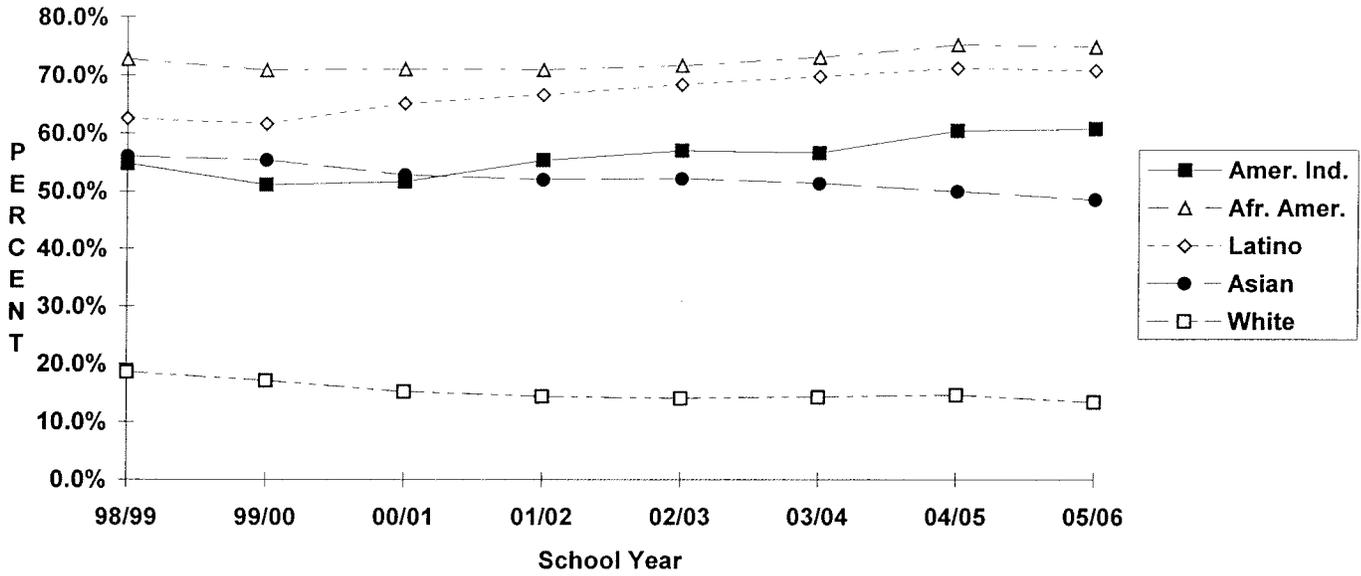
**Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



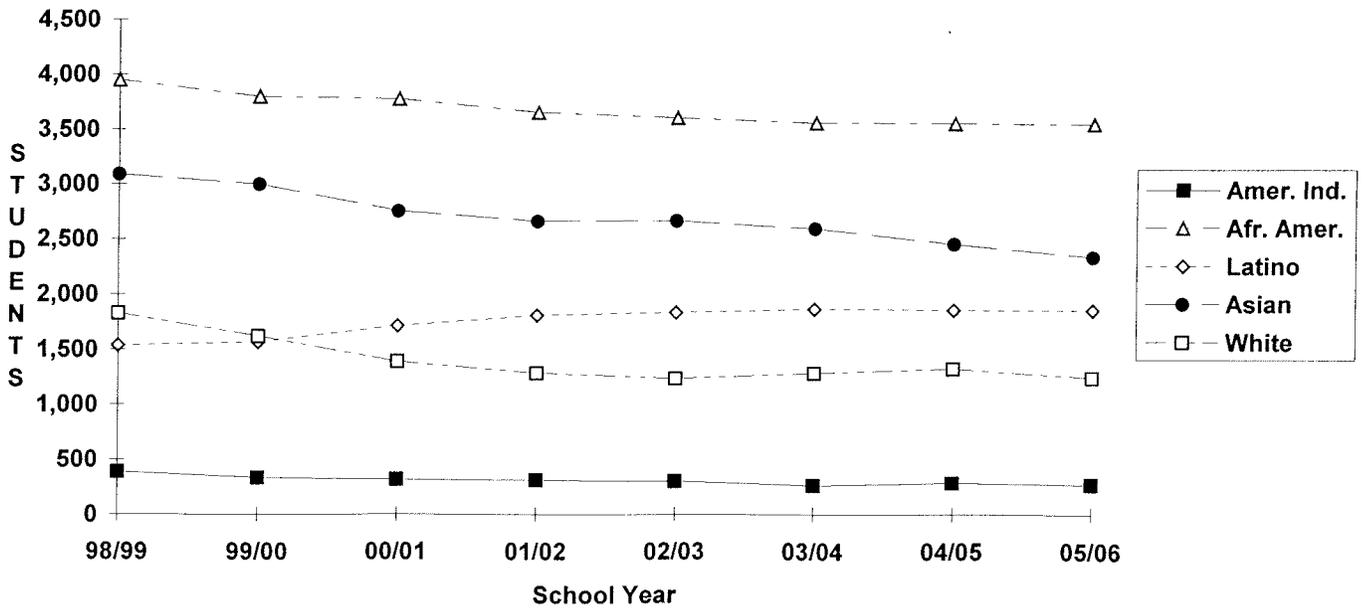
District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Middle Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	107	45.1%	106	46.1%	107	50.5%	107	52.2%	105	52.5%	89	47.6%	83	49.4%	87	55.4%
Alaska Native	13	37.1%	13	50.0%	20	55.6%	18	56.3%	17	50.0%	19	63.3%	17	58.6%	17	58.6%
Native American	26	51.0%	25	43.9%	31	58.5%	27	55.1%	41	73.2%	42	68.9%	45	68.2%	40	65.6%
Summary	146	45.2%	144	46.0%	158	52.5%	152	53.1%	163	56.2%	150	54.0%	145	55.1%	144	58.3%
African American																
African American	1,558	67.5%	1,597	68.2%	1,591	69.2%	1,635	69.6%	1,662	69.5%	1,660	70.5%	1,678	72.4%	1,574	70.0%
Chicano/Latino																
Latino Asian	24	32.4%	21	31.3%	20	41.7%	22	42.3%	26	44.8%	29	43.3%	26	41.9%	20	34.5%
Latino Black	48	60.0%	50	61.0%	45	66.2%	38	62.3%	44	65.7%	51	56.7%	61	64.9%	62	63.9%
Latino Indian	313	64.7%	333	66.2%	358	66.4%	370	67.5%	374	66.3%	369	69.0%	409	69.9%	417	70.0%
Latino White	96	36.5%	92	34.6%	121	41.3%	144	42.7%	159	45.0%	180	48.9%	246	58.4%	251	57.4%
Summary	481	53.4%	496	54.0%	544	57.4%	574	57.5%	603	57.9%	629	59.3%	742	63.9%	750	63.1%
Asian																
Chinese	188	46.2%	221	47.2%	227	44.6%	237	45.1%	235	44.0%	227	43.3%	226	43.7%	240	46.3%
East Indian	27	40.3%	27	39.7%	18	25.0%	24	32.9%	20	31.7%	19	32.8%	19	41.3%	17	34.0%
Filipino	178	37.6%	182	38.3%	169	33.8%	165	33.1%	178	36.4%	191	39.9%	178	40.5%	174	40.7%
Japanese	16	9.1%	11	6.7%	12	7.5%	16	10.7%	20	12.1%	20	12.5%	23	13.9%	21	12.1%
Korean	22	22.0%	13	14.4%	15	17.6%	12	15.2%	11	14.7%	11	17.5%	7	11.3%	12	17.6%
Other Asian	34	45.9%	42	48.8%	41	47.7%	44	48.9%	52	54.7%	44	45.4%	45	47.9%	52	48.6%
Samoan	105	80.2%	111	82.8%	100	87.0%	77	76.2%	83	82.2%	66	75.0%	60	74.1%	52	73.2%
Other Southeast	426	77.7%	371	70.5%	377	71.8%	340	70.1%	293	69.8%	259	69.8%	242	69.9%	193	66.1%
Vietnamese	370	77.6%	336	77.2%	321	73.1%	328	73.9%	328	69.5%	343	69.2%	412	74.2%	445	74.8%
Summary	1,366	55.7%	1,314	53.7%	1,280	51.4%	1,243	50.8%	1,220	50.5%	1,180	50.5%	1,212	52.5%	1,206	52.4%
White																
Gypsy	2	40.0%	1	20.0%	0	0.0%	1	16.7%	2	33.3%	4	50.0%	1	16.7%	2	33.3%
White	757	18.0%	722	17.2%	642	15.4%	649	15.4%	599	14.3%	587	14.1%	620	15.3%	542	14.0%
Summary	759	18.1%	723	17.2%	642	15.4%	650	15.4%	601	14.3%	591	14.2%	621	15.3%	544	14.1%
TOTAL																
TOTAL	4,310	42.3%	4,274	41.9%	4,215	41.3%	4,254	41.3%	4,249	41.1%	4,210	41.3%	4,398	43.5%	4,218	42.8%

**Students Receiving Free or Reduced Price Lunch
by Percent of Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



**Students Receiving Free or Reduced Price Lunch by Ethnic Group
Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



District Summary
Number and Percent of Students in each Ethnic Group Receiving Free or Reduced Price Lunch
All Regular and Alternative Elementary Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%														
American Indians																
American Indian	261	51.8%	222	48.3%	199	46.7%	206	53.1%	201	55.1%	172	54.1%	179	57.6%	163	56.8%
Alaska Native	38	46.3%	32	42.1%	32	47.8%	30	51.7%	31	51.7%	26	53.1%	30	61.2%	40	62.5%
Native American	90	72.6%	77	68.8%	87	70.7%	73	64.6%	71	66.4%	65	66.3%	76	67.9%	70	70.7%
Summary	389	54.8%	331	51.1%	318	51.6%	309	55.3%	303	57.0%	263	56.6%	285	60.4%	273	60.7%
African American																
African American	3,945	72.7%	3,794	70.8%	3,780	71.0%	3,651	70.9%	3,607	71.6%	3,560	73.0%	3,555	75.1%	3,548	74.7%
Chicano/Latino																
Latino Asian	89	52.7%	77	45.8%	80	42.3%	84	43.8%	80	45.2%	73	43.7%	75	50.0%	77	51.7%
Latino Black	124	70.9%	127	68.6%	126	67.7%	125	63.5%	120	62.2%	126	66.3%	144	71.6%	146	74.1%
Latino Indian	1,028	74.5%	989	70.5%	1,071	74.8%	1,033	75.1%	994	76.5%	955	76.7%	922	77.5%	961	76.8%
Latino White	295	40.2%	369	47.2%	441	52.9%	564	59.4%	643	63.1%	711	66.3%	716	66.9%	671	65.5%
Summary	1,536	62.5%	1,562	61.6%	1,718	65.1%	1,806	66.5%	1,837	68.3%	1,865	69.7%	1,857	71.1%	1,855	70.7%
Asian																
Chinese	481	44.5%	498	45.5%	459	42.3%	469	41.1%	477	41.0%	501	42.3%	480	40.6%	513	41.6%
East Indian	55	35.9%	52	36.6%	47	35.6%	47	36.7%	39	32.0%	45	35.2%	50	35.2%	44	29.5%
Filipino	394	39.0%	361	37.4%	355	38.0%	374	40.5%	416	44.0%	379	42.2%	378	43.4%	357	42.0%
Japanese	39	10.6%	42	11.1%	40	10.2%	46	11.9%	39	9.7%	40	10.3%	47	11.7%	32	8.5%
Korean	40	21.3%	43	22.8%	37	19.9%	27	16.7%	35	20.8%	31	18.3%	26	17.7%	25	15.3%
Other Asian	133	56.6%	132	55.9%	128	53.6%	112	44.4%	120	46.3%	152	54.5%	148	49.3%	143	48.5%
Samoan	199	75.7%	213	81.9%	181	78.4%	163	83.2%	153	81.8%	159	84.1%	130	81.3%	107	86.3%
Other Southeast	866	80.6%	739	77.4%	617	74.8%	557	74.8%	494	71.2%	438	67.9%	390	65.7%	361	66.5%
Vietnamese	882	77.2%	916	76.7%	893	74.1%	864	72.7%	896	75.7%	848	72.0%	808	71.3%	755	68.9%
Summary	3,089	56.0%	2,996	55.3%	2,757	52.8%	2,659	51.9%	2,669	52.1%	2,593	51.3%	2,457	49.8%	2,337	48.4%
White																
Gypsy	6	31.6%	4	23.5%	8	57.1%	6	54.5%	4	50.0%	4	57.1%	4	66.7%	5	62.5%
White	1,820	18.5%	1,611	17.1%	1,384	15.1%	1,276	14.3%	1,235	13.9%	1,277	14.1%	1,320	14.5%	1,237	13.3%
Summary	1,826	18.5%	1,615	17.1%	1,392	15.1%	1,282	14.3%	1,239	13.9%	1,281	14.2%	1,324	14.5%	1,242	13.3%
TOTAL																
TOTAL	10,785	45.0%	10,298	44.0%	9,965	43.3%	9,707	43.1%	9,655	43.3%	9,562	43.2%	9,478	43.3%	9,255	42.1%

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 Language Assessment Scales (LAS) test to determine English fluency. The result of this assessment determines whether the student will be eligible for bilingual services. The Transitional Bilingual Education Office maintains eligibility data indicating whether or not the students are eligible for bilingual services from the Limited English Proficiency (LEP) program. These eligibility data are updated annually with information obtained through standardized test results in reading and language. 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.

Results

Bilingual data is presented for the entire District, showing the numbers and percentages of students who have Limited English Proficiency or Equal English Proficiency. Data are shown for the past five years. No separate high school, middle school or elementary school tables are given.

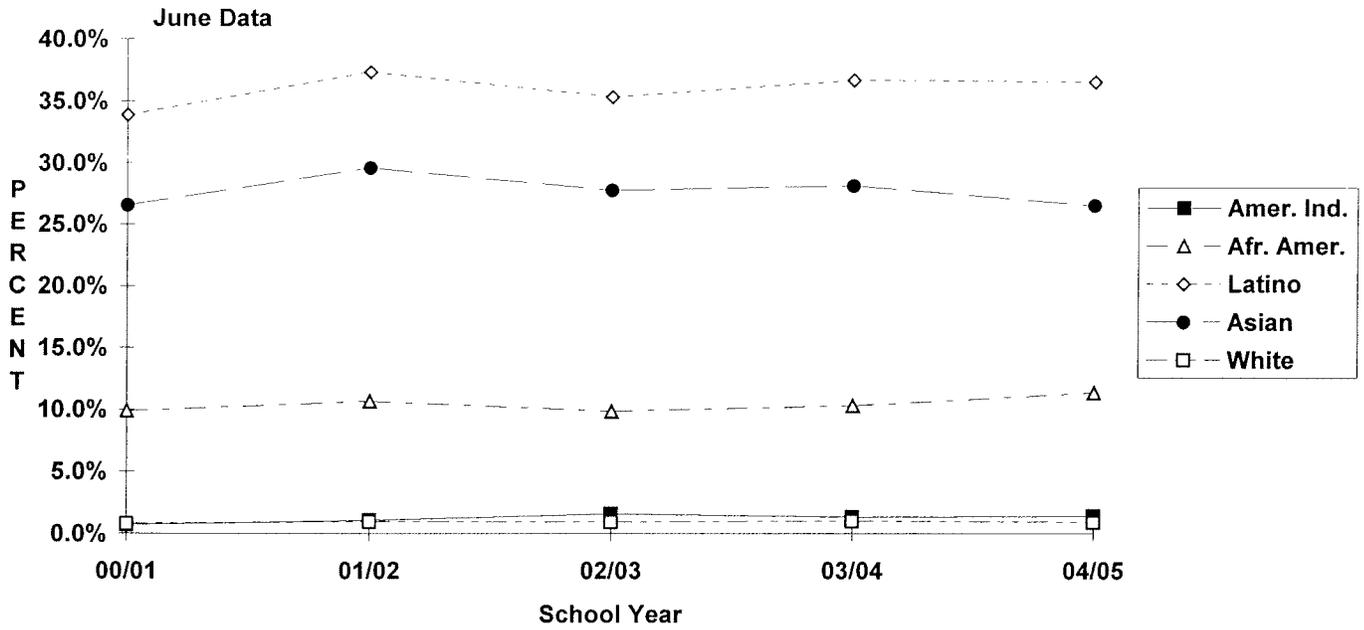
The majority of both Limited English and Equal English students are predominantly Asian, followed by Latino and other groups. In June 2005, the Seattle Public Schools had 9,968 students (21.4 percent of the total District enrollment) with limited or equal English proficiency. Of these, 6,091 (13.1 percent of the District) are Limited English Proficient students. The total number and percentage of Limited English Proficient students fell by 92 students from 2003-2004 to 2004-2005. During this same time period, however, the percentage of African American students who are Limited English Proficient rose by 110 students, or 10.2%. The number and percentage of Equal English-speaking students, in contrast to the increase seen in Limited English-speaking students, rose by 60 students from 2003-2004 to 2004-2005. Most of the change in the number of Equal English-speaking students between the 2003-2004 and 2004-2005 school year came from an additional 53 Latino students in this category, an 8.9% increase.



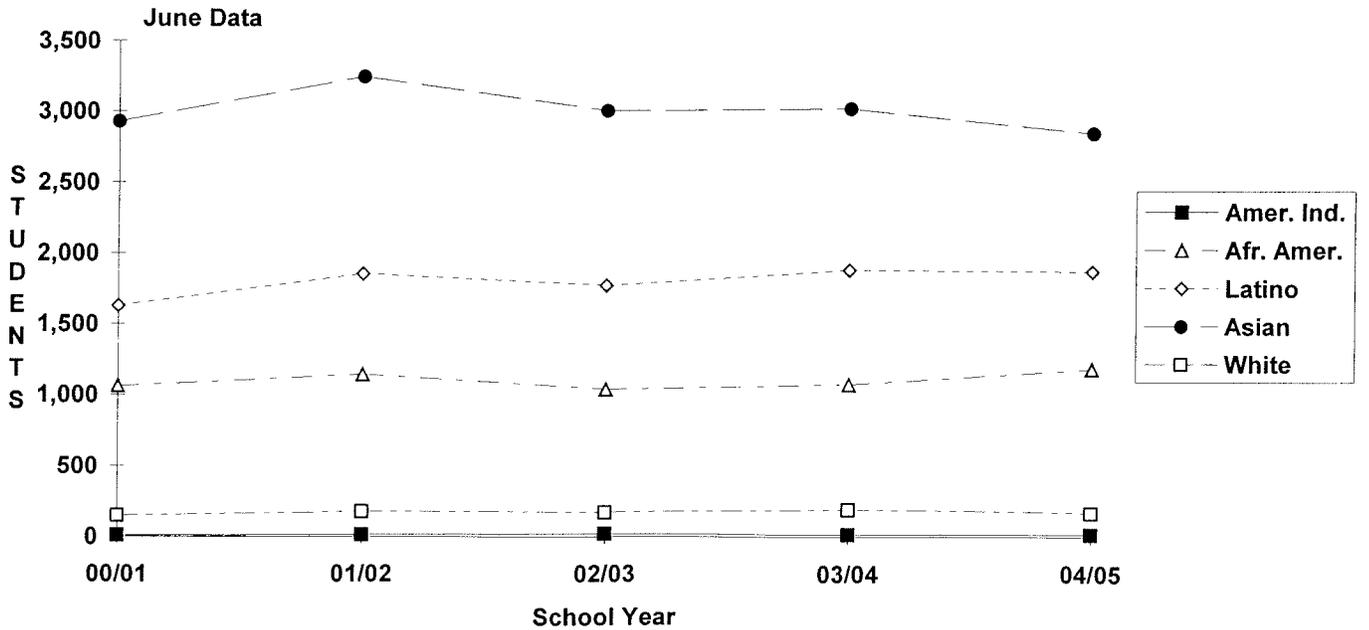
District Summary
Number and Percent of Bilingual Students in each Ethnic Group
All Regular and Alternative Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005											
	Limited English		Equal English		Limited English		Equal English		Limited English		Equal English									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%								
American Indians																				
American Indian	6	0.7%	6	0.7%	7	0.8%	5	0.6%	12	1.5%	4	0.5%	7	0.9%	5	0.7%	9	1.2%	5	0.7%
Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native American	3	1.4%	0	0.0%	6	2.9%	0	0.0%	6	2.8%	0	0.0%	8	3.3%	1	0.4%	7	2.8%	1	0.4%
Summary	9	0.7%	6	0.5%	13	1.1%	5	0.4%	18	1.6%	4	0.3%	15	1.3%	6	0.5%	16	1.4%	6	0.5%
African American																				
African American	1,063	9.9%	433	4.0%	1,147	10.6%	412	3.8%	1,041	9.8%	451	4.3%	1,076	10.3%	467	4.5%	1,186	11.3%	467	4.5%
Chicano/Latino																				
Latino Asian	35	10.5%	70	21.1%	34	10.7%	58	18.2%	28	8.7%	59	18.3%	24	7.6%	46	14.6%	25	8.0%	37	11.8%
Latino Black	25	7.0%	15	4.2%	30	8.5%	15	4.2%	30	8.0%	14	3.7%	30	8.0%	10	2.7%	28	7.4%	11	2.9%
Latino Indian	1,155	44.6%	373	14.4%	1,186	46.0%	332	12.9%	1,067	42.5%	370	14.7%	1,075	43.2%	359	14.4%	1,078	43.4%	381	15.3%
Latino White	415	27.0%	143	9.3%	608	35.1%	126	7.3%	650	35.7%	169	9.3%	754	38.4%	181	9.2%	742	37.8%	220	11.2%
Summary	1,630	33.9%	601	12.5%	1,858	37.3%	531	10.7%	1,775	35.3%	612	12.2%	1,883	36.6%	596	11.6%	1,873	36.4%	649	12.6%
Asian																				
Chinese	554	24.4%	782	34.4%	683	28.8%	694	29.2%	636	26.4%	760	31.6%	680	27.3%	724	29.0%	667	26.8%	729	29.2%
East Indian	50	16.4%	53	17.4%	52	18.1%	50	17.4%	41	14.8%	42	15.2%	51	18.2%	42	15.0%	50	17.9%	38	13.6%
Filipino	389	18.5%	439	20.9%	461	21.8%	395	18.7%	448	21.2%	378	17.9%	477	23.0%	350	16.9%	462	22.3%	335	16.1%
Japanese	36	4.7%	47	6.1%	45	5.8%	47	6.1%	44	5.6%	39	5.0%	36	4.7%	39	5.1%	40	5.2%	41	5.3%
Korean	32	8.4%	57	15.0%	47	12.2%	46	11.9%	51	13.9%	41	11.2%	36	10.8%	34	10.2%	27	8.1%	33	9.9%
Other Asian	70	17.3%	52	12.8%	84	18.9%	48	10.8%	81	17.6%	46	10.0%	98	19.2%	47	9.2%	100	19.6%	48	9.4%
Samoan	94	20.4%	57	12.4%	83	18.6%	53	11.9%	83	18.0%	51	11.1%	76	17.9%	45	10.6%	61	14.4%	34	8.0%
Other Southeast	698	35.8%	761	39.0%	691	38.7%	637	35.7%	605	36.4%	605	36.4%	564	36.2%	517	33.2%	499	32.0%	499	32.0%
Vietnamese	1,003	42.1%	900	37.7%	1,100	46.1%	802	33.6%	1,016	43.9%	835	36.1%	1,001	43.4%	822	35.6%	940	40.7%	888	38.5%
Summary	2,926	26.5%	3,148	28.6%	3,246	29.5%	2,772	25.2%	3,005	27.7%	2,797	25.8%	3,019	28.1%	2,620	24.4%	2,846	26.5%	2,645	24.6%
White																				
Gypsy	3	10.3%	0	0.0%	2	8.7%	0	0.0%	2	8.0%	0	0.0%	2	8.3%	0	0.0%	1	4.2%	0	0.0%
White	146	0.8%	175	0.9%	176	0.9%	160	0.9%	169	0.9%	145	0.8%	188	1.0%	128	0.7%	169	0.9%	110	0.6%
Summary	149	0.8%	175	0.9%	178	0.9%	160	0.9%	171	0.9%	145	0.8%	190	1.0%	128	0.7%	170	0.9%	110	0.6%
TOTAL	5,777	12.4%	4,363	9.4%	6,442	13.8%	3,880	8.3%	6,010	13.0%	4,009	8.6%	6,183	13.3%	3,817	8.2%	6,091	13.1%	3,877	8.3%

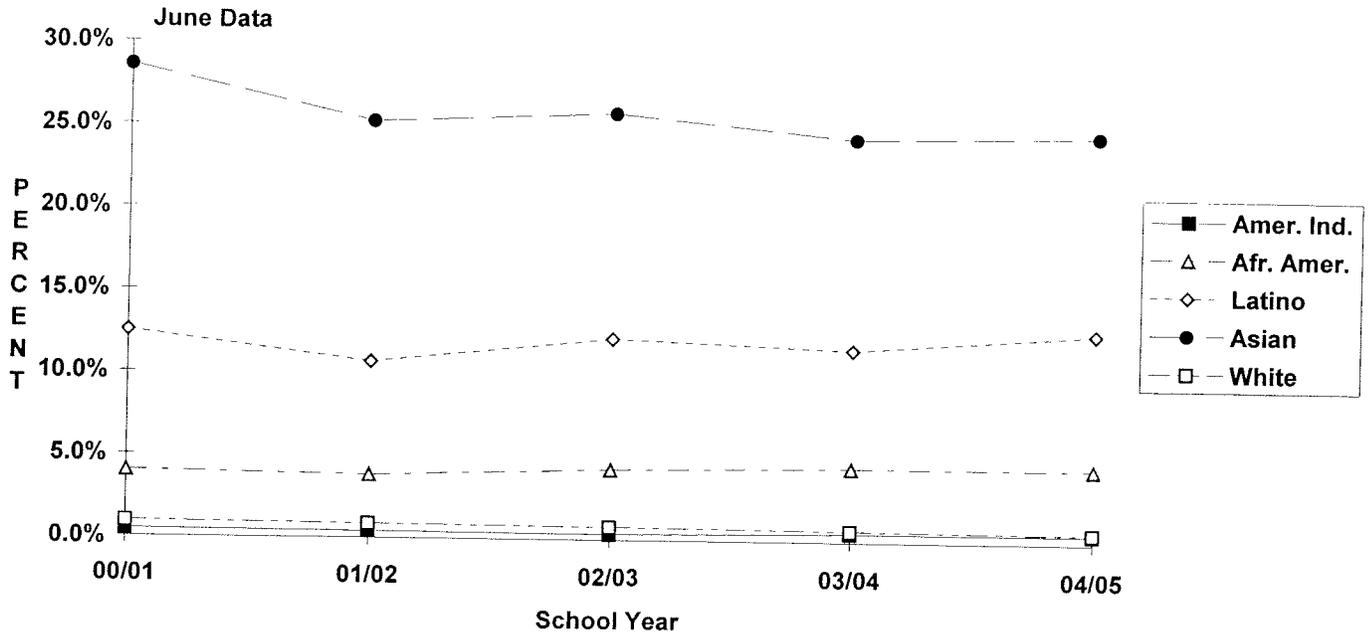
**Limited English Proficiency by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



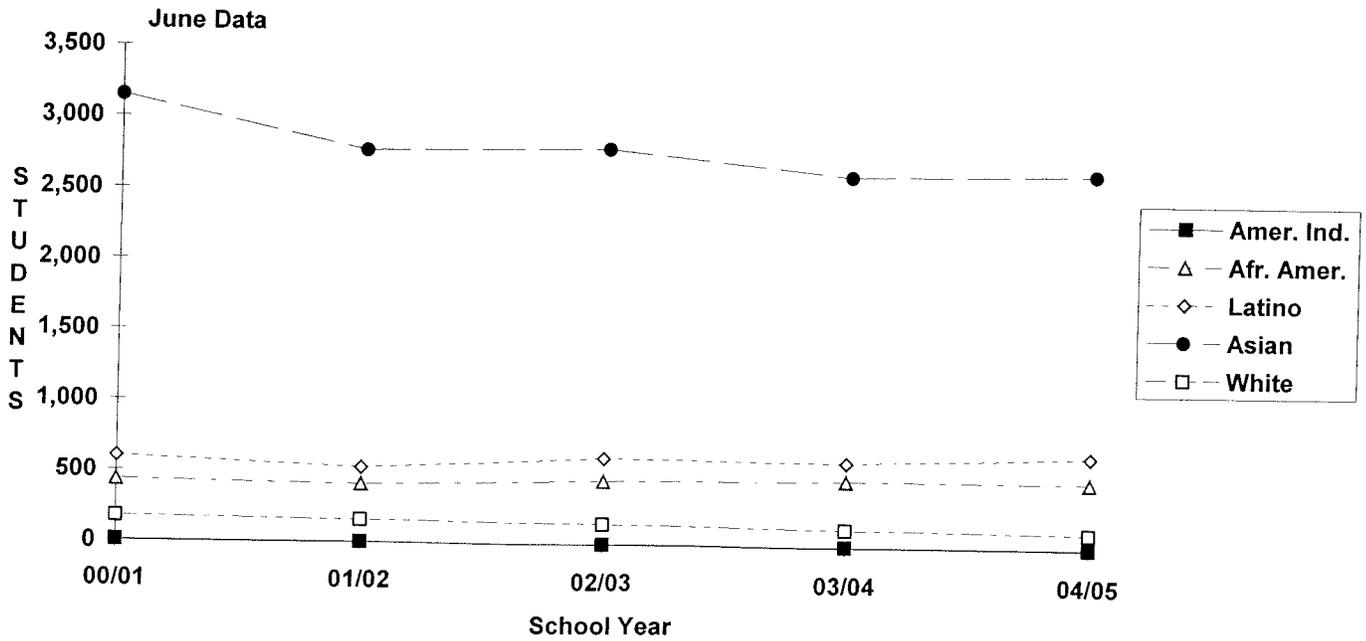
**Students with Limited English Proficiency by Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



**Equal English Proficiency by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



**Students with Equal English Proficiency by Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



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, which include preschool handicapped students, are reported monthly to the State.

The data summarized here are based on June 2005 Special Education enrollment counts from preschool through 12th grade. The District enrollment figures used for percentages are taken from June files, but differ from the June enrollment used for other purposes in that preschool students are also 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, 13.2 percent of the students in the District were enrolled in Special Education in June 2005, a 0.1 percentage point increase from the prior year. Within ethnic groups, Special Education students range from 20.1% of all American Indian students to 8.4% of all Asian students. The total number of Specific Learning Disability students decreased 97 students from June 2004 to June 2005, continuing a third year of declining numbers in this category since June 2002. The number of students identified as Specific Learning Disabled ranges from 9.3% of all American Indian students to 3.4% of all Asian students. The other predominant categories are Health Impaired, Communication Disordered, Developmentally Delayed (Preschool), and Seriously Behaviorally Disabled. A disproportionately larger number of African American (and, as

a percentage of enrollment, American Indian) students are represented in these categories.

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 1994-95 (not shown here). The Latino ethnic group slightly exceeds the White ethnic group on intermediate rates of eligibility. Asian 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 Regular and Alternative Schools -- June 2005 Data

ETHNIC GROUP	Total Special Education		Specific Learning Disability		Developmentally Delayed (Preschool)		Seriously Behavior-Disabled		Orthopedic Impaired		Health Impaired	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians												
American Indian	140	19.5%	71	9.9%	10	1.4%	10	1.4%	0	0.0%	32	4.5%
Alaska Native	20	16.4%	9	7.4%	2	1.6%	2	1.6%	0	0.0%	3	2.5%
Native American	58	23.8%	21	8.6%	8	3.3%	8	3.3%	0	0.0%	16	6.6%
Summary	218	20.1%	101	9.3%	20	1.8%	20	1.8%	0	0.0%	51	4.7%
African American												
African American	1,839	17.4%	860	8.1%	178	1.7%	179	1.7%	9	0.1%	317	3.0%
Chicano/Latino												
Latino Asian	33	11.0%	16	5.3%	8	2.7%	0	0.0%	0	0.0%	2	0.7%
Latino Black	72	18.0%	35	8.8%	7	1.8%	3	0.8%	0	0.0%	15	3.8%
Latino Indian	405	15.9%	220	8.6%	58	2.3%	5	0.2%	1	0.0%	40	1.6%
Latino White	253	12.7%	126	6.3%	20	1.0%	8	0.4%	2	0.1%	47	2.4%
Summary	763	14.5%	397	7.6%	93	1.8%	16	0.3%	3	0.1%	104	2.0%
Asian												
Chinese	144	5.7%	36	1.4%	18	0.7%	1	0.0%	2	0.1%	40	1.6%
East Indian	37	12.8%	13	4.5%	3	1.0%	2	0.7%	1	0.3%	5	1.7%
Filipino	150	7.4%	68	3.3%	12	0.6%	3	0.1%	2	0.1%	28	1.4%
Japanese	43	5.5%	12	1.5%	4	0.5%	1	0.1%	0	0.0%	18	2.3%
Korean	27	8.4%	7	2.2%	2	0.6%	2	0.6%	0	0.0%	8	2.5%
Other Asian	76	14.4%	32	6.0%	8	1.5%	4	0.8%	1	0.2%	13	2.5%
Samoan	46	12.2%	28	7.4%	1	0.3%	2	0.5%	0	0.0%	4	1.1%
Other Southeast	151	10.4%	82	5.6%	13	0.9%	4	0.3%	1	0.1%	14	1.0%
Vietnamese	222	9.5%	81	3.5%	27	1.2%	5	0.2%	3	0.1%	38	1.6%
Summary	896	8.4%	359	3.4%	88	0.8%	24	0.2%	10	0.1%	168	1.6%
White												
Gypsy	7	25.0%	3	10.7%	0	0.0%	1	3.6%	0	0.0%	3	10.7%
White	2,439	12.8%	832	4.4%	271	1.4%	122	0.6%	18	0.1%	708	3.7%
Summary	2,446	12.8%	835	4.4%	271	1.4%	123	0.6%	18	0.1%	711	3.7%
TOTAL	6,162	13.2%	2,552	5.5%	650	1.4%	362	0.8%	40	0.1%	1,351	2.9%

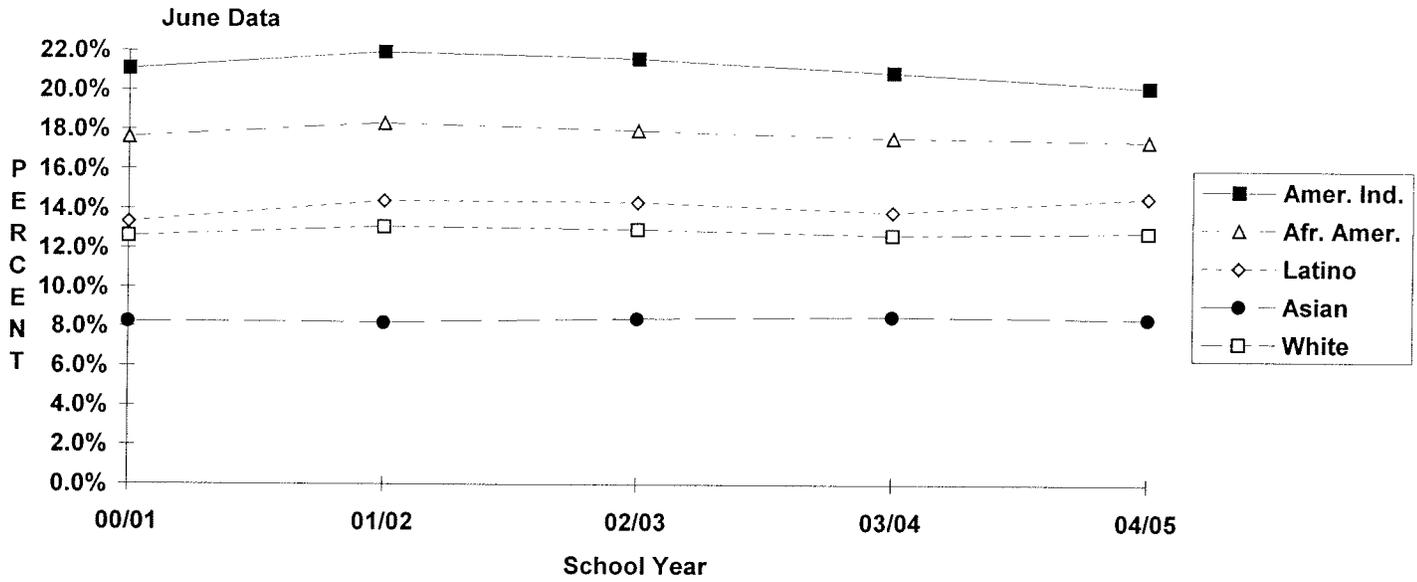
District Summary
Number and Percent of Students in each Ethnic Group in Special Education (Part 2 of 2)
All Regular and Alternative Schools -- June 2005 Data

ETHNIC GROUP	Mentally Retarded		Multi-Handicapped		Communication Disordered		Deaf		Hard of Hearing		Visually Impaired	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians												
American Indian	3	0.4%	1	0.1%	12	1.7%	0	0.0%	1	0.1%	0	0.0%
Alaska Native	2	1.6%	0	0.0%	2	1.6%	0	0.0%	0	0.0%	0	0.0%
Native American	2	0.8%	1	0.4%	2	0.8%	0	0.0%	0	0.0%	0	0.0%
Summary	7	0.6%	2	0.2%	16	1.5%	0	0.0%	1	0.1%	0	0.0%
African American												
African American	66	0.6%	7	0.1%	203	1.9%	1	0.0%	15	0.1%	4	0.0%
Chicano/Latino												
Latino Asian	0	0.0%	1	0.3%	6	2.0%	0	0.0%	0	0.0%	0	0.0%
Latino Black	4	1.0%	1	0.3%	6	1.5%	1	0.3%	0	0.0%	0	0.0%
Latino Indian	8	0.3%	2	0.1%	62	2.4%	2	0.1%	7	0.3%	0	0.0%
Latino White	6	0.3%	2	0.1%	38	1.9%	1	0.1%	2	0.1%	1	0.1%
Summary	18	0.3%	6	0.1%	112	2.1%	4	0.1%	9	0.2%	1	0.0%
Asian												
Chinese	4	0.2%	1	0.0%	39	1.5%	1	0.0%	2	0.1%	0	0.0%
East Indian	2	0.7%	4	1.4%	4	1.4%	0	0.0%	3	1.0%	0	0.0%
Filipino	5	0.2%	2	0.1%	28	1.4%	1	0.0%	1	0.0%	0	0.0%
Japanese	0	0.0%	0	0.0%	6	0.8%	0	0.0%	0	0.0%	2	0.3%
Korean	1	0.3%	0	0.0%	6	1.9%	0	0.0%	0	0.0%	1	0.3%
Other Asian	0	0.0%	1	0.2%	16	3.0%	0	0.0%	1	0.2%	0	0.0%
Samoan	2	0.5%	1	0.3%	8	2.1%	0	0.0%	0	0.0%	0	0.0%
Other Southeast	5	0.3%	4	0.3%	24	1.6%	1	0.1%	2	0.1%	1	0.1%
Vietnamese	4	0.2%	1	0.0%	60	2.6%	0	0.0%	3	0.1%	0	0.0%
Summary	23	0.2%	14	0.1%	191	1.8%	3	0.0%	12	0.1%	4	0.0%
White												
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	46	0.2%	29	0.2%	383	2.0%	9	0.05%	17	0.1%	4	0.02%
Summary	46	0.2%	29	0.2%	383	2.0%	9	0.05%	17	0.1%	4	0.02%
TOTAL	160	0.3%	58	0.1%	905	1.9%	17	0.04%	54	0.1%	13	0.03%

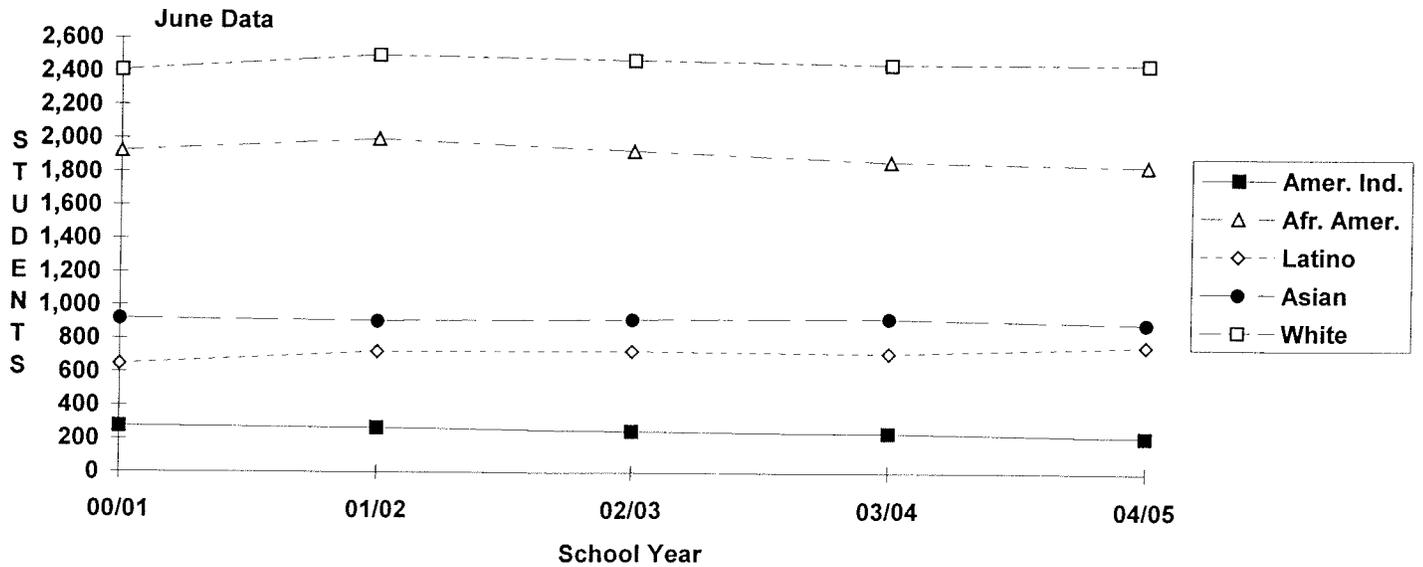
District Summary
Number and Percent of Students in each Ethnic Group
Total Special Education and Specific Learning Disabilities

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005											
	Total Special	Spec Learning																		
	Education	Disability																		
	No.	%	No.	%																
American Indians																				
American Indian	192	20.6%	115	12.3%	179	20.7%	110	12.7%	162	20.2%	92	11.5%	159	20.6%	89	11.5%	140	19.5%	71	9.9%
Alaska Native	22	14.5%	15	9.9%	25	17.4%	16	11.1%	25	18.8%	19	14.3%	18	14.4%	12	9.6%	20	16.4%	9	7.4%
Native American	60	27.8%	27	12.5%	63	30.0%	28	13.3%	63	28.4%	28	12.6%	62	24.9%	27	10.8%	58	23.8%	21	8.6%
Summary	274	21.1%	157	12.1%	267	21.9%	154	12.6%	250	21.6%	139	12.0%	239	20.9%	128	11.2%	218	20.1%	101	9.3%
African American	1,923	17.6%	1,002	9.2%	1,996	18.3%	996	9.1%	1,928	17.9%	950	8.8%	1,866	17.6%	894	8.4%	1,839	17.4%	860	8.1%
Chicano/Latino																				
Latino Asian	25	7.5%	11	3.3%	24	7.5%	12	3.7%	27	8.3%	12	3.7%	35	11.0%	16	5.0%	33	11.0%	16	5.3%
Latino Black	54	15.0%	30	8.4%	60	16.9%	34	9.6%	66	17.2%	37	9.7%	64	16.9%	27	7.1%	72	18.0%	35	8.8%
Latino Indian	384	14.6%	223	8.5%	424	16.2%	235	9.0%	417	16.3%	223	8.7%	383	15.2%	206	8.2%	405	15.9%	220	8.6%
Latino White	186	11.9%	94	6.0%	217	12.4%	112	6.4%	220	12.0%	112	6.1%	236	12.0%	124	6.3%	253	12.7%	126	6.3%
Summary	649	13.3%	358	7.3%	725	14.4%	393	7.8%	730	14.3%	384	7.5%	718	13.8%	373	7.2%	763	14.5%	397	7.6%
Asian																				
Chinese	131	5.7%	34	1.5%	138	5.8%	45	1.9%	148	6.1%	46	1.9%	161	6.4%	45	1.8%	144	5.7%	36	1.4%
East Indian	29	9.4%	6	1.9%	32	11.0%	8	2.7%	25	9.0%	6	2.2%	31	11.0%	9	3.2%	37	12.8%	13	4.5%
Filipino	173	8.2%	92	4.3%	174	8.2%	90	4.2%	167	7.8%	78	3.7%	153	7.3%	76	3.6%	150	7.4%	68	3.3%
Japanese	50	6.4%	15	1.9%	44	5.6%	12	1.5%	43	5.4%	10	1.3%	43	5.5%	11	1.4%	43	5.5%	12	1.5%
Korean	28	7.3%	11	2.9%	28	7.2%	10	2.6%	31	8.3%	10	2.7%	25	7.5%	9	2.7%	27	8.4%	7	2.2%
Other Asian	61	14.7%	22	5.3%	64	14.1%	25	5.5%	72	15.2%	30	6.3%	73	13.9%	30	5.7%	76	14.4%	32	6.0%
Samoan	54	11.7%	35	7.6%	56	12.5%	32	7.2%	56	12.1%	30	6.5%	50	11.7%	29	6.8%	46	12.2%	28	7.4%
Other Southeast	186	9.5%	102	5.2%	164	9.2%	94	5.2%	167	10.0%	98	5.9%	170	10.9%	93	6.0%	151	10.4%	82	5.6%
Vietnamese	207	8.6%	78	3.2%	209	8.7%	91	3.8%	211	9.0%	78	3.3%	220	9.4%	78	3.3%	222	9.5%	81	3.5%
Summary	919	8.3%	395	3.6%	909	8.2%	407	3.7%	920	8.4%	386	3.5%	926	8.5%	380	3.5%	896	8.4%	359	3.4%
White																				
Gypsy	7	23.3%	3	10.0%	5	20.8%	3	12.5%	7	26.9%	3	11.5%	7	28.0%	4	16.0%	7	25.0%	3	10.7%
White	2,399	12.6%	1,038	5.5%	2,492	13.1%	1,026	5.4%	2,464	12.9%	941	4.9%	2,439	12.6%	870	4.5%	2,439	12.8%	832	4.4%
Summary	2,406	12.6%	1,041	5.5%	2,497	13.1%	1,029	5.4%	2,471	12.9%	944	4.9%	2,446	12.7%	874	4.5%	2,446	12.8%	835	4.4%
TOTAL	6,171	13.0%	2,953	6.2%	6,394	13.5%	2,979	6.3%	6,299	13.4%	2,803	6.0%	6,195	13.1%	2,649	5.6%	6,162	13.2%	2,552	5.5%

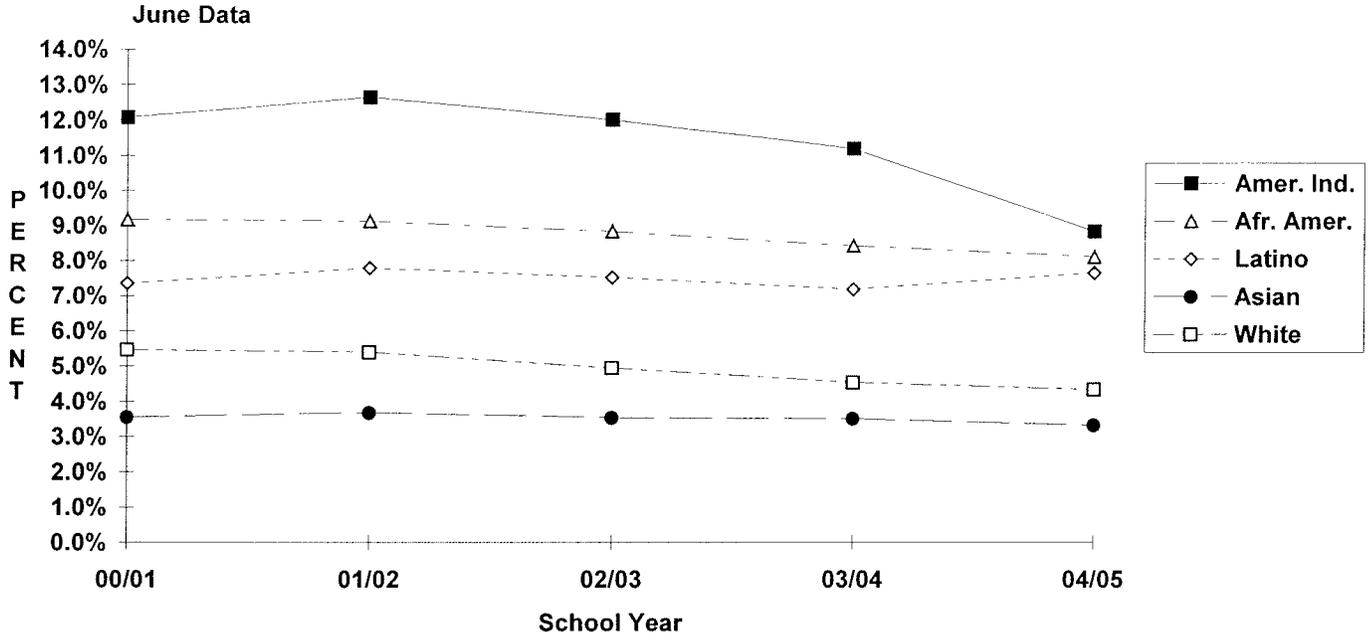
**Special Education Students by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



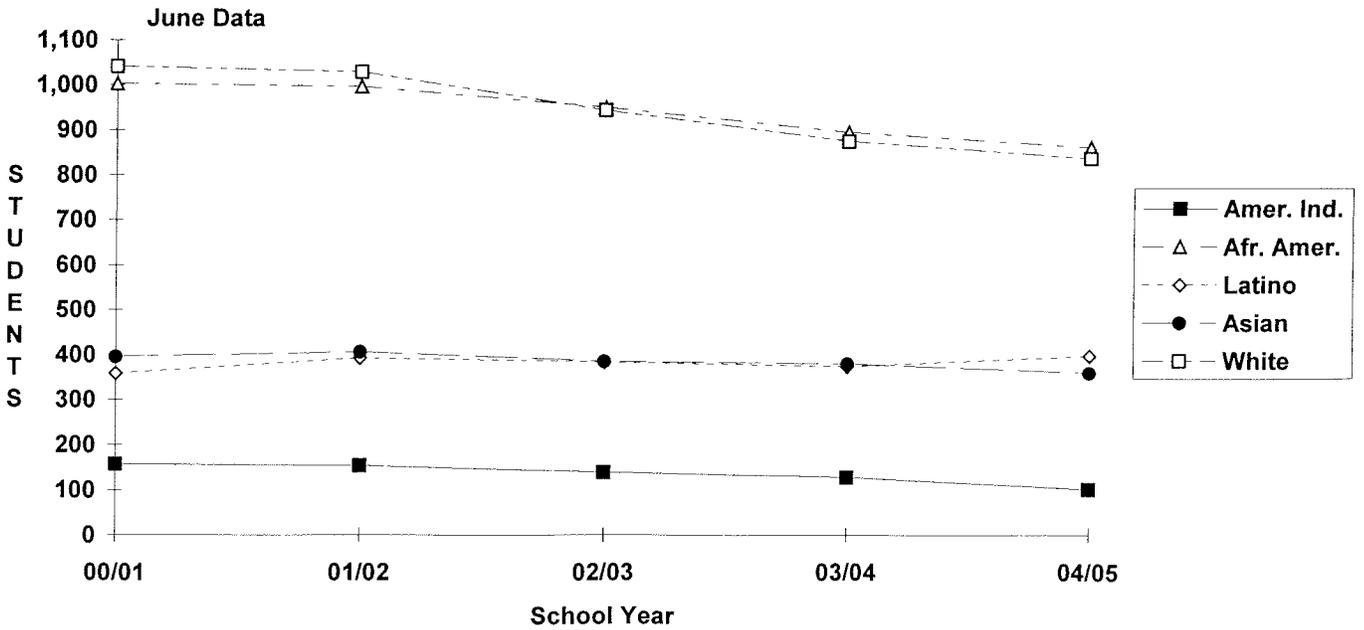
**Number of Special Education Students by Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



**Specific Learning Disabled by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



**Number of Specific Learning Disabled by Ethnic Group
District Summary - All Regular and Alternative Schools
2000-2001 to 2004-2005**



STUDENT OUTCOME MEASURES

- * Academic Grades - Secondary Schools
 - Grade Distribution
 - Grade Point Average
- * Student Test Score Achievement
 - Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)
 - Longitudinal Trends
 - Below the 25th Percentile
 - Washington Assessment of Student Learning (WASL)
 - Scholastic Aptitude Test (SAT)
- * Attendance
- * Discipline
 - Short-Term Suspensions
 - Long-Term Suspensions
 - Expulsions
- * Truancy
- * Student Educational Status
 - Graduates and 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 alternative secondary 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 District eliminated E grades for high school students in 2000-2001. Rather than indicating a failing grade with E, high schools began using "N" to indicate "no credit." When a student earns an "N" grade in a course, the course is excluded from the GPA computation. The full range of academic grades (A through D for high school students, A through E for middle school students) for the Spring semester of 2004-2005 (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.

Results

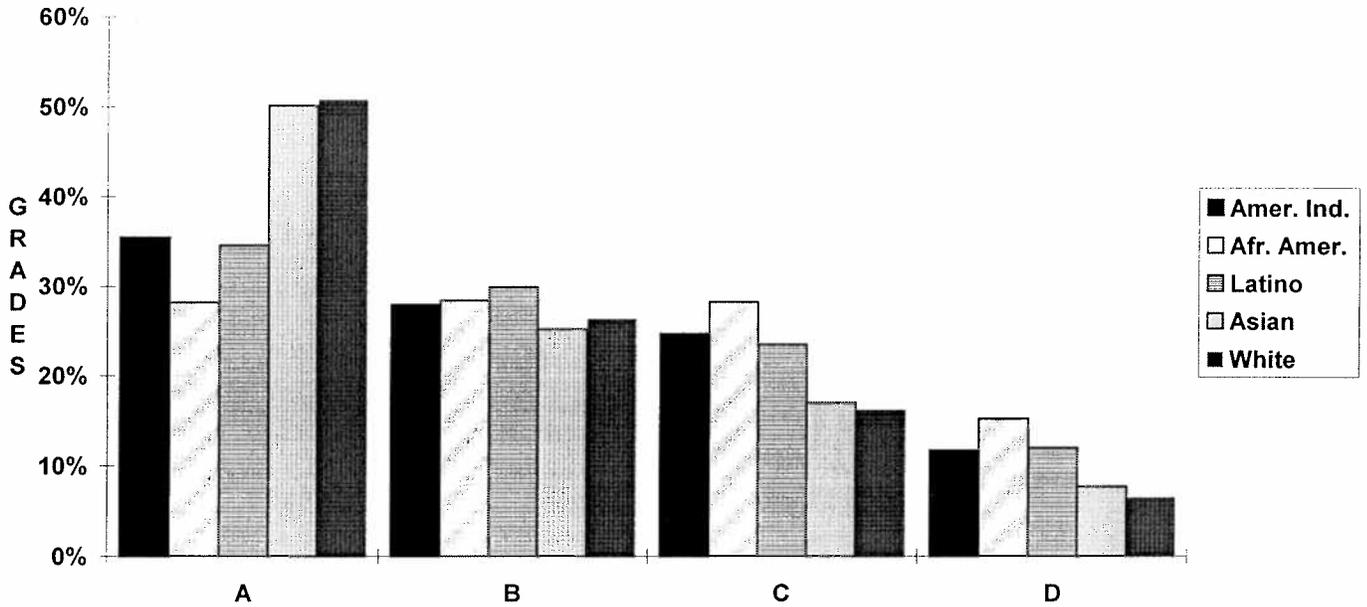
The following tables and graphs show the variation in the number and percentage distribution of academic grades awarded for five ethnic groups. At the high school level, Asian and White students similarly earned the greater percentages of A's and lower percentages of C's and D's than the other ethnic groups. All ethnic groups earned generally the same percentage of B's. African American students received a higher percentage of C's (28.2%) and D's (15.2%) 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. African Americans received relatively more C, D and E grades (24.2%, 15.0% and 8.8%, respectively) than did the other ethnic groups.

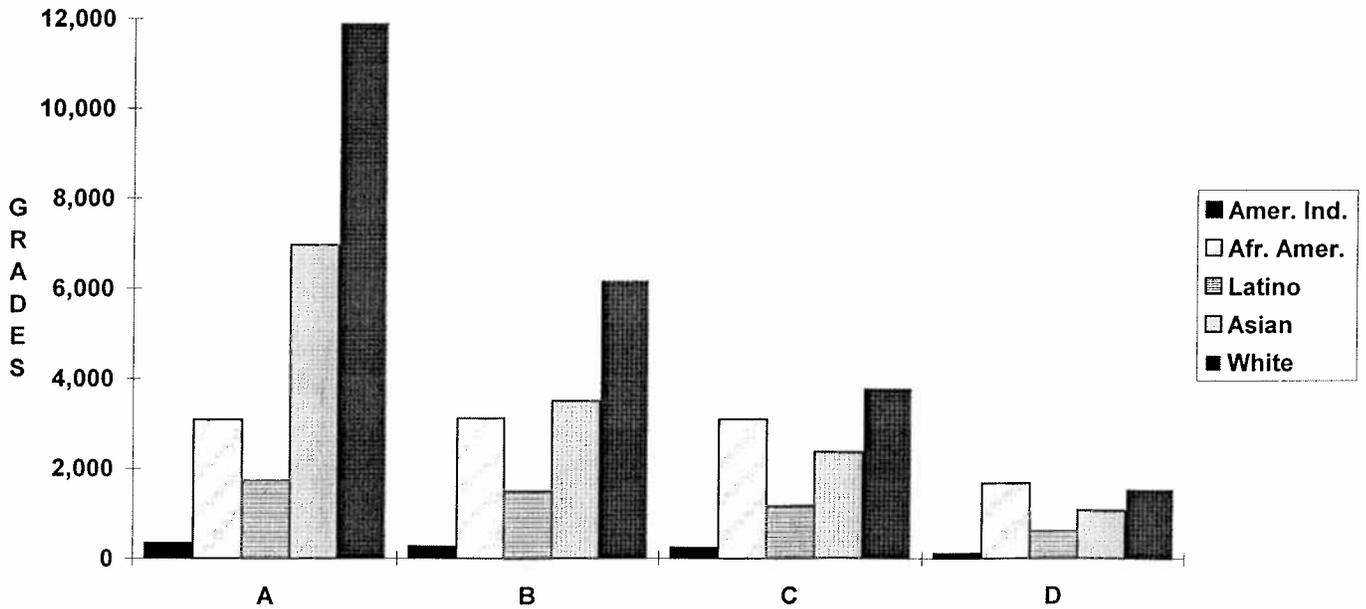
Compared to males, females earn relatively more A's and fewer B's, C's, D's, and E's at both the high school and middle school level.



Percent of Academic Grades Awarded by Ethnic Group
 Regular and Alternative High Schools
 2nd Semester 2004 - 2005



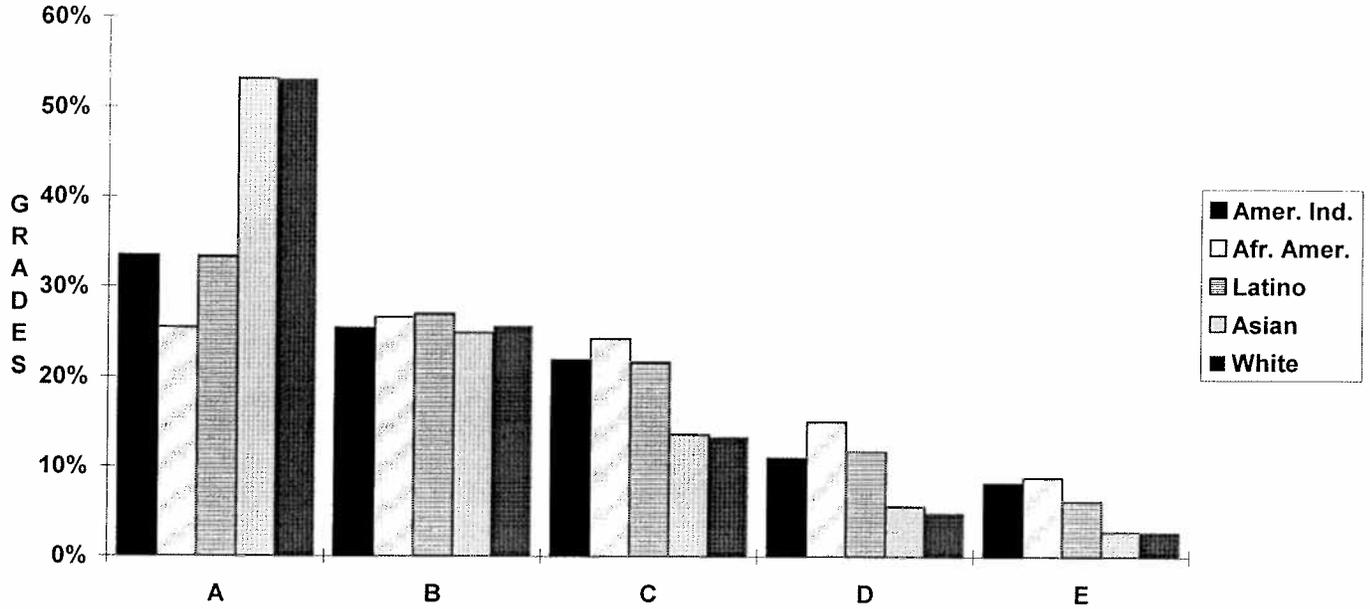
Academic Grades Awarded by Ethnic Group
 Regular and Alternative High Schools
 2nd Semester 2004 - 2005



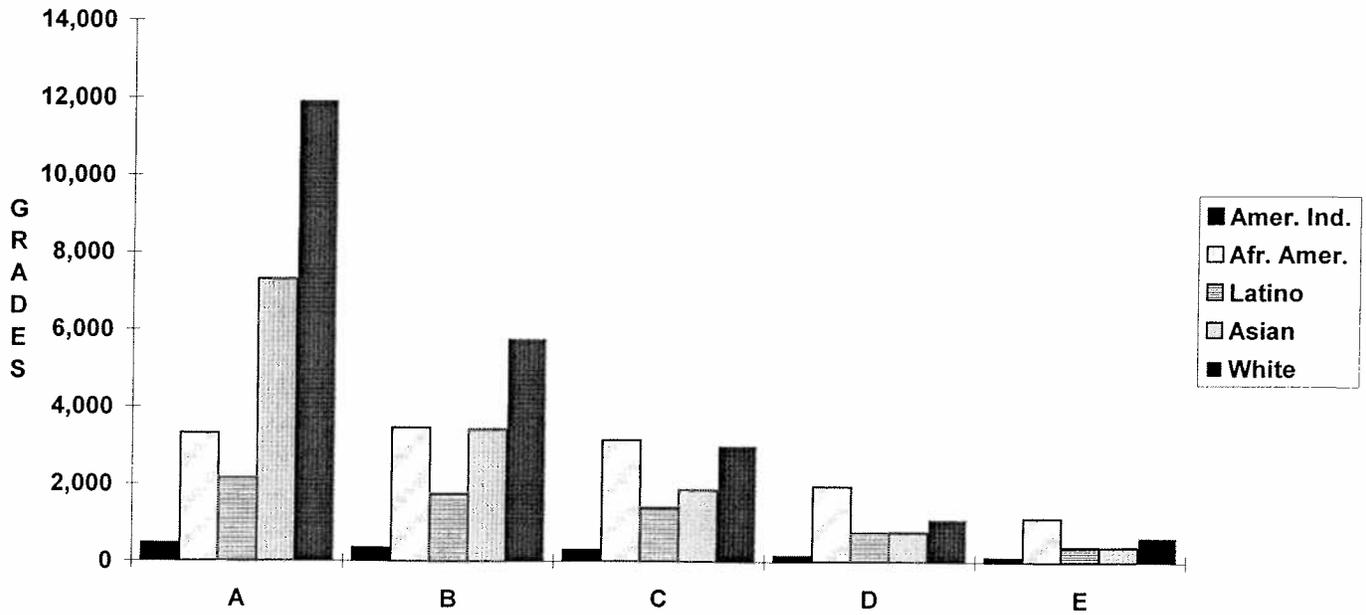
District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative High Schools
2nd Semester 2004-2005

ETHNIC GROUP	A		B		C		D		TOTAL
	Grades Awarded	Percent of Group							
American Indians									
American Indian	261	36.0%	202	27.9%	186	25.7%	76	10.5%	725
Alaska Native	30	28.0%	31	29.0%	27	25.2%	19	17.8%	107
Native American	54	38.8%	39	28.1%	27	19.4%	19	13.7%	139
Summary	345	35.5%	272	28.0%	240	24.7%	114	11.7%	971
African American	3,096	28.2%	3,121	28.4%	3,097	28.2%	1,671	15.2%	10,985
Chicano/Latino									
Latino Asian	126	40.5%	91	29.3%	64	20.6%	30	9.6%	311
Latino Black	60	20.1%	82	27.5%	96	32.2%	60	20.1%	298
Latino Indian	737	30.8%	726	30.4%	608	25.4%	318	13.3%	2,389
Latino White	809	40.3%	597	29.8%	406	20.2%	194	9.7%	2,006
Summary	1,732	34.6%	1,496	29.9%	1,174	23.5%	602	12.0%	5,004
Asian									
Chinese	2,330	61.2%	894	23.5%	438	11.5%	148	3.9%	3,810
East Indian	264	58.8%	108	24.1%	58	12.9%	19	4.2%	449
Filipino	1,132	40.7%	740	26.6%	577	20.8%	329	11.8%	2,778
Japanese	598	59.4%	233	23.2%	126	12.5%	49	4.9%	1,006
Korean	242	56.3%	91	21.2%	67	15.6%	30	7.0%	430
Other Asian	208	41.1%	100	19.8%	124	24.5%	74	14.6%	506
Samoan	119	23.4%	147	28.9%	163	32.0%	80	15.7%	509
Other Southeast	700	39.2%	519	29.1%	378	21.2%	188	10.5%	1,785
Vietnamese	1,369	52.0%	674	25.6%	437	16.6%	152	5.8%	2,632
Summary	6,962	50.1%	3,506	25.2%	2,368	17.0%	1,069	7.7%	13,905
White									
Gypsy	15	39.5%	6	15.8%	10	26.3%	7	18.4%	38
White	11,896	50.8%	6,185	26.4%	3,788	16.2%	1,542	6.6%	23,411
Summary	11,911	50.8%	6,191	26.4%	3,798	16.2%	1,549	6.6%	23,449
Gender									
Female	13,409	49.0%	7,064	25.8%	4,757	17.4%	2,137	7.8%	27,367
Male	10,637	39.5%	7,522	27.9%	5,920	22.0%	2,868	10.6%	26,947
TOTAL	24,046	44.3%	14,586	26.9%	10,677	19.7%	5,005	9.2%	54,314

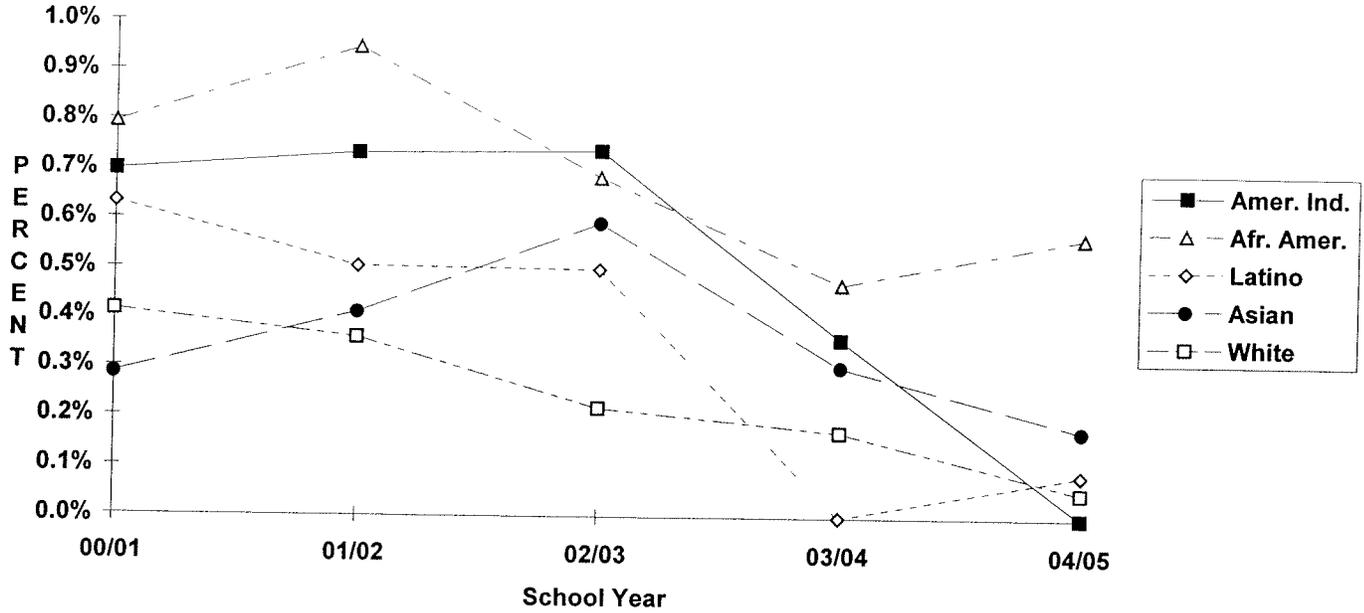
Percent of Academic Grades Awarded by Ethnic Group
 Regular and Alternative Middle Schools
 2nd Semester 2004 - 2005



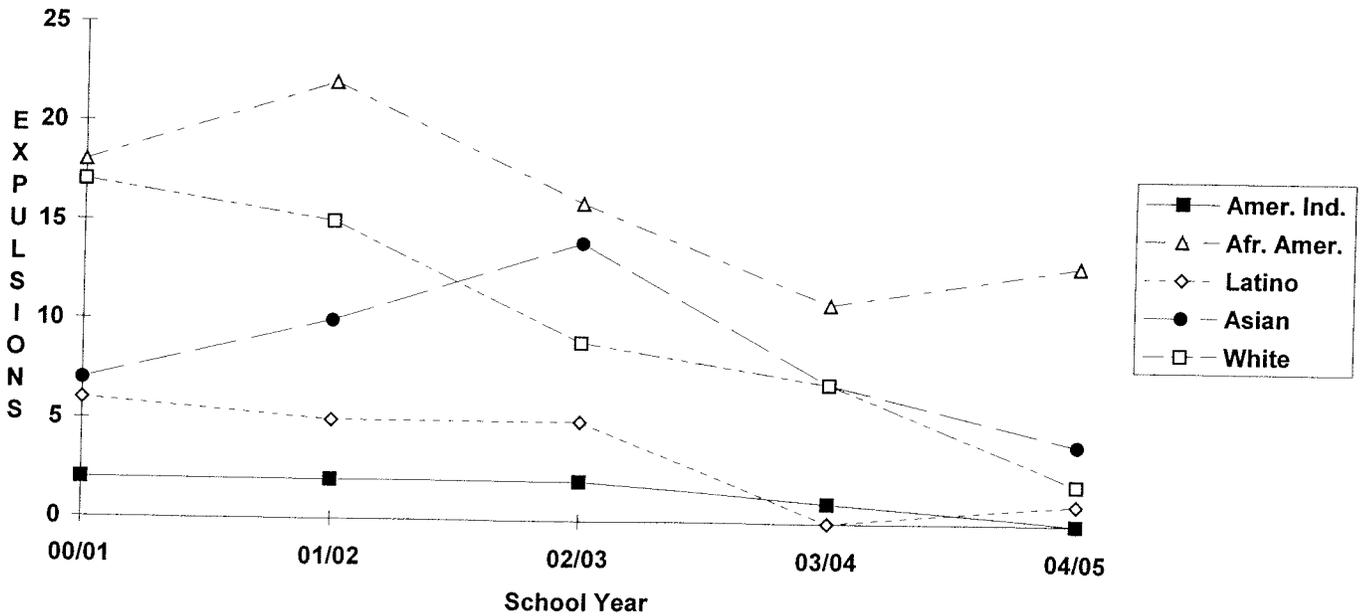
Academic Grades Awarded by Ethnic Group
 Regular and Alternative Middle Schools
 2nd Semester 2004 - 2005



Percent of Expulsions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



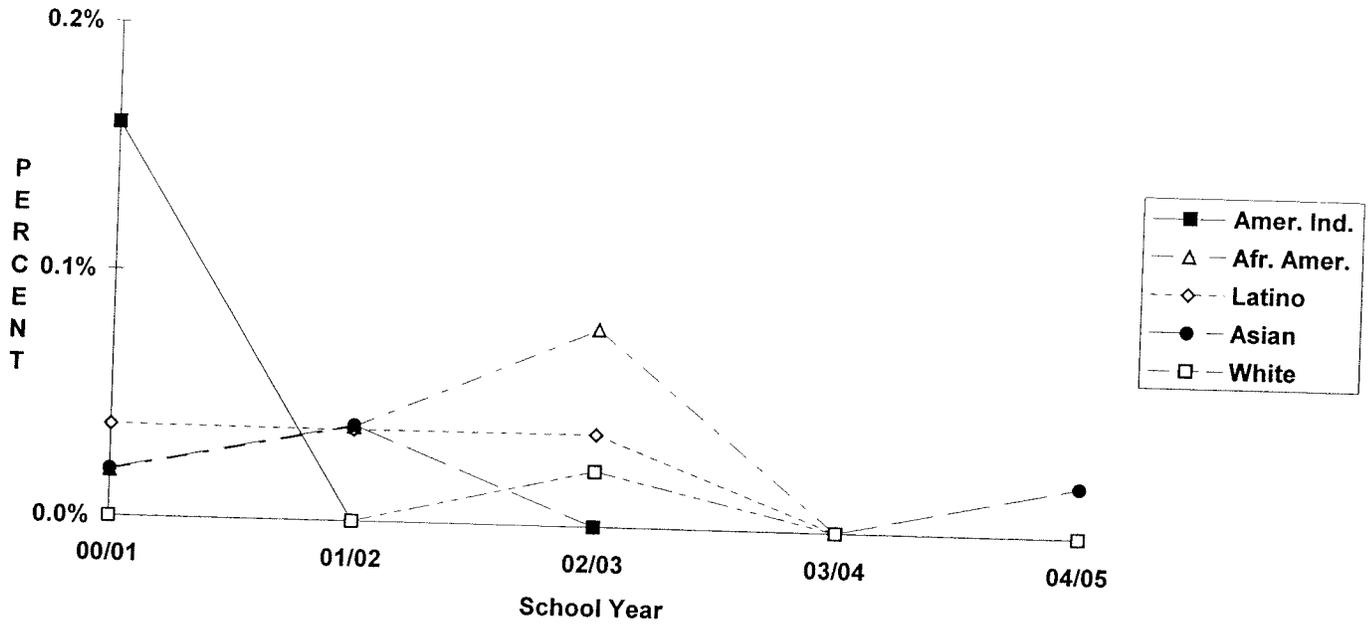
Expulsions by Ethnic Group
Regular and Alternative Middle Schools
2000-2001 to 2004-2005



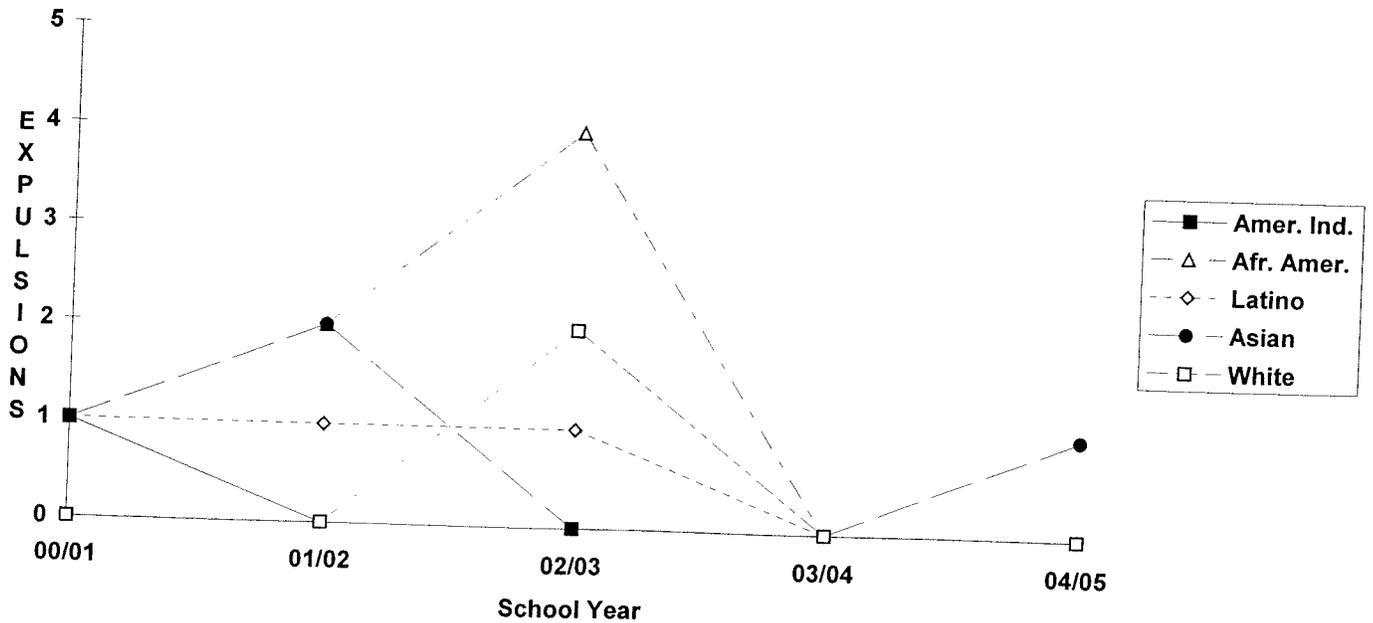
District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	2	1.0%	1	0.5%	0	0.0%	1	0.6%	0	0.0%
Alaska Native	0	0.0%	1	3.3%	1	3.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	1	2.0%	0	0.0%	0	0.0%
Summary	2	0.7%	2	0.7%	2	0.7%	1	0.4%	0	0.0%
African American										
African American	18	0.8%	22	0.9%	16	0.7%	11	0.5%	13	0.6%
Chicano/Latino										
Latino Asian	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Latino Black	1	1.5%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
Latino Indian	3	0.6%	3	0.5%	3	0.6%	0	0.0%	1	0.2%
Latino White	1	0.3%	1	0.3%	2	0.6%	0	0.0%	0	0.0%
Summary	6	0.6%	5	0.5%	5	0.5%	0	0.0%	1	0.1%
Asian										
Chinese	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
East Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Filipino	2	0.4%	3	0.6%	1	0.2%	3	0.6%	0	0.0%
Japanese	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%
Korean	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Asian	0	0.0%	1	1.1%	3	3.4%	0	0.0%	1	1.1%
Samoan	3	3.0%	4	3.8%	2	2.0%	2	2.4%	2	2.5%
Other Southeast	2	0.4%	2	0.4%	4	1.0%	0	0.0%	0	0.0%
Vietnamese	0	0.0%	0	0.0%	3	0.6%	1	0.2%	1	0.2%
Summary	7	0.3%	10	0.4%	14	0.6%	7	0.3%	4	0.2%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	17	0.4%	15	0.4%	9	0.2%	7	0.2%	2	0.1%
Summary	17	0.4%	15	0.4%	9	0.2%	7	0.2%	2	0.1%
Gender										
Female	17	0.3%	16	0.3%	10	0.2%	5	0.1%	6	0.1%
Male	33	0.6%	38	0.7%	36	0.7%	21	0.4%	14	0.3%
TOTAL										
TOTAL	50	0.5%	54	0.5%	46	0.5%	26	0.3%	20	0.2%

Percent of Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005



Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
2000-2001 to 2004-2005



District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative Elementary Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	Number	%								
American Indians										
American Indian	1	0.22%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Alaska Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	1	0.16%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
African American										
	1	0.02%	2	0.04%	4	0.08%	0	0.00%	0	0.00%
Chicano/Latino										
Latino Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Latino Black	0	0.00%	0	0.00%	1	0.52%	0	0.00%	0	0.00%
Latino Indian	0	0.00%	1	0.07%	0	0.00%	0	0.00%	0	0.00%
Latino White	1	0.12%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	1	0.04%	1	0.04%	1	0.04%	0	0.00%	0	0.00%
Asian										
Chinese	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
East Indian	0	0.00%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Japanese	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Korean	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Samoan	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Southeast	1	0.12%	0	0.00%	0	0.00%	0	0.00%	1	0.18%
Vietnamese	0	0.00%	1	0.08%	0	0.00%	0	0.00%	0	0.00%
Summary	1	0.02%	2	0.04%	0	0.00%	0	0.00%	1	0.02%
White										
Gypsy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	0	0.00%	2	0.02%	0	0.00%	0	0.00%
Summary	0	0.00%	0	0.00%	2	0.02%	0	0.00%	0	0.00%
Gender										
Female	0	0.00%	0	0.00%	1	0.01%	0	0.00%	1	0.01%
Male	4	0.03%	5	0.04%	6	0.05%	0	0.00%	0	0.00%
TOTAL										
	4	0.02%	5	0.02%	7	0.03%	0	0.00%	1	0.00%

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 5 or more days a month in 1995-1996 (changed to 7 or more days a month starting in 1996-1997) or 10 or more days in the school year. To determine a truancy rate, we counted only students whose truant days equaled or exceeded the above thresholds. Students who were truant in more than one month were counted only once. The percentages shown are based on total number of students enrolled in the District during the school year.

Results

Truancy rates rose at high schools and middle schools from 2003-2004 to 2004-2005 after falling for the previous five years. At the elementary student level, truancy rates have decreased since 2001-2002.

As might be expected, truancy rates increase with grade level. There is substantial variability across ethnic group, with White and Asian students being least truant. Males were historically truant at a somewhat higher rate than females but this is not the case in 2004-2005 for middle and high schools, as both genders show equal truancy rates.



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

High Schools

ETHNIC GROUP	1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	93	18.3%	52	11.7%	62	13.7%	65	13.8%	93	20.8%	81	18.4%
African American	629	16.1%	677	17.3%	580	14.7%	546	13.7%	535	13.4%	615	15.5%
Chicano/Latino	202	15.0%	203	13.6%	184	11.7%	197	11.9%	216	12.8%	249	14.0%
Asian	446	11.2%	412	10.9%	369	9.7%	314	8.3%	309	8.3%	370	10.0%
White	436	7.1%	407	6.6%	326	5.1%	366	5.5%	329	4.9%	385	5.7%
GENDER												
Female	850	10.7%	805	10.4%	693	8.9%	698	8.6%	690	8.6%	825	10.2%
Male	956	11.9%	946	11.7%	828	9.9%	790	9.3%	792	9.4%	875	10.2%
TOTAL	1806	11.3%	1751	11.1%	1521	9.4%	1488	9.0%	1482	9.0%	1700	10.2%

Middle Schools

ETHNIC GROUP	1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	57	15.5%	39	12.7%	41	13.1%	43	13.9%	34	10.6%	35	11.7%
African American	320	12.4%	314	12.3%	234	9.1%	245	9.4%	196	7.5%	250	9.9%
Chicano/Latino	113	10.9%	116	11.1%	92	8.3%	99	8.6%	56	4.8%	101	7.9%
Asian	166	6.5%	161	6.3%	111	4.3%	109	4.3%	87	3.5%	111	4.6%
White	168	3.8%	150	3.4%	116	2.6%	118	2.6%	84	1.9%	119	2.8%
GENDER												
Female	401	7.5%	383	7.2%	278	5.1%	274	5.1%	214	4.0%	295	5.7%
Male	423	7.5%	397	7.1%	316	5.6%	340	6.0%	243	4.3%	321	5.7%
TOTAL	824	7.5%	780	7.2%	594	5.4%	614	5.6%	457	4.1%	616	5.7%

Elementary Schools

ETHNIC GROUP	1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	15	2.0%	22	3.1%	23	3.6%	18	3.1%	10	1.9%	10	1.9%
African American	76	1.3%	110	1.9%	133	2.3%	107	1.9%	94	1.8%	70	1.3%
Chicano/Latino	38	1.3%	36	1.2%	42	1.4%	38	1.3%	25	0.8%	14	0.5%
Asian	34	0.6%	39	0.7%	29	0.5%	17	0.3%	18	0.3%	21	0.4%
White	36	0.4%	27	0.3%	36	0.4%	38	0.4%	35	0.4%	27	0.3%
GENDER												
Female	94	0.8%	93	0.8%	109	0.9%	97	0.8%	88	0.8%	61	0.5%
Male	105	0.8%	141	1.1%	154	1.2%	121	1.0%	94	0.8%	81	0.7%
TOTAL	199	0.8%	234	0.9%	263	1.1%	218	0.9%	182	0.8%	142	0.6%

STUDENT EDUCATIONAL STATUS GRADUATES AND DROPOUTS

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 allows the 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 <http://www.k12.wa.us/DataAdmin/default.aspx#dropoutgrad>). These differences are primarily attributable to different methodologies and definitions of what constitutes “dropping out” and the denominator used to compute the rates.

The following table shows the educational status for the year of graduation classes of 2003 through 2005 based on cumulative data from September 1999 to September 2005. 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 classified 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 2004-2005 school year, the day before classes started in September 2005. "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, students completing a G.E.D., and Special Education students who complete their Individualized Educational Program, or I.E.P., are now 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. A student who did not graduate was considered "still enrolled" if he or she attended classes in June 2005 or was enrolled in summer school in 2005.

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.

Results

In the next table on Cumulative Completion and Dropout Rates, the cumulative dropout rates for the classes of 2003 through 2005 were: 2003, 33.6%; 2004, 30.8%; and 2005, 21.8%. The cumulative graduation rates for these three classes were: 2003, 63.5%; 2004, 62.2%; and 2005, 59.6%. Asian and White ethnic groups exhibit the highest completion and lowest dropout rates. American Indian completion rates are lowest and dropout rates highest in the three years shown. More females than males are graduates, and 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 1999 to September 2005

Class of 2003	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2005	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	137	60	43.8%	72	52.6%	5	3.6%
African American	1025	582	56.8%	389	38.0%	54	5.3%
Chicano/Latino	383	203	53.0%	165	43.1%	15	3.9%
Asian	968	712	73.6%	236	24.4%	20	2.1%
White	1766	1159	65.6%	576	32.6%	31	1.8%
Gender							
Female	2108	1461	69.3%	592	28.1%	55	2.6%
Male	2171	1255	57.8%	846	39.0%	70	3.2%
Total	4279	2716	63.5%	1438	33.6%	125	2.9%

Class of 2004	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2005	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	140	55	39.3%	71	50.7%	14	10.0%
African American	1025	553	54.0%	358	34.9%	114	11.1%
Chicano/Latino	426	231	54.2%	165	38.7%	30	7.0%
Asian	926	664	71.7%	201	21.7%	61	6.6%
White	1848	1211	65.5%	551	29.8%	86	4.7%
Gender							
Female	2134	1447	67.8%	558	26.1%	129	6.0%
Male	2231	1267	56.8%	788	35.3%	176	7.9%
Total	4365	2714	62.2%	1346	30.8%	305	7.0%

Class of 2005	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2005	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	118	50	42.4%	40	33.9%	28	23.7%
African American	972	456	46.9%	259	26.6%	257	26.4%
Chicano/Latino	450	195	43.3%	138	30.7%	117	26.0%
Asian	913	637	69.8%	145	15.9%	131	14.3%
White	1685	1127	66.9%	321	19.1%	237	14.1%
Gender							
Female	2039	1303	63.9%	388	19.0%	348	17.1%
Male	2099	1162	55.4%	515	24.5%	422	20.1%
Total	4138	2465	59.6%	903	21.8%	770	18.6%

Annual Dropout Rate 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. Institutionalized students, confirmed transfers to other schools in or out of the District, and students with a GED are not counted as dropouts. Students who have previously been in the Seattle Public Schools and who do not show up at their assigned school and students who are listed as "unable to locate" are included 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, 1,050 high school students dropped out in the school year 1993-1994. Of these, 72 (6.9%) returned by January 1995. Throughout all of 1994-1995, a total of 147, or 14.0%, 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 the following year.

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 8th 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 rose from 14.2% in 2003-2004 to 14.9% in 2004-2005, the highest annual dropout rate in the eight years shown. The number of high school dropouts in 2004-2005 rose by 102 students from 2003-2004.

The annual dropout rate between regular and alternative high schools is also compared for the last six years. The dropout rate for regular high schools was essentially unchanged in 2004-2005 from 2003-2004, dropping 0.1 percentage points to 5.5%. The dropout rate at the alternative high schools was also comparatively stable compared to previous years, increasing 1.0 percentage point to 81.3% in 2004-2005 from 80.3% in 2003-2004. In looking at changes in dropouts by type of school, the high number of dropouts at alternative schools largely results from three alternative programs or schools that are specifically oriented to finding and educating dropouts from other schools - the Interagency schools, Education Service Centers, and Career Link, a new program started in September 2001 in conjunction with the Community Colleges.

In analyzing the high school dropouts by ethnicity, the number and rate of dropouts rose within all ethnic groups in 2004-2005. Asian dropout rates are historically lowest (with the exception of the White dropout rates being lowest in 1999-2000 and 2000-2001). American Indian, African American and Latino ethnic groups have the highest dropout rates.

The middle school dropout rate fell slightly from 5.6% in 2003-2004 to 5.5% in 2004-2005. The number of middle school dropouts was unchanged for both American Indian and White ethnic groups from 2003-2004, but the percentage of dropouts in these ethnic groups increased slightly from lower middle school enrollment in 2004-2005 compared to 2003-2004. Six additional Latino middle school dropouts were offset by fewer African American (-7 students, or -0.2 percentage points) and Asian middle school dropouts (-14 students, or -0.6 percentage points) from 2003-2004 to 2004-2005.

**Annual Dropout Rate
Regular vs. Alternative High Schools
1999-2000 to 2004-2005**

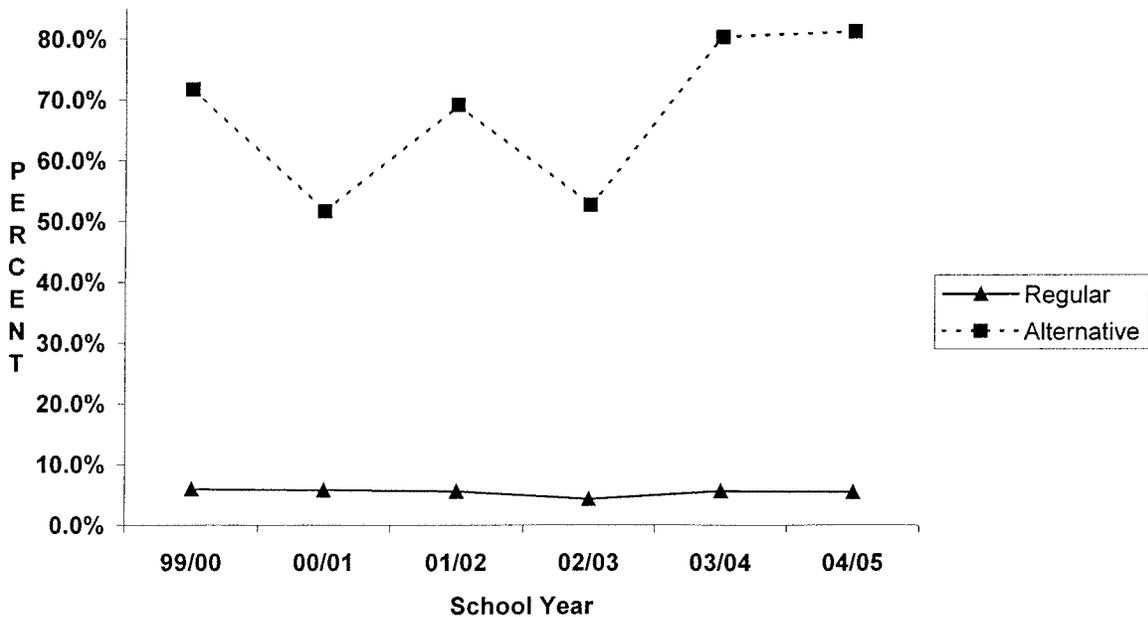
	October 1 Enrollment					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Regular (1)	12,312	12,231	12,468	12,598	12,764	12,643
Alternative (2)	1,511	1,487	1,509	1,764	1,653	1,788
Total	13,823	13,718	13,977	14,362	14,417	14,431

	Yearly Dropouts					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Regular (1)	730	706	693	549	714	691
Alternative (2)	1,084	768	1,043	931	1,328	1,453
Total	1,814	1,474	1,736	1,480	2,042	2,144

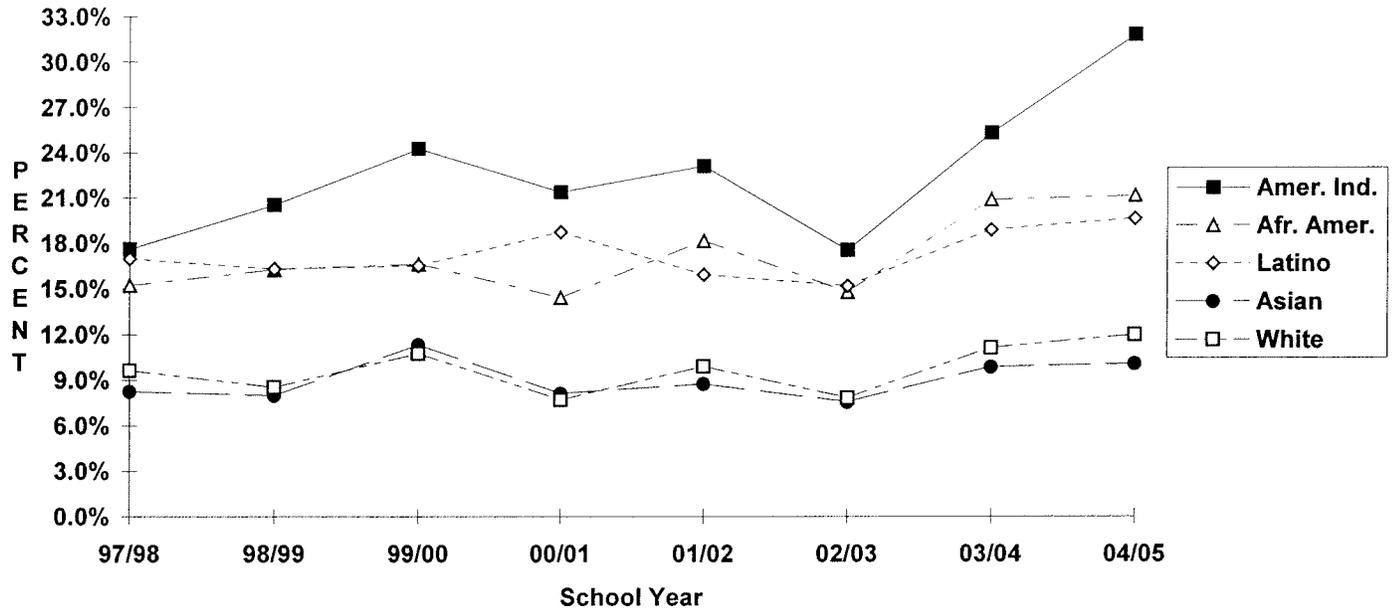
	Dropout Rate					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Regular (1)	5.9%	5.8%	5.6%	4.4%	5.6%	5.5%
Alternative (2)	71.7%	51.6%	69.1%	52.8%	80.3%	81.3%
Total	13.1%	10.7%	12.4%	10.3%	14.2%	14.9%

(1) Includes 10 large comprehensive high schools plus NOVA and The Center School
(2) Grades 9 thru 12 only

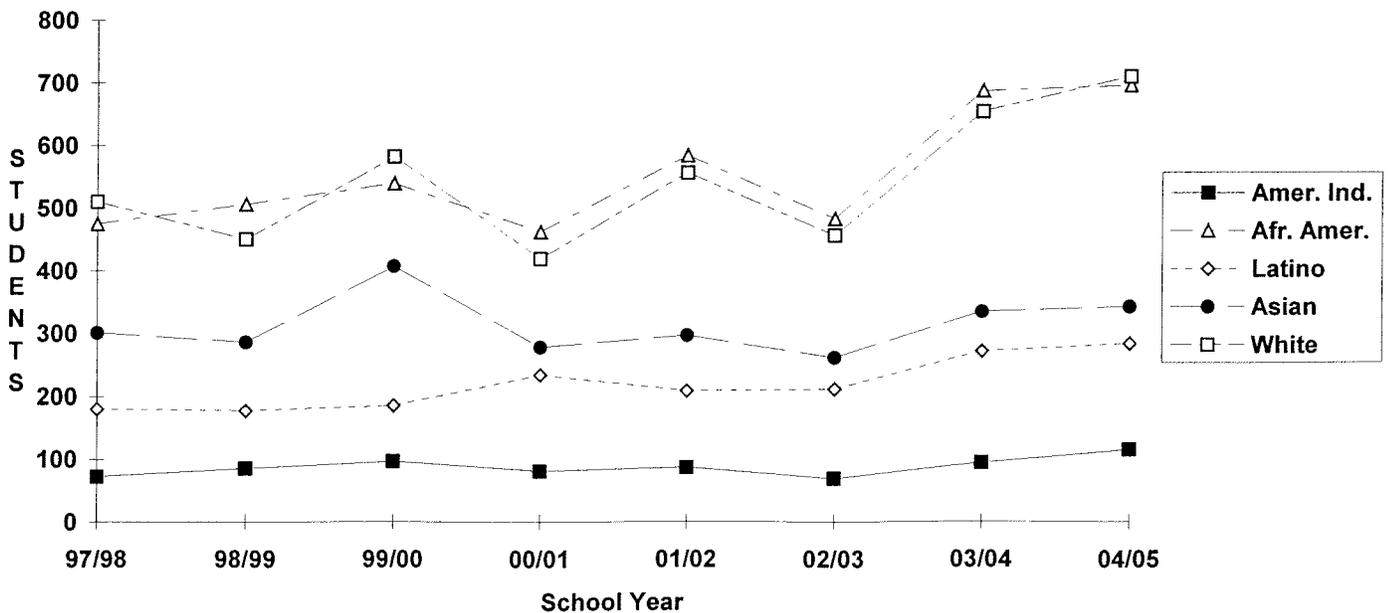
**Annual Dropout Rate by Regular vs. Alternative High Schools
1999-2000 to 2004-2005**



**Distribution of Dropouts by Percent of Ethnic Group
Regular and Alternative High Schools
1997-1998 to 2004-2005**



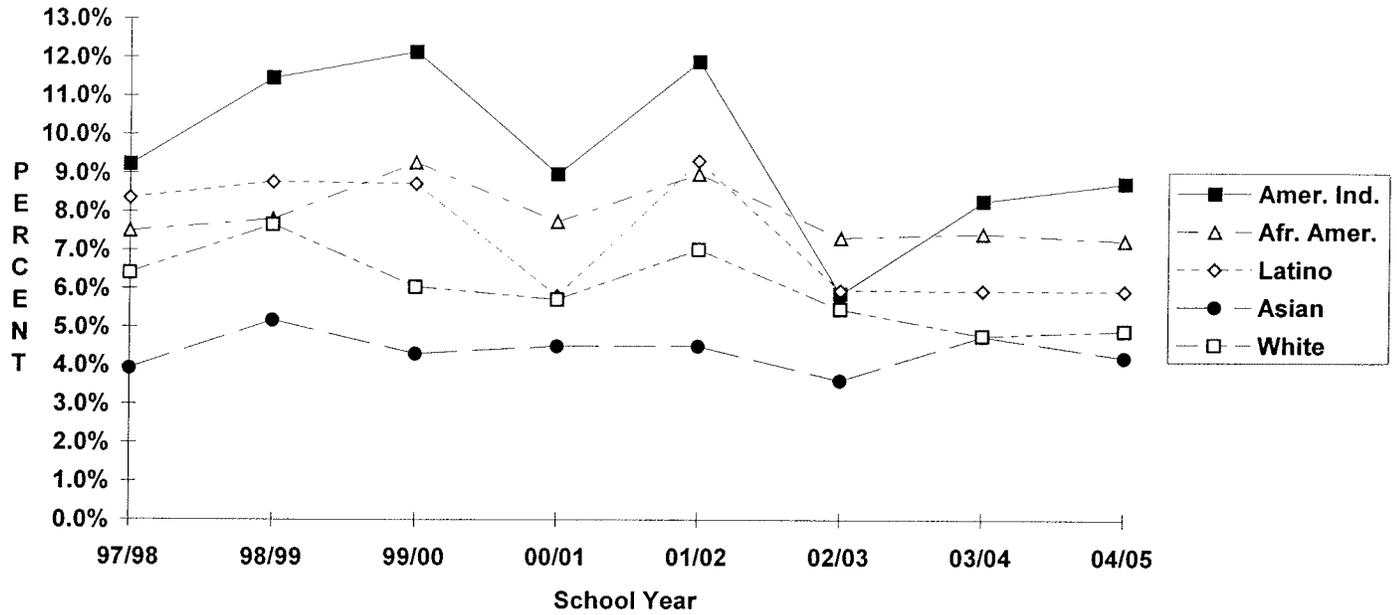
**Distribution of Dropouts by Ethnic Group
Regular and Alternative High Schools
1997-1998 to 2004-2005**



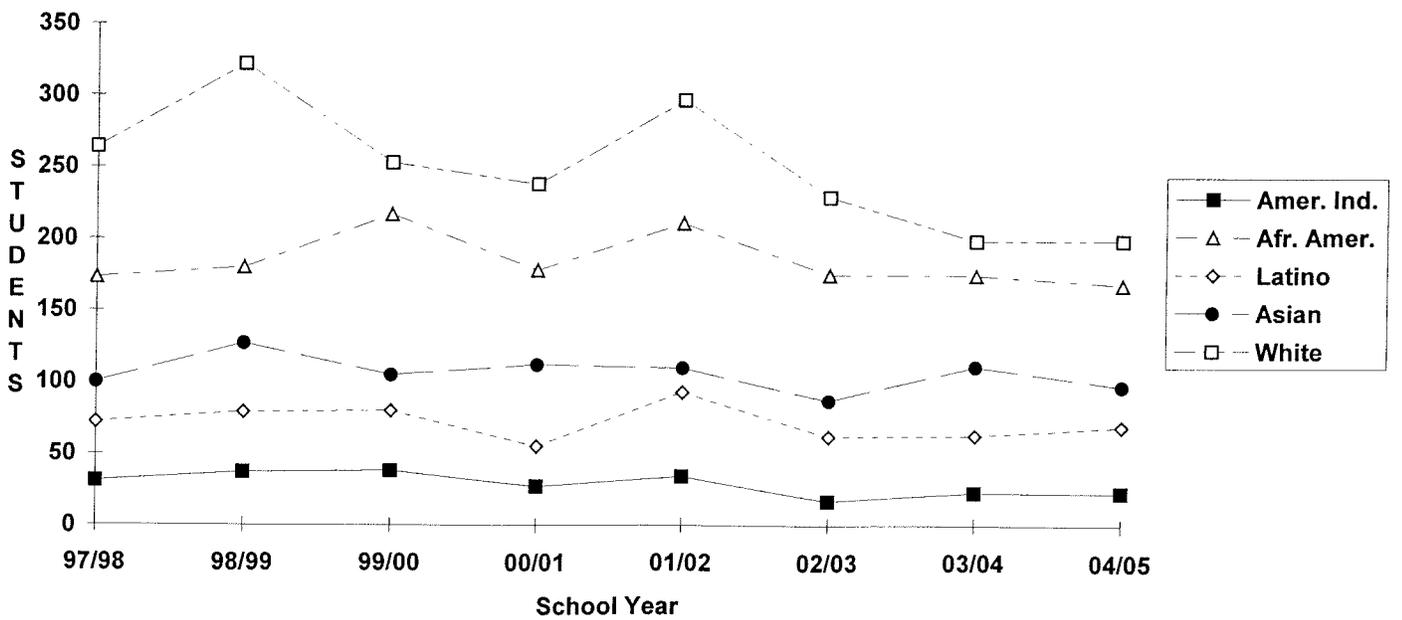
District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1997/1998		1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	No.	%														
American Indians																
American Indian	52	17.0%	51	16.4%	65	21.5%	58	20.6%	67	23.8%	45	16.2%	58	22.0%	76	29.5%
Alaska Native	5	7.9%	15	24.6%	10	17.5%	11	19.6%	9	18.4%	12	22.6%	14	32.6%	20	47.6%
Native American	15	36.6%	19	45.2%	22	55.0%	12	28.6%	11	23.9%	12	19.0%	22	33.8%	19	30.6%
Summary	72	17.6%	85	20.5%	97	24.3%	81	21.4%	87	23.1%	69	17.5%	94	25.3%	115	31.8%
African American																
African American	475	15.2%	506	16.2%	540	16.6%	462	14.4%	585	18.1%	483	14.8%	687	20.8%	695	21.1%
Chicano/Latino																
Latino Asian	18	17.8%	12	12.6%	10	10.5%	11	12.1%	13	13.1%	13	14.4%	11	13.3%	15	16.9%
Latino Black	15	14.7%	16	17.4%	23	21.5%	21	20.2%	22	21.0%	19	17.1%	18	17.6%	26	27.1%
Latino Indian	104	18.8%	112	19.3%	112	18.4%	149	22.3%	113	16.5%	110	15.2%	157	20.8%	158	22.0%
Latino White	43	14.1%	37	11.6%	41	13.1%	53	13.7%	61	14.3%	69	14.7%	86	17.1%	84	15.6%
Summary	180	17.0%	177	16.3%	186	16.5%	234	18.7%	209	15.9%	211	15.1%	272	18.9%	283	19.6%
Asian																
Chinese	22	3.2%	25	3.6%	31	4.6%	25	3.9%	27	4.1%	20	2.8%	25	3.3%	23	2.9%
East Indian	4	4.0%	5	5.0%	8	8.2%	5	5.1%	6	6.1%	6	6.1%	8	8.4%	8	8.1%
Filipino	50	6.8%	48	7.0%	86	12.2%	62	9.1%	62	9.2%	46	6.6%	65	9.4%	70	9.9%
Japanese	3	1.8%	6	3.3%	6	3.2%	11	5.4%	6	2.5%	6	2.6%	18	7.9%	8	3.7%
Korean	10	7.2%	13	9.8%	3	2.3%	8	6.2%	9	6.6%	7	5.3%	6	5.1%	12	11.8%
Other Asian	19	15.7%	13	11.3%	21	17.8%	11	11.2%	18	16.8%	16	12.2%	22	18.2%	26	18.1%
Samoan	33	24.4%	25	17.9%	40	24.4%	22	14.6%	21	13.8%	33	20.6%	43	26.7%	33	22.1%
Other Southeast	106	13.4%	104	13.9%	156	21.8%	73	11.2%	92	14.9%	85	13.9%	100	16.7%	115	20.0%
Vietnamese	54	7.1%	47	6.0%	57	7.0%	61	7.9%	57	7.7%	42	6.1%	48	7.4%	47	7.5%
Summary	301	8.2%	286	8.0%	408	11.3%	278	8.1%	298	8.7%	261	7.5%	335	9.8%	342	10.0%
White																
Gypsy	0	0.0%	1	14.3%	4	50.0%	0	0.0%	0	0.0%	1	8.3%	1	9.1%	3	27.3%
White	510	9.6%	449	8.5%	579	10.7%	419	7.7%	557	9.9%	455	7.8%	653	11.1%	706	11.9%
Summary	510	9.6%	450	8.5%	583	10.7%	419	7.7%	557	9.9%	456	7.8%	654	11.1%	709	12.0%
TOTAL																
TOTAL	1,538	11.4%	1,504	11.2%	1,814	13.1%	1,474	10.7%	1,736	12.4%	1,480	10.3%	2,042	14.2%	2,144	14.9%

**Distribution of Dropouts by Percent of Ethnic Group
Regular and Alternative Middle Schools
1997-1998 to 2004-2005**



**Distribution of Dropouts by Ethnic Group
Regular and Alternative Middle Schools
1997-1998 to 2004-2005**



District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	1997/1998		1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005	
	No.	%														
American Indians																
American Indian	24	9.5%	28	11.8%	31	13.5%	19	9.0%	23	11.2%	11	5.5%	13	7.0%	18	10.7%
Alaska Native	3	7.7%	4	11.4%	2	7.7%	4	11.1%	2	6.3%	2	5.9%	3	10.0%	1	3.4%
Native American	4	8.9%	5	9.8%	5	8.8%	4	7.5%	9	18.4%	4	7.1%	7	11.5%	4	6.1%
Summary	31	9.2%	37	11.5%	38	12.1%	27	9.0%	34	11.9%	17	5.9%	23	8.3%	23	8.7%
African American																
African American	173	7.5%	180	7.8%	217	9.3%	178	7.7%	211	9.0%	175	7.3%	175	7.4%	168	7.2%
Chicano/Latino																
Latino Asian	4	5.6%	7	9.5%	4	6.0%	5	10.4%	9	17.3%	2	3.4%	3	4.5%	4	6.5%
Latino Black	7	9.2%	11	13.8%	6	7.3%	2	2.9%	5	8.2%	3	4.5%	4	4.4%	6	6.4%
Latino Indian	44	9.5%	39	8.1%	48	9.5%	30	5.6%	53	9.7%	37	6.6%	37	6.9%	40	6.8%
Latino White	17	6.7%	22	8.4%	22	8.3%	18	6.1%	26	7.7%	20	5.7%	19	5.2%	19	4.5%
Summary	72	8.4%	79	8.8%	80	8.7%	55	5.8%	93	9.3%	62	6.0%	63	5.9%	69	5.9%
Asian																
Chinese	12	3.0%	8	2.0%	18	3.8%	18	3.5%	12	2.3%	20	3.7%	22	4.2%	15	2.9%
East Indian	4	6.3%	3	4.5%	5	7.4%	2	2.8%	2	2.7%	2	3.2%	5	8.6%	1	2.2%
Filipino	15	3.2%	17	3.6%	17	3.6%	19	3.8%	29	5.8%	19	3.9%	25	5.2%	17	3.9%
Japanese	4	2.6%	9	5.1%	2	1.2%	7	4.4%	3	2.0%	11	6.7%	3	1.9%	6	3.6%
Korean	4	3.9%	8	8.0%	4	4.4%	5	5.9%	3	3.8%	5	6.7%	3	4.8%	3	4.8%
Other Asian	8	11.1%	4	5.4%	4	4.7%	6	7.0%	3	3.3%	6	6.3%	10	10.3%	8	8.5%
Samoan	12	8.5%	15	11.5%	9	6.7%	11	9.6%	9	8.9%	2	2.0%	9	10.2%	5	6.2%
Other Southeast	23	4.0%	39	7.1%	30	5.7%	33	6.3%	28	5.8%	12	2.9%	18	4.9%	23	6.6%
Vietnamese	18	3.2%	24	5.0%	16	3.7%	11	2.5%	21	4.7%	10	2.1%	16	3.2%	19	3.4%
Summary	100	3.9%	127	5.2%	105	4.3%	112	4.5%	110	4.5%	87	3.6%	111	4.8%	97	4.2%
White																
Gypsy	1	12.5%	1	20.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%
White	263	6.4%	321	7.6%	252	6.0%	238	5.7%	297	7.0%	229	5.5%	199	4.8%	197	4.9%
Summary	264	6.4%	322	7.7%	253	6.0%	238	5.7%	297	7.0%	229	5.5%	199	4.8%	199	4.9%
TOTAL	640	6.3%	745	7.3%	693	6.8%	610	6.0%	745	7.2%	570	5.5%	571	5.6%	556	5.5%

**SEATTLE PUBLIC SCHOOLS
INDIVIDUAL SCHOOL SUMMARIES**

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, 2005 student and staff population, and;
- School year 2004-2005 student outcome data. These data are based on students enrolled in the 2004-2005 school year.

Data are presented in five separate tables for high schools, middle schools, elementary schools, K-8 schools and 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.

Attendance

Average daily attendance for each school year is calculated for each student by dividing the number of days a student actually attends a school by the number of membership days (the total number of possible school days a student is enrolled in a particular school during the year). This data is then averaged for all students enrolled in the school at any time during the school year 2004-2005.

Average Enrollment

A school's average enrollment for the 2004-2005 school year is calculated from the monthly head count enrollment figures for each school from September 2004 to June 2005.

Assignment Information

First choice figures show the number of students enrolled on October 1, 2005 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 on-time batch process in the Spring of 2005. 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.

Elementary area resident figures show the number of students from that school who live in the school's reference area, or for middle schools, the number of students from the middle school who live in the middle school choice region. Comparable data for high schools are not shown since high school students can choose from any high school in the city. Percentages are based upon the total number of students enrolled as of October 1, 2005.

Cumulative GPA (Grade Point Average)

The average cumulative GPA for students at secondary schools (grades 6-12) who were enrolled at a school at the end of the 2004-2005 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, 2004 and was not enrolled in the Seattle Public Schools on October 1, 2005. Students who complete 8th grade are not counted as dropouts from the middle school they last attended. [NOTE: In prior publications of this booklet, students who completed 8th grade but who did not attend high school as 9th graders, and who were not confirmed transfers, were counted as dropouts from the last middle school attended. However, for purpose 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 129 to 135).] Percentages are based upon both the 2004-2005 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, 2004 (which, for example, happens frequently at some alternative programs). 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 alternative programs 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 transfer to another school or who earn a GED 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 October 2001¹, were expected to graduate in June of 2005. (Also see the previous section on Student Educational Status for more information.) Dropouts for the Class of 2005 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 2005-2006 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 because recently closed schools and summer school-only students in the class of 2005 are not included in the individual summaries.

¹ - but also includes incoming 10th graders in 2002, 11th graders in 2003, and 12th graders in 2004.

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, 2005 reported to the State for the purpose of basic education revenue apportionment. Head Start and preschool handicapped 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 2004-2005.

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 2005, a family of four would be eligible for free lunches if they had an annual income below \$25,155. The income limit for reduced-price lunches for a family of four was \$35,798. The free or reduced-price lunch percentage reported here is based on students enrolled on October 1, 2005, 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 2005 and who graduated from the school during the 2004-2005 school year. Percentages are based on the average number of students enrolled in the class of 2005 during school year 2004-2005. *Total Graduates* indicates the total number of students graduating from a school during the 2004-2005 school year regardless of their

assigned year of graduation. Total graduates includes any students graduating before or after their expected year of graduation and students with an unresolved or missing year of graduation code.

Graduates

Class of 2005: Cumulative Cohort Graduates

Similar to the methodology explained above in *Dropouts: Cumulative Cohort Dropouts*, graduates for the Class of 2005 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 2005-2006 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 2005 who may have graduated before the 2004-2005 school year.

ITBS (ITED) Mean Normal Curve Equivalent (NCE) Scores

School NCEs in the Iowa Tests of Basic Skills (ITBS) in grades 3 and 6, and the Iowa Tests of Educational Development (ITED) in grade 9, represent the average performance of students who took the ITBS/ITED at that school in Spring 2005 in comparison with national norms. NCE scores range from 1 to 99, with a national average at 50. A school mean NCE above 50 indicates that students at the school are performing above the national average. Note that NCEs reported here are based on the average score for all students taking the test at this school on April 2005. Average NCE scores can be converted to National Percentile Ranks by using the conversion table found in the previous section on *Student Test Score Achievement* (page 66).

ITBS/ITED Less Than 25th Percentile

The number of students in Spring 2005 who scored in the lowest 25th percentile on one or more of the three subtests (reading, language or mathematics) of the ITBS for grade 6 or of the ITED for grade 9, or in reading or mathematics for grade 3. (The language subtest was optional for grade 3 students in 2005 as many students participated in WASL pilot tests instead.) The lowest 25th percentile is based on the national population of students in the norm group at the same grade level. The percentage of students in the lowest 25th percentile is based on all students tested at the particular grade levels in Spring 2005.

Limited English Proficiency (LEP)

Each student's primary and home languages are obtained at registration at our Enrollment Services Center. If a parent indicates that the student is less fluent in English than their primary language, the student is given the Language Assessment Scales (LAS) test to determine English fluency. The result of this assessment determines whether the student is classified as eligible for Bilingual services. In addition to LAS scores, a separate code indicating that the student is of Limited English Proficiency (LEP) is maintained by the Transitional Bilingual Education Office. A student's continuing eligibility for bilingual services is reassessed annually using scores from standardized tests in reading and language. The data presented here reflects those students eligible for bilingual services as of October 1, 2005.

Not Living with Both Parents

These figures show the number and percentage of students 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 charts.

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, 2005 who were also enrolled at the same school on October 1, 2004. An adjustment is made for students expected to rise to the next academic level (grades 5, 8 and 12) in October 1, 2004, 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, 2005. 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, 2005. 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, 2005 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 2004-2005 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, 2004 and June 21, 2005 (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.

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 ability in verbal and mathematical concepts. Data show the 2005 verbal and math average scores by school and the District average. No breakdowns are available by regular or alternative school groupings.

Washington Assessment of Student Learning (WASL)

Following a law passed by the State Legislature in 1993, the Office of the Superintendent of Public Instruction (OSPI) implemented a new assessment for all fourth and seventh graders in Spring 1997, tenth graders in Spring 1999, fifth graders in 2004 (Science) and eighth graders in 2003 (Science). The Washington Assessment of Student Learning (WASL) requires 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, or *essential academic learning requirements* (EALRs), that describe what students should know and be able to do in core subjects by their assigned grades. Students completed tasks in three main content areas in grades 4, 7 and 10: Mathematics, Reading, and Writing; and in Science in the fifth, eighth and tenth grades. Their responses were then evaluated and scored by trained experts. The overall scores in the content areas are 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 EALRs. "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 April 2005. If a student was not tested and not formally "exempted" from the test, the student was considered to have not met standards. As OSPI does on the State web site where each school's WASL performance is summarized, we do not show percent meeting standard where the number of students tested at a school is 10 or fewer.

**Individual School Summaries
All Regular High Schools**

2005-2006 DEMOGRAPHICS

Student Data

School	Enrollment and Ethnic Distribution on October 1								Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency	
	N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
	BALLARD	1675	2.7%	9.0%	11.7%	14.2%	62.3%	45.6%	54.4%	373	22.3%	570	34.0%	178
CLEVELAND	679	3.1%	53.6%	11.3%	23.9%	8.1%	50.7%	49.3%	417	61.4%	448	66.0%	119	17.5%
FRANKLIN	1484	0.8%	33.5%	6.6%	48.9%	10.2%	49.1%	50.9%	646	43.5%	679	45.8%	252	17.0%
GARFIELD	1595	1.3%	29.5%	6.1%	20.1%	43.1%	52.4%	47.6%	346	21.7%	550	34.5%	126	7.9%
INGRAHAM	1192	1.9%	17.9%	9.4%	34.4%	36.4%	49.3%	50.7%	494	41.4%	511	42.9%	244	20.5%
NATHAN HALE	1088	2.5%	10.8%	8.0%	17.3%	61.5%	47.2%	52.8%	184	16.9%	327	30.1%	80	7.4%
NOVA	283	3.5%	8.1%	10.2%	5.3%	72.8%	53.0%	47.0%	46	16.3%	136	48.1%	2	0.7%
RAINIER BEACH	530	1.1%	60.6%	6.8%	24.9%	6.6%	47.2%	52.8%	324	61.1%	359	67.7%	71	13.4%
ROOSEVELT	1660	1.6%	9.0%	7.3%	23.3%	58.7%	50.0%	50.0%	341	20.5%	502	30.2%	217	13.1%
SEALTH	919	3.8%	25.1%	21.8%	24.7%	24.6%	52.3%	47.7%	518	56.4%	487	53.0%	202	22.0%
THE CENTER SCHOOL	280	3.2%	6.8%	8.2%	5.7%	76.1%	52.1%	47.9%	27	9.6%	101	36.1%	4	1.4%
WEST SEATTLE	1298	2.4%	14.8%	14.0%	22.0%	46.8%	48.9%	51.1%	393	30.3%	545	42.0%	160	12.3%
TOTAL	12683	2.1%	21.7%	9.9%	24.5%	41.8%	49.4%	50.6%	4109	32.4%	5215	41.1%	1655	13.0%

Student Data

Staff Data

School	Special Education		Percentage of Returning Students	Assignment Information:				Certificated Staff FTE	Classified Staff FTE
	N	%		First Choice		Area Resident			
	N	%	N	%	N	%			
BALLARD	175	10.4%	89.0%	355	86.0%	--	--	91	32
CLEVELAND	93	13.7%	55.0%	33	17.9%	--	--	41	12
FRANKLIN	120	8.1%	83.2%	282	69.3%	--	--	82	20
GARFIELD	103	6.5%	88.0%	290	97.3%	--	--	76	16
INGRAHAM	142	11.9%	74.2%	171	64.0%	--	--	69	24
NATHAN HALE	134	12.3%	88.4%	250	85.3%	--	--	61	22
NOVA	39	13.8%	85.3%	63	95.5%	--	--	15	5
RAINIER BEACH	92	17.4%	69.3%	22	16.5%	--	--	32	15
ROOSEVELT	153	9.2%	88.3%	387	89.2%	--	--	89	27
SEALTH	157	17.1%	67.1%	86	40.0%	--	--	52	22
THE CENTER SCHOOL	28	10.0%	74.0%	72	83.7%	--	--	18	6
WEST SEATTLE	152	11.7%	84.2%	293	84.2%	--	--	68	19
TOTAL	1388	10.9%	81.1%	2304	73.3%	--	--	694	220

**Individual School Summaries
All Regular High Schools**

2004-2005 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	1609	1711	42	106	135	107	6.7%	6.3%	1	0.1%	0.1%	3.01
CLEVELAND	708	907	89	215	271	128	18.1%	14.1%	1	0.1%	0.1%	2.59
FRANKLIN	1449	1581	55	150	192	143	9.9%	9.0%	2	0.1%	0.1%	2.83
GARFIELD	1597	1660	26	92	111	153	9.6%	9.2%	4	0.3%	0.2%	3.20
INGRAHAM	1145	1295	69	164	222	55	4.8%	4.2%	5	0.4%	0.4%	2.86
NATHAN HALE	1056	1125	31	76	99	54	5.1%	4.8%	2	0.2%	0.2%	3.04
NOVA	274	311	26	40	63	3	1.1%	1.0%	1	0.4%	0.3%	(a)
RAINIER BEACH	541	726	131	162	234	83	15.3%	11.4%	2	0.4%	0.3%	2.58
ROOSEVELT	1601	1689	57	108	157	126	7.9%	7.5%	0	0.0%	0.0%	3.19
SEALTH	906	1083	134	294	361	113	12.5%	10.4%	2	0.2%	0.2%	2.72
THE CENTER SCHOOL	287	310	7	40	43	35	12.2%	11.3%	2	0.7%	0.6%	2.79
WEST SEATTLE	1165	1301	57	143	184	113	9.7%	8.7%	0	0.0%	0.0%	2.91
TOTAL	12338	13699	724	1590	2072	1113	9.0%	8.1%	22	0.2%	0.2%	2.95

School	All Classes						Class of 2005 Only				Attendance Percentage
	Graduates			Annual Dropouts			Cumulative Cohort				
	On Time N	%	Total	N	% of avg. enrlmt	% of total enrlmt	Graduates N	%	Dropouts N	%	
BALLARD	343	92.2%	357	40	2.5%	2.3%	350	86.4%	30	7.4%	91.6%
CLEVELAND	72	52.2%	75	102	14.4%	11.2%	79	43.9%	37	20.6%	79.1%
FRANKLIN	297	83.7%	305	92	6.3%	5.8%	297	78.6%	32	8.5%	86.7%
GARFIELD	332	85.8%	345	55	3.4%	3.3%	332	84.1%	10	2.5%	93.2%
INGRAHAM	129	78.7%	139	78	6.8%	6.0%	132	67.0%	40	20.3%	87.0%
NATHAN HALE	199	82.6%	212	38	2.4%	2.3%	201	81.0%	11	4.4%	91.4%
NOVA	48	67.6%	62	29	10.6%	9.3%	49	62.0%	12	15.2%	(a)
RAINIER BEACH	118	84.9%	137	55	10.2%	7.6%	120	61.5%	52	26.7%	78.3%
ROOSEVELT	340	88.3%	354	40	2.5%	2.4%	344	86.0%	24	6.0%	92.9%
SEALTH	159	76.1%	162	92	10.2%	8.5%	160	60.4%	62	23.4%	85.8%
THE CENTER SCHOOL	47	82.5%	48	27	9.4%	8.7%	47	74.6%	10	15.9%	93.6%
WEST SEATTLE	199	80.9%	217	43	3.7%	3.3%	199	74.5%	35	13.1%	89.7%
TOTAL	2283	82.6%	2413	691	5.6%	5.0%	2310	75.2%	355	11.6%	88.8%

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

**Individual School Summaries
All Regular High Schools**

2004-2005 STUDENT OUTCOME DATA

School	ITED Normal Curve Equivalent (NCE) Mean Scores Grade 9 Only						ITED Score Less Than 25th Percentile	
	Reading		Language		Mathematics		N	%
	N	NCE	N	NCE	N	NCE		
BALLARD	396	58	399	59	395	63	79	19.4%
CLEVELAND	172	37	175	44	176	41	109	53.4%
FRANKLIN	334	45	332	49	333	49	143	41.6%
GARFIELD	355	69	360	67	356	69	66	17.7%
INGRAHAM	283	54	285	56	284	59	80	26.1%
NATHAN HALE	267	63	267	60	266	61	48	17.6%
NOVA	55	71	57	66	57	63	7	12.1%
RAINIER BEACH	118	33	120	39	120	37	93	72.1%
ROOSEVELT	393	62	394	63	394	66	70	17.3%
SEALTH	170	46	172	47	160	49	81	39.9%
THE CENTER SCHOOL	78	68	78	65	77	65	7	9.0%
WEST SEATTLE	272	49	280	48	282	52	107	37.0%
TOTAL	2893	55	2919	56	2900	58	890	29.0%

School	WASL Percent Meeting State Standards Grade 10				Scholastic Achievement Test (SAT)	
	Math	Reading	Writing	Science	Verbal	Math
BALLARD	53.1%	77.6%	67.3%	44.3%	535	540
CLEVELAND	23.2%	56.8%	54.7%	11.5%	449	463
FRANKLIN	31.3%	64.1%	43.7%	16.6%	463	481
GARFIELD	56.0%	76.1%	70.4%	49.0%	605	594
INGRAHAM	39.5%	65.6%	54.6%	31.1%	508	496
NATHAN HALE	59.8%	83.9%	63.0%	50.8%	566	554
NOVA	46.7%	86.7%	66.7%	31.7%	608	528
RAINIER BEACH	12.7%	52.4%	33.9%	1.6%	412	390
ROOSEVELT	62.4%	80.6%	64.7%	54.5%	553	553
SEALTH	25.0%	55.4%	45.5%	16.5%	464	471
THE CENTER SCHOOL	66.7%	93.6%	83.3%	65.4%	584	548
WEST SEATTLE	38.6%	70.5%	56.9%	30.7%	496	520
TOTAL	44.6%	71.5%	58.8%	35.5%	--	--

**Individual School Summaries
All Regular Middle Schools**

2005-2006 DEMOGRAPHICS

Student Data

School	Enrollment and Ethnic Distribution on October 1								Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency	
	N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
	AKI KUROSE	620	1.6%	48.5%	10.0%	33.7%	6.1%	47.6%	52.4%	451	72.7%	342	55.2%	114
DENNY	703	4.3%	27.5%	22.2%	21.8%	24.3%	48.4%	51.6%	474	67.4%	390	55.5%	107	15.2%
ECKSTEIN	1236	2.1%	7.5%	8.6%	18.9%	62.9%	49.8%	50.2%	195	15.8%	272	22.0%	79	6.4%
HAMILTON	724	1.9%	21.1%	12.2%	32.0%	32.7%	47.1%	52.9%	371	51.2%	320	44.2%	135	18.6%
MADISON	897	1.9%	14.7%	13.3%	25.1%	45.0%	46.5%	53.5%	355	39.6%	357	39.8%	103	11.5%
MCCLURE	638	1.6%	20.1%	11.1%	20.2%	47.0%	46.7%	53.3%	243	38.1%	276	43.3%	83	13.0%
MEANY	472	2.1%	51.1%	14.2%	16.7%	15.9%	44.1%	55.9%	303	64.2%	299	63.3%	71	15.0%
MERCER	760	1.2%	24.9%	11.3%	57.5%	5.1%	46.1%	53.9%	506	66.6%	332	43.7%	181	23.8%
SEAHAWKS ACADEMY	36	0.0%	55.6%	13.9%	13.9%	16.7%	38.9%	61.1%	29	80.6%	24	66.7%	1	2.8%
WASHINGTON	1023	1.1%	23.1%	9.8%	27.6%	38.5%	47.8%	52.2%	359	35.1%	295	28.8%	103	10.1%
WHITMAN	1041	3.3%	10.2%	11.7%	13.4%	61.4%	48.6%	51.4%	284	27.3%	367	35.3%	79	7.6%
TOTAL	8150	2.1%	22.0%	12.0%	26.1%	37.8%	47.5%	52.5%	3570	43.8%	3274	40.2%	1056	13.0%

Student Data

Staff Data

School	Special Education		Percentage of Returning Students	Assignment Information:				Certificated Staff FTE	Classified Staff FTE
	N	%		First Choice N	Area Resident				
					%	N	%		
AKI KUROSE	101	16.3%	76.3%	79	39.5%	498	80.3%	44	17
DENNY	106	15.1%	73.7%	79	33.9%	563	80.2%	44	10
ECKSTEIN	123	10.0%	91.0%	282	89.5%	1158	93.7%	69	14
HAMILTON	102	14.1%	80.2%	124	58.2%	311	43.0%	46	14
MADISON	127	14.2%	90.7%	272	88.6%	860	95.9%	54	14
MCCLURE	97	15.2%	88.2%	99	54.4%	347	54.4%	40	15
MEANY	84	17.8%	66.5%	51	33.6%	258	54.8%	34	22
MERCER	108	14.2%	82.0%	156	60.5%	612	80.5%	49	18
SEAHAWKS ACADEMY	4	11.1%	57.7%	--	--	--	--	3*	1*
WASHINGTON	98	9.6%	90.1%	119	78.8%	507	49.6%	58	20
WHITMAN	119	11.4%	89.4%	169	60.8%	873	83.9%	56	10
TOTAL	1069	13.1%	84.2%	1430	62.5%	5987	73.8%	497	155

* - School shares building and staff with Mercer Middle School

**Individual School Summaries
All Regular Middle Schools**

2004-2005 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
AKI KUROSE	661	764	64	95	143	192	29.0%	25.1%	7	1.1%	0.9%
DENNY	722	892	79	126	186	222	30.7%	24.9%	1	0.1%	0.1%
ECKSTEIN	1240	1311	53	49	95	111	9.0%	8.5%	3	0.2%	0.2%
HAMILTON	752	830	40	65	91	115	15.3%	13.9%	0	0.0%	0.0%
MADISON	877	924	39	42	70	123	14.0%	13.3%	2	0.2%	0.2%
MCCLURE	611	689	54	58	102	80	13.1%	11.6%	1	0.2%	0.1%
MEANY	461	553	45	79	110	107	23.2%	19.3%	1	0.2%	0.2%
MERCER	802	883	68	94	140	202	25.2%	22.9%	1	0.1%	0.1%
SEAHAWKS ACADEMY	41	51	4	11	14	26	63.4%	51.0%	0	0.0%	0.0%
WASHINGTON	990	1032	34	37	62	96	9.7%	9.3%	2	0.2%	0.2%
WHITMAN	1058	1111	34	48	76	81	7.7%	7.3%	0	0.0%	0.0%
TOTAL	8213	9040	514	704	1089	1355	16.5%	15.0%	18	0.2%	0.2%

School	Cumulative G.P.A.	Annual Dropouts			Attendance Percentage
		N	% of avg. enrmt	% of total enrmt	
AKI KUROSE	2.53	15	2.3%	2.0%	87.3%
DENNY	2.79	33	4.6%	3.7%	87.8%
ECKSTEIN	3.43	16	1.3%	1.2%	93.8%
HAMILTON	3.14	29	3.9%	3.5%	91.4%
MADISON	2.92	27	3.1%	2.9%	93.2%
MCCLURE	3.11	27	4.4%	3.9%	91.3%
MEANY	2.31	25	5.4%	4.5%	90.8%
MERCER	2.90	19	2.4%	2.2%	92.3%
SEAHAWKS ACADEMY	2.16	3	7.3%	5.9%	88.8%
WASHINGTON	3.15	2	0.2%	0.2%	94.0%
WHITMAN	3.13	8	0.8%	0.7%	93.4%
TOTAL	3.01	204	2.5%	2.3%	91.8%

**Individual School Summaries
All Regular Middle Schools**

2004-2005 STUDENT OUTCOME DATA

School	ITBS Normal Curve Equivalent (NCE) Mean Scores, Grade 6 Only						ITBS Score Less Than 25th Percentile	
	Reading		Language		Mathematics		N	%
	N	NCE	N	NCE	N	NCE		
AKI KUROSE	224	37	216	39	215	40	130	54.9%
DENNY	205	44	203	43	204	45	107	51.0%
ECKSTEIN	409	68	408	63	408	70	54	13.1%
HAMILTON	256	54	252	51	251	57	83	31.2%
MADISON	279	52	274	51	276	51	85	29.7%
MCCLURE	198	59	195	59	197	59	54	26.5%
MEANY	139	36	142	42	135	42	93	59.2%
MERCER	266	44	266	46	260	47	120	44.0%
SEAHAWKS ACADEMY	9	35	8	31	8	20	10	90.9%
WASHINGTON	311	65	309	65	306	67	72	22.0%
WHITMAN	331	59	329	56	331	59	89	26.4%
TOTAL ITBS	2627	54	2602	53	2591	56	897	33.0%

School	WASL Percent Meeting State Standards Grade 7			
	Math	Reading	Writing	Listening
AKI KUROSE	26.8%	46.6%	56.5%	6.4%
DENNY	26.4%	43.1%	45.2%	14.0%
ECKSTEIN	79.4%	88.8%	81.6%	54.7%
HAMILTON	41.5%	55.8%	41.1%	19.7%
MADISON	43.3%	61.4%	43.3%	27.2%
MCCLURE	43.6%	62.1%	57.8%	28.8%
MEANY	23.9%	41.9%	48.7%	20.0%
MERCER	33.1%	55.9%	54.3%	13.8%
SEAHAWKS ACADEMY	8.3%	33.3%	33.3%	0.0%
WASHINGTON	65.7%	74.3%	73.5%	47.6%
WHITMAN	61.1%	76.2%	65.3%	45.8%
TOTAL	49.0%	64.4%	59.3%	31.2%

**Individual School Summaries
All Regular Elementary Schools**

2005-2006 DEMOGRAPHICS

Student Data

School	Enrollment and Ethnic Distribution on Oct. 1								Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency	
	N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
ADAMS	354	2.5%	14.1%	17.8%	12.4%	53.1%	49.7%	50.3%	133	37.6%	123	34.7%	53	15.0%
ALKI	337	3.3%	11.9%	7.1%	14.5%	63.2%	53.4%	46.6%	106	31.5%	120	35.6%	44	13.1%
ARBOR HEIGHTS	328	2.7%	10.1%	14.0%	14.0%	59.1%	50.0%	50.0%	123	37.5%	94	28.7%	38	11.6%
BAGLEY	293	2.7%	13.7%	4.8%	8.5%	70.3%	52.2%	47.8%	68	23.2%	98	33.4%	6	2.0%
BEACON HILL	365	0.8%	9.6%	26.3%	54.5%	8.8%	46.0%	54.0%	246	67.4%	107	29.3%	167	45.8%
BF DAY	262	1.1%	16.0%	16.0%	15.3%	51.5%	50.0%	50.0%	104	39.7%	103	39.3%	49	18.7%
BRIGHTON	307	2.6%	43.3%	10.1%	42.3%	1.6%	45.9%	54.1%	236	76.9%	171	55.7%	112	36.5%
BROADVIEW	480	2.3%	18.8%	15.6%	22.1%	41.3%	50.6%	49.4%	210	43.8%	138	28.7%	107	22.3%
BRYANT	513	1.4%	2.9%	7.0%	18.7%	70.0%	48.9%	51.1%	51	9.9%	58	11.3%	44	8.6%
COE	419	3.1%	6.2%	11.7%	15.5%	63.5%	52.0%	48.0%	92	22.0%	129	30.8%	44	10.5%
CONCORD	288	4.5%	8.0%	59.7%	17.0%	10.8%	47.2%	52.8%	256	88.9%	118	41.0%	141	49.0%
COOPER	251	2.4%	39.0%	13.9%	26.3%	18.3%	52.6%	47.4%	186	74.1%	150	59.8%	61	24.3%
DEARBORN PARK	259	0.8%	33.2%	10.8%	51.0%	4.2%	52.1%	47.9%	191	73.7%	108	41.7%	121	46.7%
DUNLAP	407	1.0%	49.4%	11.8%	36.1%	1.7%	52.1%	47.9%	320	78.6%	210	51.6%	185	45.5%
EMERSON	278	0.4%	61.5%	11.5%	21.6%	5.0%	47.1%	52.9%	218	78.4%	143	51.4%	73	26.3%
FAIRMOUNT PARK	179	1.1%	29.6%	27.4%	16.8%	25.1%	48.0%	52.0%	134	74.9%	99	55.3%	55	30.7%
GATEWOOD	276	1.4%	16.7%	10.1%	11.2%	60.5%	51.8%	48.2%	87	31.5%	105	38.0%	3	1.1%
GATZERT	347	3.7%	50.4%	20.5%	20.7%	4.6%	43.5%	56.5%	315	90.8%	183	52.7%	134	38.6%
GRAHAM HILL	325	1.2%	33.8%	7.7%	37.5%	19.7%	54.8%	45.2%	175	53.8%	106	32.6%	78	24.0%
GREEN LAKE	252	3.6%	13.5%	6.3%	9.1%	67.5%	53.6%	46.4%	60	23.8%	86	34.1%	4	1.6%
GREENWOOD	260	3.8%	17.7%	13.5%	9.2%	55.8%	48.8%	51.2%	127	48.8%	143	55.0%	9	3.5%
HAWTHORNE	325	1.2%	53.8%	17.5%	20.9%	6.5%	43.4%	56.6%	233	71.7%	163	50.2%	94	28.9%
HAY	456	2.4%	6.8%	6.6%	11.8%	72.4%	52.2%	47.8%	62	13.6%	109	23.9%	6	1.3%
HIGH POINT	155	2.6%	39.4%	23.9%	30.3%	3.9%	44.5%	55.5%	143	92.3%	84	54.2%	47	30.3%
HIGHLAND PARK	425	4.5%	17.9%	30.1%	33.2%	14.4%	52.0%	48.0%	322	75.8%	202	47.5%	128	30.1%
J STANFORD INTL	393	1.3%	5.6%	25.4%	23.2%	44.5%	51.1%	48.9%	84	21.4%	77	19.6%	98	24.9%
KIMBALL	520	0.8%	12.5%	6.7%	59.0%	21.0%	48.7%	51.3%	281	54.0%	126	24.2%	193	37.1%
LAFAYETTE	453	2.4%	6.4%	6.4%	16.1%	68.7%	53.9%	46.1%	46	10.2%	84	18.5%	13	2.9%
LAURELHURST	425	0.9%	3.8%	6.4%	16.2%	72.7%	50.4%	49.6%	57	13.4%	68	16.0%	25	5.9%
LAWTON	317	1.3%	6.0%	6.6%	15.1%	71.0%	50.2%	49.8%	50	15.8%	79	24.9%	7	2.2%
LESCHI	207	1.0%	82.6%	6.3%	7.2%	2.9%	54.1%	45.9%	150	72.5%	135	65.2%	32	15.5%
LOWELL	470	1.1%	4.5%	3.6%	22.1%	68.7%	41.5%	58.5%	34	7.2%	43	9.1%	8	1.7%
LOYAL HEIGHTS	364	1.4%	2.5%	6.0%	5.2%	84.9%	50.5%	49.5%	34	9.3%	55	15.1%	4	1.1%

**Individual School Summaries
All Regular Elementary Schools**

2005-2006 DEMOGRAPHICS

Student Data

School	Enrollment and Ethnic Distribution on October 1								Free or Reduced Lunch		Not Living With Both Parents		Limited English Proficiency	
	N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
	M L KING	104	1.0%	79.8%	9.6%	2.9%	6.7%	52.9%	47.1%	63	60.6%	81	77.9%	0
MAPLE	428	1.6%	9.6%	15.0%	66.6%	7.2%	51.4%	48.6%	268	62.6%	120	28.0%	180	42.1%
MCGILVRA	254	0.8%	11.4%	3.1%	13.4%	71.3%	52.8%	47.2%	25	9.8%	44	17.3%	2	0.8%
MONTLAKE	247	0.4%	15.4%	4.9%	15.4%	64.0%	47.8%	52.2%	41	16.6%	69	27.9%	2	0.8%
MUIR	290	2.1%	52.4%	3.8%	32.4%	9.3%	49.3%	50.7%	189	65.2%	161	55.5%	41	14.1%
NORTH BEACH	262	2.7%	1.5%	6.1%	10.3%	79.4%	51.5%	48.5%	28	10.7%	48	18.3%	4	1.5%
NORTHGATE	235	0.9%	29.4%	31.1%	26.0%	12.8%	47.2%	52.8%	187	79.6%	107	45.5%	102	43.4%
OLYMPIC HILLS	212	1.4%	30.7%	27.8%	18.4%	21.7%	51.9%	48.1%	134	63.2%	89	42.0%	61	28.8%
OLYMPIC VIEW	408	2.7%	9.8%	11.0%	18.9%	57.6%	50.2%	49.8%	113	27.7%	117	28.7%	22	5.4%
RAINIER VIEW	240	1.3%	59.2%	7.5%	25.8%	6.3%	47.9%	52.1%	185	77.1%	140	58.3%	55	22.9%
ROGERS	294	2.0%	13.3%	9.9%	13.3%	61.6%	48.6%	51.4%	97	33.0%	95	32.3%	7	2.4%
ROXHILL	281	4.3%	23.8%	28.5%	26.0%	17.4%	42.7%	57.3%	234	83.3%	140	49.8%	94	33.5%
SACAJAWEA	309	2.6%	6.8%	11.0%	18.4%	61.2%	50.2%	49.8%	85	27.5%	56	18.1%	61	19.7%
SANISLO	317	1.3%	14.8%	16.1%	27.8%	40.1%	50.8%	49.2%	139	43.8%	87	27.4%	73	23.0%
SCHMITZ PARK	326	1.2%	6.1%	4.6%	8.6%	79.4%	50.6%	49.4%	32	9.8%	53	16.3%	5	1.5%
STEVENS	301	0.7%	20.6%	21.3%	10.0%	47.5%	49.5%	50.5%	114	37.9%	67	22.3%	61	20.3%
T T MINOR	180	2.8%	80.0%	7.8%	1.7%	7.8%	51.7%	48.3%	156	86.7%	123	68.3%	4	2.2%
T MARSHALL	293	0.3%	66.9%	17.7%	11.9%	3.1%	42.7%	57.3%	233	79.5%	179	61.1%	112	38.2%
VAN ASSELT	458	0.9%	20.5%	14.6%	62.7%	1.3%	43.9%	56.1%	353	77.1%	166	36.2%	230	50.2%
VIEW RIDGE	403	0.7%	2.7%	2.7%	19.9%	73.9%	48.9%	51.1%	12	3.0%	42	10.4%	6	1.5%
VIEWLANDS	203	3.0%	21.7%	10.3%	12.8%	52.2%	43.8%	56.2%	110	54.2%	98	48.3%	5	2.5%
WEDGWOOD	358	1.1%	2.5%	7.8%	30.2%	58.4%	49.4%	50.6%	48	13.4%	51	14.2%	16	4.5%
WEST WOODLAND	347	2.0%	7.5%	5.5%	9.2%	75.8%	46.4%	53.6%	45	13.0%	68	19.6%	0	0.0%
WHITTIER	412	1.0%	2.9%	4.9%	9.7%	81.6%	49.3%	50.7%	27	6.6%	57	13.8%	6	1.5%
WHITWORTH	233	3.4%	51.9%	15.0%	27.9%	1.7%	54.9%	45.1%	182	78.1%	136	58.4%	63	27.0%
WING LUKE	282	1.4%	27.3%	10.3%	57.8%	3.2%	52.1%	47.9%	188	66.7%	105	37.2%	121	42.9%
TOTAL	18967	1.9%	20.5%	12.7%	23.5%	41.3%	49.5%	50.5%	8222	43.3%	6316	33.3%	3516	18.5%

**Individual School Summaries
All Regular Elementary Schools**

2005-2006 DEMOGRAPHICS

School	Student Data				Staff Data				
	Special Education		Percentage of Returning Students	Assignment Information:				Certificated Staff FTE	Classified Staff FTE
	N	%		First Choice		Area Resident			
	N	%	N	%	N	%			
ADAMS	44	12.4%	79.0%	37	53.6%	143	40.4%	21	9
ALKI	42	12.5%	79.2%	43	57.3%	88	26.1%	21	7
ARBOR HEIGHTS	69	21.0%	83.1%	37	80.4%	150	45.7%	22	9
BAGLEY	18	6.1%	77.6%	46	78.0%	90	30.7%	19	6
BEACON HILL	30	8.2%	84.6%	46	71.9%	157	43.0%	30	11
BF DAY	18	6.9%	77.1%	23	50.0%	77	29.4%	18	9
BRIGHTON	29	9.4%	76.6%	36	46.2%	98	31.9%	23	14
BROADVIEW	75	15.6%	77.5%	67	79.8%	192	40.0%	34	17
BRYANT	40	7.8%	86.6%	78	83.0%	330	64.3%	30	9
COE	48	11.5%	88.8%	62	91.2%	179	42.7%	26	13
CONCORD	31	10.8%	76.7%	35	64.8%	198	68.8%	24	12
COOPER	47	18.7%	74.5%	12	27.3%	108	43.2%	19	10
DEARBORN PARK	38	14.7%	81.4%	22	53.7%	75	29.0%	22	8
DUNLAP	28	6.9%	82.2%	26	41.9%	110	27.0%	27	19
EMERSON	22	7.9%	66.4%	26	44.8%	121	43.5%	21	8
FAIRMOUNT PARK	25	14.0%	62.2%	14	43.8%	45	25.1%	17	5
GATEWOOD	37	13.4%	81.8%	32	65.3%	81	29.3%	19	4
GATZERT	67	19.3%	79.8%	31	47.0%	116	33.4%	31	17
GRAHAM HILL	31	9.5%	80.1%	14	50.0%	80	24.6%	27	9
GREEN LAKE	34	13.5%	83.8%	18	31.6%	118	46.8%	21	11
GREENWOOD	40	15.4%	74.5%	17	27.9%	94	36.2%	16	6
HAWTHORNE	31	9.5%	71.8%	27	41.5%	90	27.7%	26	9
HAY	51	11.2%	83.2%	71	80.7%	242	53.1%	30	16
HIGH POINT	27	17.4%	65.5%	8	23.5%	65	41.9%	16	6
HIGHLAND PARK	33	7.8%	77.6%	31	42.5%	235	55.3%	33	17
J STANFORD INTL	18	4.6%	80.2%	53	93.0%	150	38.2%	24	16
KIMBALL	51	9.8%	87.7%	74	88.1%	99	19.0%	32	14
LAFAYETTE	38	8.4%	87.9%	61	91.0%	183	40.4%	24	6
LAURELHURST	23	5.4%	87.8%	69	93.2%	217	51.1%	27	13
LAWTON	42	13.2%	82.6%	31	49.2%	165	52.1%	18	6
LESCHI	26	12.6%	71.0%	17	45.9%	38	18.4%	15	6
LOWELL	65	13.8%	93.6%	--	--	--	--	35	11
LOYAL HEIGHTS	33	9.1%	89.7%	51	75.0%	156	42.9%	24	13

**Individual School Summaries
All Regular Elementary Schools**

2005-2006 DEMOGRAPHICS

School	Student Data				Staff Data				
	Special Education		Percentage of Returning Students	Assignment Information:				Certificated Staff FTE	Classified Staff FTE
	N	%		First Choice		Area Resident			
	N	%	N	%	N	%	FTE	FTE	
M L KING	13	12.5%	61.7%	2	8.3%	4	3.9%	10	4
MAPLE	43	10.0%	88.6%	38	50.7%	164	38.3%	27	16
MCGILVRA	29	11.4%	89.4%	28	62.2%	90	35.4%	20	7
MONTLAKE	28	11.3%	88.3%	24	71%	120	48.6%	18	4
MUIR	20	6.9%	74.8%	20	43.5%	72	24.8%	21	5
NORTH BEACH	29	11.1%	84.0%	29	40.3%	90	34.4%	15	5
NORTHGATE	24	10.2%	73.4%	31	57.4%	94	40.0%	17	8
OLYMPIC HILLS	16	7.5%	58.7%	19	35.8%	109	51.4%	18	7
OLYMPIC VIEW	46	11.3%	79.8%	49	71.0%	131	32.1%	26	10
RAINIER VIEW	37	15.4%	66.4%	10	22.7%	73	30.4%	22	6
ROGERS	42	14.3%	73.1%	18	28.1%	173	59.0%	20	10
ROXHILL	53	18.9%	76.2%	9	16.7%	97	34.5%	22	9
SACAJAWEA	36	11.7%	83.5%	36	59.0%	98	31.7%	19	6
SANISLO	30	9.5%	84.7%	44	86.3%	96	30.3%	19	15
SCHMITZ PARK	32	9.8%	86.3%	48	85.7%	159	48.8%	19	12
STEVENS	31	10.3%	83.9%	37	80.4%	111	36.9%	25	12
T T MINOR	19	10.6%	67.1%	13	35.1%	67	37.2%	21	9
T MARSHALL	38	13.0%	68.6%	20	46.5%	54	18.4%	25	13
VAN ASSELT	70	15.3%	78.1%	44	52.4%	98	21.4%	30	18
VIEW RIDGE	64	15.9%	91.6%	60	92.3%	164	40.7%	33	11
VIEWLANDS	29	14.3%	82.2%	9	30.0%	80	39.4%	16	12
WEDGWOOD	31	8.7%	81.9%	61	84.7%	164	45.8%	22	8
WEST WOODLAND	25	7.2%	81.8%	44	65.7%	164	47.3%	20	12
WHITTIER	17	4.1%	90.9%	50	92.6%	146	35.4%	21	14
WHITWORTH	36	15.5%	70.1%	15	45.5%	73	31.3%	22	11
WING LUKE	25	8.9%	80.9%	32	59.3%	66	23.4%	19	7
TOTAL	2114	11.1%	80.6%	2005	60.2%	7047	38.1%	1339	597

**Individual School Summaries
All Regular Elementary Schools**

2004-2005 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
ADAMS	335	373	37	39	67	0	0.0%	0.0%	0	0.0%	0.0%
ALKI	301	337	37	31	62	7	2.3%	2.1%	0	0.0%	0.0%
ARBOR HEIGHTS	362	389	16	20	34	17	4.7%	4.4%	0	0.0%	0.0%
BAGLEY	273	301	20	27	43	0	0.0%	0.0%	0	0.0%	0.0%
BEACON HILL	380	413	29	18	43	0	0.0%	0.0%	0	0.0%	0.0%
BF DAY	270	314	39	29	63	0	0.0%	0.0%	0	0.0%	0.0%
BRIGHTON	255	301	41	45	73	24	9.4%	8.0%	1	0.4%	0.3%
BROADVIEW	517	557	35	64	95	25	4.8%	4.5%	0	0.0%	0.0%
BRYANT	513	528	14	19	31	5	1.0%	0.9%	0	0.0%	0.0%
COE	388	416	28	25	49	2	0.5%	0.5%	0	0.0%	0.0%
CONCORD	301	340	30	35	62	3	1.0%	0.9%	0	0.0%	0.0%
COOPER	260	304	41	32	67	0	0.0%	0.0%	0	0.0%	0.0%
DEARBORN PARK	255	301	47	20	63	0	0.0%	0.0%	0	0.0%	0.0%
DUNLAP	390	422	37	43	71	7	1.8%	1.7%	0	0.0%	0.0%
EMERSON	289	334	42	39	73	22	7.6%	6.6%	0	0.0%	0.0%
FAIRMOUNT PARK	175	216	52	23	72	4	2.3%	1.9%	0	0.0%	0.0%
GATEWOOD	268	296	12	25	35	4	1.5%	1.4%	0	0.0%	0.0%
GATZERT	343	415	68	70	112	2	0.6%	0.5%	0	0.0%	0.0%
GRAHAM HILL	353	401	59	31	83	1	0.3%	0.2%	0	0.0%	0.0%
GREEN LAKE	252	300	22	21	36	0	0.0%	0.0%	0	0.0%	0.0%
GREENWOOD	238	273	29	23	48	18	7.6%	6.6%	0	0.0%	0.0%
HAWTHORNE	352	399	31	46	68	22	6.3%	5.5%	0	0.0%	0.0%
HAY	431	457	23	24	45	3	0.7%	0.7%	0	0.0%	0.0%
HIGH POINT	164	196	22	33	48	3	1.8%	1.5%	0	0.0%	0.0%
HIGHLAND PARK	424	472	41	55	81	15	3.5%	3.2%	0	0.0%	0.0%
J STANFORD INTL	388	463	59	59	107	3	0.8%	0.6%	0	0.0%	0.0%
KIMBALL	514	529	9	18	27	8	1.6%	1.5%	0	0.0%	0.0%
LAFAYETTE	444	464	23	18	39	4	0.9%	0.9%	0	0.0%	0.0%
LAURELHURST	400	425	22	25	46	3	0.8%	0.7%	0	0.0%	0.0%
LAWTON	284	318	18	28	40	2	0.7%	0.6%	0	0.0%	0.0%
LESCHI	234	271	25	22	44	3	1.3%	1.1%	0	0.0%	0.0%
LOWELL	508	518	16	8	24	0	0.0%	0.0%	0	0.0%	0.0%
LOYAL HEIGHTS	336	350	12	11	22	1	0.3%	0.3%	0	0.0%	0.0%

**Individual School Summaries
All Regular Elementary Schools**

2004-2005 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
M L KING	129	156	13	25	34	15	11.6%	9.6%	0	0.0%	0.0%
MAPLE	413	440	23	25	45	17	4.1%	3.9%	0	0.0%	0.0%
MCGILVRA	245	247	6	2	8	3	1.2%	1.2%	0	0.0%	0.0%
MONTLAKE	236	245	5	8	13	6	2.5%	2.4%	0	0.0%	0.0%
MUIR	304	327	12	29	40	18	5.9%	5.5%	0	0.0%	0.0%
NORTH BEACH	234	246	15	10	23	0	0.0%	0.0%	0	0.0%	0.0%
NORTHGATE	214	247	29	33	54	8	3.7%	3.2%	0	0.0%	0.0%
OLYMPIC HILLS	234	268	32	42	68	7	3.0%	2.6%	0	0.0%	0.0%
OLYMPIC VIEW	423	442	11	28	38	6	1.4%	1.4%	0	0.0%	0.0%
RAINIER VIEW	268	315	33	50	74	13	4.9%	4.1%	0	0.0%	0.0%
ROGERS	280	325	28	47	67	4	1.4%	1.2%	0	0.0%	0.0%
ROXHILL	266	315	45	46	82	2	0.8%	0.6%	0	0.0%	0.0%
SACAJAWEA	285	301	13	20	30	4	1.4%	1.3%	0	0.0%	0.0%
SANISLO	340	356	6	14	19	1	0.3%	0.3%	0	0.0%	0.0%
SCHMITZ PARK	324	337	8	14	22	10	3.1%	3.0%	0	0.0%	0.0%
STEVENS	309	324	13	11	23	3	1.0%	0.9%	0	0.0%	0.0%
T T MINOR	210	237	26	22	43	0	0.0%	0.0%	0	0.0%	0.0%
T MARSHALL	302	421	104	78	168	5	1.7%	1.2%	0	0.0%	0.0%
VAN ASSELT	459	504	40	47	72	0	0.0%	0.0%	0	0.0%	0.0%
VIEW RIDGE	399	409	12	14	24	1	0.3%	0.2%	0	0.0%	0.0%
VIEWLANDS	215	240	36	32	54	2	0.9%	0.8%	0	0.0%	0.0%
WEDGWOOD	361	374	11	11	22	0	0.0%	0.0%	0	0.0%	0.0%
WEST WOODLAND	359	373	14	15	27	4	1.1%	1.1%	0	0.0%	0.0%
WHITTIER	425	440	14	12	23	6	1.4%	1.4%	0	0.0%	0.0%
WHITWORTH	248	286	33	41	66	29	11.7%	10.1%	0	0.0%	0.0%
WING LUKE	296	325	21	22	38	9	3.0%	2.8%	0	0.0%	0.0%
TOTAL	18976	20893	1639	1724	3050	381	2.0%	1.8%	1	0.01%	0.00%

**Individual School Summaries
All Regular Elementary Schools**

2004-2005 STUDENT OUTCOME DATA

School	Attendance Percentage	ITBS Normal Curve Equivalent (NCE) Mean Scores Grade 3 Only						ITBS Score Less Than 25th Percentile	
		Reading		Language		Mathematics		N	%
		N	NCE	N	NCE	N	NCE		
ADAMS	94.6%	26	58	--	--	26	60	7	21.2%
ALKI	94.0%	45	53	--	--	44	61	16	33.3%
ARBOR HEIGHTS	94.8%	55	53	--	--	56	61	11	18.0%
BAGLEY	93.8%	52	58	--	--	30	52	8	15.1%
BEACON HILL	95.4%	65	44	--	--	64	46	26	40.0%
BF DAY	93.3%	49	50	--	--	48	50	16	32.7%
BRIGHTON	91.1%	37	42	--	--	36	36	20	54.1%
BROADVIEW	94.8%	85	55	--	--	85	63	16	17.4%
BRYANT	96.4%	86	68	--	--	85	76	7	8.1%
COE	94.8%	61	67	--	--	60	74	6	9.5%
CONCORD	93.2%	46	40	--	--	42	41	24	51.1%
COOPER	93.4%	51	45	--	--	51	53	21	41.2%
DEARBORN PARK	94.7%	44	43	--	--	41	54	14	30.4%
DUNLAP	94.4%	59	40	--	--	42	54	22	36.7%
EMERSON	93.9%	50	48	--	--	50	48	19	37.3%
FAIRMOUNT PARK	93.8%	25	39	--	--	26	44	14	53.8%
GATEWOOD	93.0%	33	45	--	--	29	50	13	37.1%
GATZERT	92.9%	47	37	--	--	47	44	26	53.1%
GRAHAM HILL	94.3%	61	50	--	--	44	60	18	29.0%
GREEN LAKE	95.0%	41	60	--	--	40	64	5	11.6%
GREENWOOD	93.0%	32	46	--	--	31	48	16	50.0%
HAWTHORNE	93.1%	51	45	--	--	51	53	17	33.3%
HAY	95.5%	63	63	--	--	62	65	9	14.1%
HIGH POINT	93.8%	17	32	--	--	17	34	12	70.6%
HIGHLAND PARK	94.2%	73	44	--	--	74	50	29	38.7%
J STANFORD INTL	96.0%	54	57	--	--	55	66	8	12.9%
KIMBALL	96.4%	81	48	--	--	81	57	20	24.4%
LAFAYETTE	95.3%	77	71	--	--	74	78	3	3.8%
LAURELHURST	95.5%	69	60	--	--	70	67	9	12.9%
LAWTON	93.7%	8	67	--	--	8	69	1	2.7%
LESCHI	93.9%	31	46	--	--	31	43	13	39.4%
LOWELL	95.6%	101	87	--	--	102	93	0	0.0%
LOYAL HEIGHTS	95.4%	50	66	--	--	49	67	3	5.9%

**Individual School Summaries
All Regular Elementary Schools**

2004-2005 STUDENT OUTCOME DATA

School	Attendance Percentage	ITBS Normal Curve Equivalent (NCE) Mean Scores Grade 3 Only						ITBS Score Less Than 25th Percentile	
		Reading		Language		Mathematics		N	%
		N	NCE	N	NCE	N	NCE		
M L KING	94.0%	21	50	--	--	23	50	15	65.2%
MAPLE	95.2%	55	48	--	--	55	61	17	30.9%
MCGILVRA	94.8%	41	73	--	--	42	75	0	0.0%
MONTLAKE	94.7%	40	74	--	--	40	85	1	2.4%
MUIR	94.9%	55	48	--	--	53	54	21	37.5%
NORTH BEACH	95.6%	46	63	--	--	48	71	4	8.3%
NORTHGATE	94.3%	22	43	--	--	21	53	10	40.0%
OLYMPIC HILLS	93.9%	38	50	--	--	37	57	9	23.7%
OLYMPIC VIEW	95.9%	67	58	--	--	67	62	10	13.9%
RAINIER VIEW	92.7%	34	45	--	--	33	46	17	44.7%
ROGERS	93.9%	39	59	--	--	39	63	8	20.5%
ROXHILL	94.4%	34	49	--	--	33	49	13	37.1%
SACAJAWEA	95.3%	42	68	--	--	42	69	7	16.3%
SANISLO	95.0%	52	58	--	--	52	57	11	21.2%
SCHMITZ PARK	94.7%	56	68	--	--	56	74	6	10.7%
STEVENS	95.9%	50	64	--	--	49	75	4	8.0%
T T MINOR	92.8%	35	40	--	--	35	36	23	65.7%
T MARSHALL	93.3%	33	37	--	--	31	45	17	37.8%
VAN ASSELT	95.1%	70	46	--	--	70	62	21	30.0%
VIEW RIDGE	95.9%	59	72	--	--	59	83	5	8.1%
VIEWLANDS	93.2%	42	58	--	--	42	64	7	16.7%
WEDGWOOD	95.8%	63	71	--	--	62	81	4	6.2%
WEST WOODLAND	96.0%	51	68	--	--	51	75	5	9.8%
WHITTIER	96.1%	80	73	--	--	80	77	3	3.8%
WHITWORTH	92.8%	34	45	--	--	17	31	14	33.3%
WING LUKE	95.0%	43	45	--	--	44	56	11	24.4%
TOTAL	94.6%	2927	56	--	--	2832	62	712	23.2%

**Individual School Summaries
All Regular Elementary Schools**

2003-2004 STUDENT OUTCOME DATA

School	Attendance Percentage	ITBS Normal Curve Equivalent (NCE) Mean Scores Grades 3 and 5 Only						ITBS Score Less Than 25th Percentile	
		Reading		Language		Mathematics		N	%
		N	NCE	N	NCE	N	NCE		
M L KING	92.4%	42	51	42	45	42	48	19	40.4%
MAPLE	95.2%	150	48	151	52	150	55	39	25.8%
MCGILVRA	96.0%	78	68	79	65	77	71	7	8.9%
MONTLAKE	95.5%	84	69	84	72	83	75	5	6.0%
MUIR	94.8%	92	49	92	49	91	51	30	32.3%
NORTH BEACH	94.8%	81	64	81	66	81	73	6	7.4%
NORTHGATE	93.7%	76	45	49	44	75	49	32	41.0%
OLYMPIC HILLS	93.5%	83	46	83	48	82	48	33	39.8%
OLYMPIC VIEW	95.3%	154	57	155	55	153	57	39	24.5%
RAINIER VIEW	92.7%	86	36	84	38	82	38	50	54.9%
ROGERS	95.2%	94	60	94	60	95	66	10	10.4%
ROXHILL	93.2%	84	42	83	44	83	46	43	51.2%
SACAJAWEA	95.4%	89	56	90	54	88	57	25	27.8%
SANISLO	95.4%	105	50	104	51	104	50	35	33.3%
SCHMITZ PARK	94.6%	96	62	96	60	96	64	11	11.5%
STEVENS	96.0%	112	58	112	62	112	64	22	19.3%
T T MINOR	92.5%	61	43	60	39	60	40	33	53.2%
T MARSHALL	93.3%	82	41	81	41	79	44	41	40.6%
VAN ASSELT	95.7%	135	42	135	49	134	55	51	37.8%
VIEW RIDGE	95.6%	113	69	113	73	113	75	5	4.1%
VIEWLANDS	94.2%	79	54	79	53	79	54	23	29.1%
WEDGWOOD	96.0%	122	69	119	73	122	76	9	7.2%
WEST WOODLAND	95.9%	95	59	94	64	93	66	16	16.8%
WHITTIER	96.0%	138	75	139	74	138	75	3	2.1%
WHITWORTH	93.5%	114	36	114	36	111	35	85	68.0%
WING LUKE	95.2%	92	49	91	53	93	55	28	30.1%
TOTAL	94.8%	6149	54	6038	56	6016	58	1758	27.8%

**Individual School Summaries
All Regular Elementary Schools**

2004-2005 STUDENT OUTCOME DATA

School	WASL Percent Meeting State Standards Grades 4/5				School	WASL Percent Meeting State Standards Grades 4/5			
	Gr. 4 Math	Gr. 4 Reading	Gr. 4 Writing	Gr. 5 Science		Gr. 4 Math	Gr. 4 Reading	Gr. 4 Writing	Gr. 5 Science
ADAMS	55.6%	70.4%	46.3%	31.0%	M L KING	53.3%	60.0%	53.3%	7.1%
ALKI	53.8%	79.5%	53.8%	30.0%	MAPLE	79.5%	87.0%	72.7%	40.3%
ARBOR HEIGHTS	65.2%	78.3%	55.1%	35.5%	MCGILVRA	85.7%	90.5%	81.0%	65.7%
BAGLEY	59.4%	78.1%	56.3%	30.8%	MONTLAKE	84.6%	97.4%	87.2%	51.3%
BEACON HILL	60.9%	76.6%	60.9%	34.4%	MUIR	40.8%	57.1%	44.9%	45.7%
BF DAY	78.9%	86.8%	65.8%	17.0%	NORTH BEACH	88.9%	94.4%	91.7%	51.6%
BRIGHTON	47.5%	62.5%	35.0%	8.8%	NORTHGATE	28.6%	65.7%	40.0%	7.4%
BROADVIEW	76.6%	84.4%	62.3%	41.3%	OLYMPIC HILLS	48.6%	74.3%	45.7%	27.0%
BRYANT	87.2%	89.7%	70.5%	67.5%	OLYMPIC VIEW	70.4%	87.3%	62.0%	49.3%
COE	80.7%	87.7%	71.9%	49.1%	RAINIER VIEW	23.7%	47.4%	47.4%	9.8%
CONCORD	30.0%	47.5%	40.0%	12.8%	ROGERS	72.1%	81.4%	51.2%	51.2%
COOPER	23.3%	50.0%	33.3%	15.9%	ROXHILL	37.2%	72.1%	39.5%	11.9%
DEARBORN PARK	43.8%	56.3%	56.3%	7.5%	SACAJAWEA	48.7%	76.9%	33.3%	47.5%
DUNLAP	20.0%	62.7%	44.0%	16.7%	SANISLO	45.0%	76.7%	55.0%	25.9%
EMERSON	17.1%	46.3%	31.7%	6.5%	SCHMITZ PARK	78.7%	95.7%	83.0%	68.8%
FAIRMOUNT PARK	15.8%	63.2%	31.6%	4.5%	STEVENS	62.3%	82.6%	65.2%	41.9%
GATEWOOD	45.5%	75.0%	50.0%	20.0%	T T MINOR	47.8%	56.5%	47.8%	7.3%
GATZERT	24.5%	56.6%	30.2%	22.4%	T MARSHALL	30.6%	50.0%	36.1%	8.8%
GRAHAM HILL	39.0%	61.0%	59.3%	23.8%	VAN ASSELT	28.6%	58.4%	50.6%	26.0%
GREEN LAKE	70.7%	82.9%	61.0%	65.1%	VIEW RIDGE	91.2%	96.5%	91.2%	80.8%
GREENWOOD	51.3%	71.8%	48.7%	18.2%	VIEWLANDS	46.2%	84.6%	38.5%	26.3%
HAWTHORNE	21.9%	64.4%	43.8%	17.7%	WEDGWOOD	93.9%	98.0%	85.7%	66.1%
HAY	84.9%	98.6%	84.9%	50.0%	WEST WOODLAND	70.0%	83.3%	60.0%	52.1%
HIGH POINT	32.0%	76.0%	56.0%	11.1%	WHITTIER	80.0%	92.9%	77.1%	75.0%
HIGHLAND PARK	28.8%	66.7%	31.8%	15.9%	WHITWORTH	42.2%	46.7%	8.9%	2.3%
J STANFORD INTL	79.3%	89.7%	56.9%	46.3%	WING LUKE	62.0%	74.0%	60.0%	22.0%
KIMBALL	68.9%	87.8%	57.8%	31.3%	TOTAL	60.0%	77.8%	59.5%	38.1%
LAFAYETTE	87.2%	97.4%	82.1%	56.8%					
LAURELHURST	87.5%	89.3%	75.0%	65.4%					
LAWTON	75.6%	95.6%	84.1%	58.8%					
LESCHI	38.5%	59.0%	53.8%	14.6%					
LOWELL	98.0%	99.0%	97.1%	88.0%					
LOYAL HEIGHTS	76.1%	93.5%	76.1%	69.8%					

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

2005-2006 DEMOGRAPHICS

Student Data

School	Enrollment and Ethnic Distribution on October 1								Free or Reduced Lunch	
	N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%
AFRICAN AM. ACADEMY	437	1.4%	94.3%	2.5%	0.5%	1.4%	54.5%	45.5%	367	84.0%
ALT. SCH #1 PINEHURST	273	6.2%	15.0%	8.1%	7.3%	63.4%	45.4%	54.6%	102	37.4%
CATHARINE BLAINE	508	2.8%	4.9%	9.1%	11.4%	71.9%	52.0%	48.0%	94	18.5%
MADRONA	445	5.4%	69.9%	7.2%	2.9%	14.6%	50.6%	49.4%	294	66.1%
PATHFINDER	387	8.0%	13.7%	12.4%	8.0%	57.9%	47.8%	52.2%	140	36.2%
SALMON BAY	598	3.2%	5.5%	5.9%	6.4%	79.1%	48.0%	52.0%	41	6.9%
THE NEW SCHL@SO.SHORE	202	0.5%	45.0%	8.4%	32.2%	13.9%	54.5%	45.5%	90	44.6%
TOPS	529	0.9%	16.4%	11.3%	26.5%	44.8%	49.7%	50.3%	106	20.0%
TOTAL	3379	3.5%	31.2%	8.0%	10.9%	46.5%	50.2%	49.8%	1234	36.5%

Student Data

School	Not Living With Both Parents		Limited English Proficiency		Special Education		Percentage of Returning Students
	N	%	N	%	N	%	
AFRICAN AM. ACADEMY	333	76.2%	0	0.0%	42	9.6%	68.8%
ALT. SCH #1 PINEHURST	128	46.9%	2	0.7%	44	16.1%	83.3%
CATHARINE BLAINE	117	23.0%	23	4.5%	68	13.4%	86.6%
MADRONA	282	63.4%	13	2.9%	57	12.8%	76.2%
PATHFINDER	175	45.2%	8	2.1%	57	14.7%	67.7%
SALMON BAY	119	19.9%	0	0.0%	99	16.6%	95.2%
THE NEW SCHL@SO.SHORE	68	33.7%	50	24.8%	9	4.5%	90.1%
TOPS	100	18.9%	57	10.8%	50	9.5%	88.2%
TOTAL	1322	39.1%	153	4.5%	426	12.6%	82.4%

Student Data

Staff Data

School	Assignment Information:				Certificated Staff		Classified Staff
	First Choice		Area Resident		N	N	N
N	%	N	%	N			
AFRICAN AM. ACADEMY	13	26.0%	--	--	30		8
ALT. SCH #1 PINEHURST	17	60.7%	--	--	17		8
CATHARINE BLAINE	53	85.5%	284	55.9%	31		7
MADRONA	29	56.9%	109	24.5%	29		10
PATHFINDER	20	41.7%	--	--	27		7
SALMON BAY	34	94.4%	--	--	39		11
THE NEW SCHL@SO.SHORE	50	98.0%	--	--	25		16
TOPS	46	90.2%	--	--	32		11
TOTAL	262	69.5%	393	41.2%	230		78

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

2004-2005 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
AFRICAN AM. ACADEMY	392	506	73	84	123	41	10.5%	8.1%	0	0.0%	0.0%
ALT. SCH #1 PINEHURST	268	287	9	16	23	16	6.0%	5.6%	0	0.0%	0.0%
CATHARINE BLAINE	501	533	28	24	50	19	3.8%	3.6%	0	0.0%	0.0%
MADRONA	444	497	41	44	78	27	6.1%	5.4%	0	0.0%	0.0%
PATHFINDER	389	442	33	48	76	25	6.4%	5.7%	0	0.0%	0.0%
SALMON BAY	603	620	7	11	16	12	2.0%	1.9%	0	0.0%	0.0%
THE NEW SCHL@SO.SHORE	150	156	6	6	12	1	0.7%	0.6%	0	0.0%	0.0%
TOPS	526	538	12	18	25	17	3.2%	3.2%	0	0.0%	0.0%
TOTAL	3273	3579	209	251	403	158	4.8%	4.4%	0	0.0%	0.0%

School	Cumulative G.P.A. (6 - 8 only)	Attendance Percentage	Annual Dropouts (6 - 8 Only)		
			N	% of avg. enrmt	% of total enrmt
AFRICAN AM. ACADEMY	2.70	92.2%	14	9.6%	7.4%
ALT. SCH #1 PINEHURST	--	93.0%	0	0.0%	0.0%
CATHARINE BLAINE	3.25	94.3%	2	1.1%	1.0%
MADRONA	2.45	92.4%	3	1.8%	1.5%
PATHFINDER	3.03	92.9%	2	1.4%	1.1%
SALMON BAY	3.39	95.2%	2	0.6%	0.5%
THE NEW SCHL@SO.SHORE	--	94.4%	--	--	--
TOPS	3.24	95.1%	5	2.7%	2.6%
TOTAL	3.09	93.8%	28	2.2%	2.0%

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

2004-2005 STUDENT OUTCOME DATA

School	ITBS Normal Curve Equivalent (NCE) Mean Scores, Grade 3 Only						ITBS Score Less Than 25th Percentile Grade 3 Only	
	Reading		Language		Math		N	%
	N	NCE	N	NCE	N	NCE		
AFRICAN AM. ACADEMY	45	44	--	--	44	49	18	39.1%
ALT. SCH #1 PINEHURST	11	61	--	--	10	58	5	16.1%
CATHARINE BLAINE	40	62	--	--	41	68	1	2.4%
MADRONA	40	41	--	--	40	35	25	61.0%
PATHFINDER	34	61	--	--	33	55	13	36.1%
SALMON BAY	--	--	--	--	--	--	--	--
THE NEW SCHL@SO.SHORE	--	--	--	--	--	--	--	--
TOPS	54	57	--	--	52	64	13	24.1%
TOTAL	224	53	--	--	220	55	75	25.9%

School	ITBS Normal Curve Equivalent (NCE) Mean Scores, Grade 6 Only						ITBS Score Less Than 25th Percentile Grade 6 Only	
	Reading		Language		Math		N	%
	N	NCE	N	NCE	N	NCE		
AFRICAN AM. ACADEMY	48	44	49	42	49	38	28	56.0%
ALT. SCH #1 PINEHURST	12	65	12	51	11	48	3	14.3%
CATHARINE BLAINE	62	62	62	58	60	56	11	17.7%
MADRONA	47	38	47	37	46	45	26	55.3%
PATHFINDER	56	51	56	43	55	41	28	50.0%
SALMON BAY	118	66	118	59	118	63	9	7.5%
THE NEW SCHL@SO.SHORE	--	--	--	--	--	--	--	--
TOPS	61	65	61	63	61	63	10	16.1%
TOTAL	404	58	405	52	400	54	115	27.5%

School	WASL Percent Meeting State Standards Grades 4/5				WASL Percent Meeting State Standards Grades 7/8			
	Gr. 4 Math	Gr. 4 Reading	Gr. 4 Writing	Gr. 5 Science	Gr. 7 Math	Gr. 7 Reading	Gr. 7 Writing	Gr. 8 Science
	AFRICAN AM. ACADEMY	43.9%	68.3%	34.1%	3.4%	14.3%	40.5%	31.0%
ALT. SCH #1 PINEHURST	(a)	(a)	(a)	6.1%	11.1%	16.7%	11.1%	16.7%
CATHARINE BLAINE	71.4%	83.9%	53.6%	38.6%	47.5%	72.6%	62.9%	54.8%
MADRONA	26.8%	61.0%	19.5%	22.2%	25.0%	57.7%	44.2%	21.2%
PATHFINDER	39.0%	73.2%	30.0%	27.5%	19.6%	60.9%	37.0%	23.3%
SALMON BAY	83.3%	97.6%	76.2%	57.1%	71.2%	83.2%	76.5%	64.7%
THE NEW SCHL@SO.SHORE	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
TOPS	60.6%	75.4%	63.1%	45.0%	73.4%	78.1%	70.3%	55.0%
TOTAL	52.4%	71.7%	45.0%	31.7%	45.8%	65.3%	55.1%	40.6%

(a) - Less than 10 students tested

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

2005-2006 DEMOGRAPHICS

Student Data

School	Grades	Enrollment and Ethnic Distribution on October 1								Free or Reduced Lunch	
		N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%
ALT SCH #2 DECATUR	K - 5	307	2.0%	5.2%	6.2%	14.0%	72.6%	46.3%	53.7%	27	8.8%
CAREER LINK	9 - 12	0	--	--	--	--	--	--	--	--	--
EDUC. SERVICE CNTR	6 - 12	157	1.9%	45.9%	10.8%	14.6%	26.8%	52.9%	47.1%	58	36.9%
EXPERIMENTAL ED	K - 12	21	0.0%	14.3%	4.8%	19.0%	61.9%	33.3%	66.7%	0	0.0%
HOME SCH RES CNTR	K - 12	196	1.0%	10.2%	5.1%	9.7%	74.0%	44.9%	55.1%	19	9.7%
HUTCH SCHOOL	K - 12	15	6.7%	6.7%	33.3%	13.3%	40.0%	53.3%	46.7%	0	0.0%
INTERAGENCY	K - 12	520	9.4%	39.0%	10.4%	18.5%	22.7%	42.3%	57.7%	304	58.5%
MARSHALL ALTERN H.S.	6 - 12	170	8.8%	37.1%	16.5%	7.1%	30.6%	41.2%	58.8%	78	45.9%
MCGRAW RESIDENT	K - 12	59	10.2%	30.5%	3.4%	3.4%	52.5%	33.9%	66.1%	14	23.7%
MIDDLE COLLEGE H.S.	6 - 12	217	6.9%	29.0%	14.7%	17.1%	32.3%	47.0%	53.0%	55	25.3%
ORCA	K - 5	255	2.4%	28.6%	7.1%	13.7%	48.2%	46.7%	53.3%	86	33.7%
SECONDARY BOC	6 - 12	299	0.0%	29.8%	42.1%	26.1%	2.0%	44.1%	55.9%	261	87.3%
SOUTH LAKE HIGH	6 - 12	142	2.8%	55.6%	11.3%	20.4%	9.9%	49.3%	50.7%	93	65.5%
SPEC. ED. HOME INSTR	K - 12	0	--	--	--	--	--	--	--	--	--
SUMMIT K-12	K - 12	663	5.0%	24.9%	8.4%	10.3%	51.4%	48.4%	51.6%	277	41.8%
TOTAL ALTERNATIVE		3021	4.6%	28.6%	12.7%	14.8%	39.2%	45.7%	54.3%	1272	42.1%
TOTAL K - 8		3379	3.5%	31.2%	8.0%	10.9%	46.5%	50.2%	49.8%	1234	36.5%
TOTAL REGULAR ELEMENTARY		18967	1.9%	20.5%	12.7%	23.5%	41.3%	49.5%	50.5%	8222	43.3%
TOTAL REGULAR MIDDLE		8150	2.1%	22.0%	12.0%	26.1%	37.8%	47.5%	52.5%	3570	43.8%
TOTAL REGULAR HIGH		12683	2.1%	21.7%	9.9%	24.5%	41.8%	49.4%	50.6%	4109	32.4%
TOTAL		46200	2.3%	22.4%	11.5%	22.8%	41.1%	48.9%	51.1%	18407	39.8%

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

2005-2006 DEMOGRAPHICS

Student Data								
School	Grades	Not Living With Both Parents		Limited English Proficiency		Special Education		Percentage of Returning Students
		N	%	N	%	N	%	
ALT SCH #2 DECATUR	K - 5	43	14.0%	4	1.3%	54	17.6%	93.3%
CAREER LINK	9 - 12	--	--	--	--	--	--	
EDUC. SERVICE CNTR	6 - 12	133	84.7%	11	7.0%	14	8.9%	15.3%
EXPERIMENTAL ED	K - 12	9	42.9%	0	0.0%	21	100.0%	14.8%
HOME SCH RES CNTR	K - 12	53	27.0%	1	0.5%	15	7.7%	51.9%
HUTCH SCHOOL	K - 12	15	100.0%	0	0.0%	0	0.0%	0.0%
INTERAGENCY	K - 12	425	81.7%	58	11.2%	84	16.2%	34.3%
MARSHALL ALTERN H.S.	6 - 12	144	84.7%	9	5.3%	52	30.6%	26.4%
MCGRAW RESIDENT	K - 12	58	98.3%	2	3.4%	32	54.2%	27.1%
MIDDLE COLLEGE H.S.	6 - 12	138	63.6%	17	7.8%	16	7.4%	44.4%
ORCA	K - 5	86	33.7%	6	2.4%	21	8.2%	83.8%
SECONDARY BOC	6 - 12	145	48.5%	298	99.7%	2	0.7%	18.4%
SOUTH LAKE HIGH	6 - 12	114	80.3%	15	10.6%	20	14.1%	42.4%
SPEC. ED. HOME INSTR	K - 12	--	--	--	--	--	--	
SUMMIT K-12	K - 12	353	53.2%	30	4.5%	67	10.1%	63.2%
TOTAL ALTERNATIVE		1716	56.8%	451	14.9%	398	13.2%	52.5%
TOTAL K - 8		1322	39.1%	153	4.5%	426	12.6%	82.4%
TOTAL REGULAR ELEMENTARY		6316	33.3%	3516	18.5%	2114	11.1%	80.6%
TOTAL REGULAR MIDDLE		3274	40.2%	1056	13.0%	1069	13.1%	84.2%
TOTAL REGULAR HIGH		5215	41.1%	1655	13.0%	1388	10.9%	81.1%
TOTAL		17843	38.6%	6831	14.8%	5395	11.7%	79.8%

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

2005-2006 DEMOGRAPHICS

School	Grades	Student Data				Staff Data	
		Assignment Information:		Area Resident	Certificated Staff	Classified Staff	
		First Choice					
N	%	N	%	N	N		
ALT SCH #2 DECATUR	K - 5	46	86.8%	--	--	22	12
CAREER LINK	9 - 12	--	--	--	--	--	--
EDUC. SERVICE CNTR	6 - 12	--	--	--	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--
HOME SCH RES CNTR	K - 12	--	--	--	--	--	--
HUTCH SCHOOL	K - 12	--	--	--	--	--	--
INTERAGENCY	K - 12	--	--	--	--	26	29
MARSHALL ALTERN H.S.	6 - 12	--	--	--	--	21	9
MCGRAW RESIDENT	K - 12	--	--	--	--	--	--
MIDDLE COLLEGE H.S.	6 - 12	--	--	--	--	18	5
ORCA	K - 5	40	81.6%	--	--	17	6
SECONDARY BOC	6 - 12	--	--	--	--	22	15
SOUTH LAKE HIGH	6 - 12	--	--	--	--	10	3
SPEC. ED. HOME INSTR	K - 12	--	--	--	--	--	--
SUMMIT K-12	K - 12	11	33.3%	--	--	43	11
WILSON PACIFIC	K - 12	--	--	--	--	--	--
TOTAL ALTERNATIVE		97	71.9%	--	--	179	90
TOTAL K - 8		262	69.5%	393	41.2%	230	78
TOTAL REGULAR ELEMENTARY		2005	60.2%	7047	38.1%	1339	597
TOTAL REGULAR MIDDLE		1430	62.5%	5987	73.8%	497	155
TOTAL REGULAR HIGH		2304	73.3%	--	--	694	220
TOTAL		6098	65.7%	13427	48.7%	2939	1140

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

2004-2005 STUDENT OUTCOME DATA

School	Grades	Enrollment		Transfers In/Out			Suspensions			Expulsions		
		Average	Total	Ins	Outs	Total	N	% of avg. enr/mt	% of total enr/mt	N	% of avg. enr/mt	% of total enr/mt
ALT SCH #2 DECATUR	K - 5	288	293	5	5	10	0	0.0%	0.0%	0	0.0%	0.0%
CAREER LINK	9 - 12	305	623	354	503	617	0	0.0%	0.0%	0	0.0%	0.0%
EDUC. SERVICE CNTR	6 - 12	220	475	304	247	398	0	0.0%	0.0%	0	0.0%	0.0%
EXPERIMENTAL ED	K - 12	22	27	9	0	9	0	0.0%	0.0%	0	0.0%	0.0%
HOME SCH RES CNTR	K - 12	230	334	63	69	111	5	2.2%	1.5%	0	0.0%	0.0%
HUTCH SCHOOL	K - 12	20	67	42	53	61	0	0.0%	0.0%	0	0.0%	0.0%
INTERAGENCY	K - 12	449	1066	564	670	803	0	0.0%	0.0%	0	0.0%	0.0%
MARSHALL ALTERN H.S.	6 - 12	196	450	272	241	373	91	46.4%	20.2%	2	1.0%	0.4%
MCGRAW RESIDENT	K - 12	61	138	74	70	112	0	0.0%	0.0%	0	0.0%	0.0%
MIDDLE COLLEGE H.S.	6 - 12	228	399	138	163	244	8	3.5%	2.0%	1	0.4%	0.3%
ORCA	K - 5	241	255	12	8	20	5	2.1%	2.0%	0	0.0%	0.0%
SECONDARY BOC	6 - 12	291	487	226	160	351	33	11.3%	6.8%	0	0.0%	0.0%
SOUTH LAKE HIGH	6 - 12	152	277	136	110	197	58	38.2%	20.9%	3	2.0%	1.1%
SPEC. ED. HOME INSTR	K - 12	1	1	29	13	37	0	0.0%	0.0%	0	0.0%	0.0%
SUMMIT K-12	K - 12	703	857	57	136	174	101	14.4%	11.8%	2	0.3%	0.2%
TOTAL ALTERNATIVE		3407	5749	2285	2448	3517	301	8.8%	5.2%	8	0.2%	0.1%
TOTAL K - 8		3273	3579	209	251	403	158	4.8%	4.4%	0	0.0%	0.0%
TOTAL REGULAR ELEMENTARY		18976	20893	1639	1724	3050	381	2.0%	1.8%	1	0.0%	0.0%
TOTAL REGULAR MIDDLE		8213	9040	514	704	1089	1355	16.5%	15.0%	18	0.2%	0.2%
TOTAL REGULAR HIGH		12338	13699	724	1590	2072	1113	9.0%	8.1%	22	0.2%	0.2%
TOTAL		46207	52960	5371	6717	10131	3308	7.2%	6.2%	49	0.1%	0.1%

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

2004-2005 STUDENT OUTCOME DATA

School	Grades	All Classes					
		Graduates			Annual Dropouts (6 - 12 Only)		
		On Time		Total	% of avg. enrlmt		% of total enrlmt
		N	%		N		
ALT SCH #2 DECATUR	K - 5	--	--	--	--	--	--
CAREER LINK	9 - 12	0	0.0%	0	554	181.6%	88.9%
EDUC. SERVICE CNTR	6 - 12	0	0.0%	0	294	133.6%	61.9%
EXPERIMENTAL ED	K - 12	0	0.0%	0	0	0.0%	0.0%
HOME SCH RES CNTR	K - 12	28	71.8%	31	10	5.9%	4.0%
HUTCH SCHOOL	K - 12	0	0.0%	0	2	22.2%	7.1%
INTERAGENCY	K - 12	28	33.7%	90	274	61.0%	25.7%
MARSHALL ALTERN H.S.	6 - 12	6	24.0%	15	75	38.3%	16.7%
MCGRAW RESIDENT	K - 12	0	0.0%	0	7	23.3%	8.8%
MIDDLE COLLEGE H.S.	6 - 12	40	47.1%	99	88	38.6%	22.1%
ORCA	K - 5	--	--	--	--	--	--
SECONDARY BOC	6 - 12	0	0.0%	0	48	16.6%	9.9%
SOUTH LAKE HIGH	6 - 12	25	65.8%	26	42	27.6%	15.2%
SPEC. ED. HOME INSTR	K - 12	0	0.0%	0	0	0.0%	0.0%
SUMMIT K-12	K - 12	21	52.5%	23	49	9.7%	7.7%
TOTAL ALTERNATIVE		148	33.3%	284	1443	57.2%	30.3%
TOTAL K - 8		--	--	--	28	2.2%	2.0%
TOTAL REGULAR ELEMENTARY		--	--	--	--	--	--
TOTAL REGULAR MIDDLE		--	--	--	204	2.5%	2.3%
TOTAL REGULAR HIGH		2283	82.6%	2413	691	5.6%	5.0%
TOTAL		2431	75.8%	2697	2338	10.1%	8.5%

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

2004-2005 STUDENT OUTCOME DATA

School	Grades	Class of 2005 Only Cumulative Cohort				Cumulative G.P.A.	Attendance Percentage
		Graduates		Dropouts			
		N	%	N	%		
ALT SCH #2 DECATUR	K - 5	--	--	--	--	--	94.8%
CAREER LINK	9 - 12	0	0.0%	109	49.5%	1.87	--
EDUC. SERVICE CNTR	6 - 12	0	0.0%	83	56.5%	2.07	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--
HOME SCH RES CNTR	K - 12	29	55.8%	14	26.9%	3.15	98.2%
HUTCH SCHOOL	K - 12	0	0.0%	3	100.0%	--	--
INTERAGENCY	K - 12	30	11.8%	162	63.8%	2.35	76.8%
MARSHALL ALTERN H.S.	6 - 12	6	7.6%	51	64.6%	2.36	71.5%
MCGRAW RESIDENT	K - 12	1	33.3%	2	66.7%	--	--
MIDDLE COLLEGE H.S.	6 - 12	42	32.3%	30	23.1%	2.43	80.8%
ORCA	K - 5	--	--	--	--	--	94.5%
SECONDARY BOC	6 - 12	0	0.0%	46	93.9%	2.80	92.3%
SOUTH LAKE HIGH	6 - 12	26	44.1%	28	47.5%	2.46	58.0%
SPEC. ED. HOME INSTR	K - 12	--	--	--	--	--	--
SUMMIT K-12	K - 12	21	47.7%	8	18.2%	2.79	91.5%
TOTAL ALTERNATIVE		155	14.9%	536	51.5%	2.42	83.0%
TOTAL K - 8		--	--	--	--	3.09	93.8%
TOTAL REGULAR ELEMENTARY		--	--	--	--	--	94.6%
TOTAL REGULAR MIDDLE		--	--	--	--	3.01	91.8%
TOTAL REGULAR HIGH		2310	75.2%	355	11.6%	2.95	88.8%
TOTAL		2465	59.9%	891	21.7%	2.93	91.6%

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

2004-2005 STUDENT OUTCOME DATA

School	Grades	ITBS Normal Curve Equivalent (NCE) Mean Scores, Grades 3 and 6 Only (<i>Italic</i> = ITED Grade 9 NCE Scores)						ITBS/ITED Score Less Than 25th Percentile	
		Reading		Language		Math		N	%
		N	NCE	N	NCE	N	NCE		
ALT SCH #2 DECATUR	K - 5	46	<i>65</i>	--	--	45	68	1	2.0%
CAREER LINK	9 - 12	--	--	--	--	--	--	--	--
EDUC. SERVICE CNTR	6 - 12	--	--	--	--	--	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--	--	--
HOME SCH RES CNTR	K - 12	14	<i>64</i>	--	--	13	45	4	25.0%
HUTCH SCHOOL	K - 12	17	<i>54</i>	17	<i>52</i>	17	47	5	23.8%
INTERAGENCY	K - 12	--	--	--	--	--	--	--	--
MARSHALL ALTERN H.S.	6 - 12	32	<i>37</i>	31	<i>34</i>	29	33	22	68.8%
MCGRAW RESIDENT	K - 12	28	<i>39</i>	28	<i>29</i>	14	43	19	54.3%
MIDDLE COLLEGE H.S.	K - 12	11	<i>43</i>	--	--	10	32	6	54.5%
ORCA	6 - 12	5	<i>41</i>	6	<i>36</i>	7	29	6	75.0%
SECONDARY BOC	K - 5	43	<i>59</i>	--	--	43	57	10	22.2%
SOUTH LAKE HIGH	K - 12	--	--	--	--	--	--	--	--
SPEC. ED. HOME INSTR	6 - 12	29	<i>30</i>	29	<i>41</i>	29	34	23	76.7%
SUMMIT K-12	6 - 12	--	--	--	--	--	--	--	--
	K - 12	119	<i>55</i>	--	--	112	53	34	27.6%
		57	<i>50</i>	56	<i>48</i>	56	47	23	39.0%
TOTAL ALTERNATIVE ITBS		233	58	--	--	223	55	55	22.4%
TOTAL ALTERNATIVE ITED		168	42	167	41	152	41	99	30.0%
TOTAL REGULAR ELEMENTARY		2927	56	--	--	2832	62	712	23.2%
TOTAL K - 8 GRADE 3		224	53	--	--	220	55	75	25.9%
TOTAL REGULAR MIDDLE		2627	54	2602	53	2591	56	897	33.0%
TOTAL K - 8 GRADE 6		404	58	405	52	400	54	115	27.5%
TOTAL REGULAR HIGH		2893	55	2919	56	2900	58	890	29.0%
TOTAL ITBS		6415	55	--	--	6266	58	1854	27.5%
TOTAL ITED		3062	55	3088	55	3054	57	989	29.1%

**Individual School Summaries
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2004-2005 STUDENT OUTCOME DATA

School	Grades	WASL Percent Meeting State Standards Grades 4/5				WASL Percent Meeting State Standards Grades 7/8			
		Gr. 4 Math	Gr. 4 Reading	Gr. 4 Writing	Gr. 5 Science	Gr. 7 Math	Gr. 7 Reading	Gr. 7 Writing	Gr. 8 Science
ALT SCH #2 DECATUR	K - 5	74.1%	88.9%	51.9%	36.4%	--	--	--	--
CAREER LINK	9 - 12	--	--	--	--	--	--	--	--
EDUC. SERVICE CNTR	6 - 12	--	--	--	--	--	--	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--	--	--
HOME SCH RES CNTR	K - 12	(a)	(a)	(a)	(a)	(a)	(a)	(a)	20.0%
HUTCH SCHOOL	K - 12	(a)	(a)	(a)	(a)	--	--	--	--
INTERAGENCY	6 - 12	--	--	--	--	--	--	--	--
MARSHALL ALTERN H.S.	6 - 12	--	--	--	--	(a)	9.1%	(a)	5.0%
MCGRAW RESIDENT	K - 12	--	--	--	--	--	--	--	--
MIDDLE COLLEGE H.S.	6 - 12	--	--	--	--	--	--	--	--
ORCA	K - 5	26.7%	60.0%	30.0%	10.0%	--	--	--	--
SECONDARY BOC	6 - 12	--	--	--	--	0.0%	(a)	(a)	(a)
SOUTH LAKE HIGH	6 - 12	--	--	--	--	--	--	--	--
SPEC. ED. HOME INSTR.	K - 12	--	--	--	--	--	--	--	--
SUMMIT K-12	K - 12	66.7%	85.7%	52.4%	32.3%	35.7%	67.3%	65.3%	27.2%
TOTAL ALTERNATIVE		55.6%	76.8%	43.0%	23.9%	23.6%	44.8%	42.4%	17.1%
TOTAL K - 8		52.4%	71.7%	45.0%	31.7%	45.8%	65.3%	55.1%	40.6%
TOTAL REGULAR ELEMENTARY		60.0%	77.8%	59.5%	38.1%	--	--	--	--
TOTAL REGULAR MIDDLE		--	--	--	--	49.0%	64.4%	59.3%	31.2%
TOTAL REGULAR HIGH		--	--	--	--	--	--	--	--
TOTAL		59.1%	77.3%	57.6%	37.0%	47.3%	63.5%	57.8%	31.7%

(a) - less than 10 students tested

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

2004-2005 STUDENT OUTCOME DATA

School	Grades	WASL Percent Meeting State Standards Grade 10				Scholastic Achievement Test (SAT)	
		Math	Reading	Writing	Science	Verbal	Math
ALT SCH #2 DECATUR	K - 5	--	--	--	--	--	--
CAREER LINK	9 - 12	(a)	(a)	(a)	(a)	--	--
EDUC. SERVICE CNTR	6 - 12	0.0%	8.5%	3.4%	0.0%	--	--
EXPERIMENTAL ED	K - 12	--	--	--	--	--	--
HOME SCH RES CNTR	K - 12	48.3%	82.8%	58.6%	37.9%	--	--
HUTCH SCHOOL	K - 12	--	--	--	--	--	--
INTERAGENCY	6 - 12	4.5%	20.0%	15.7%	1.1%	--	--
MARSHALL ALTERN H.S.	6 - 12	4.9%	30.2%	12.2%	0.0%	--	--
MCGRAW RESIDENT	K - 12	--	--	--	--	--	--
MIDDLE COLLEGE H.S.	6 - 12	0.0%	30.4%	17.4%	4.3%	--	--
ORCA	K - 5	--	--	--	--	--	--
SECONDARY BOC	6 - 12	(a)	(a)	(a)	(a)	--	--
SOUTH LAKE HIGH	6 - 12	5.3%	23.1%	10.5%	2.6%	--	--
SPEC. ED. HOME INSTR.	K - 12	--	--	--	--	--	--
SUMMIT K-12	K - 12	27.3%	66.7%	61.1%	19.6%	506	486
TOTAL ALTERNATIVE		9.7%	29.3%	20.7%	6.5%	--	--
TOTAL K - 8		--	--	--	--	--	--
TOTAL REGULAR ELEMENTARY		--	--	--	--	--	--
TOTAL REGULAR MIDDLE		--	--	--	--	--	--
TOTAL REGULAR HIGH		44.6%	71.5%	58.8%	35.5%	--	--
TOTAL		40.8%	66.9%	54.6%	32.3%	534	532

(a) - less than 10 students tested