

STUDENT OUTCOME MEASURES

- * Academic Grades - Secondary Schools
 - Grade Distribution
 - Grade Point Average
- * Student Test Score Achievement
 - 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 2005-2006 (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

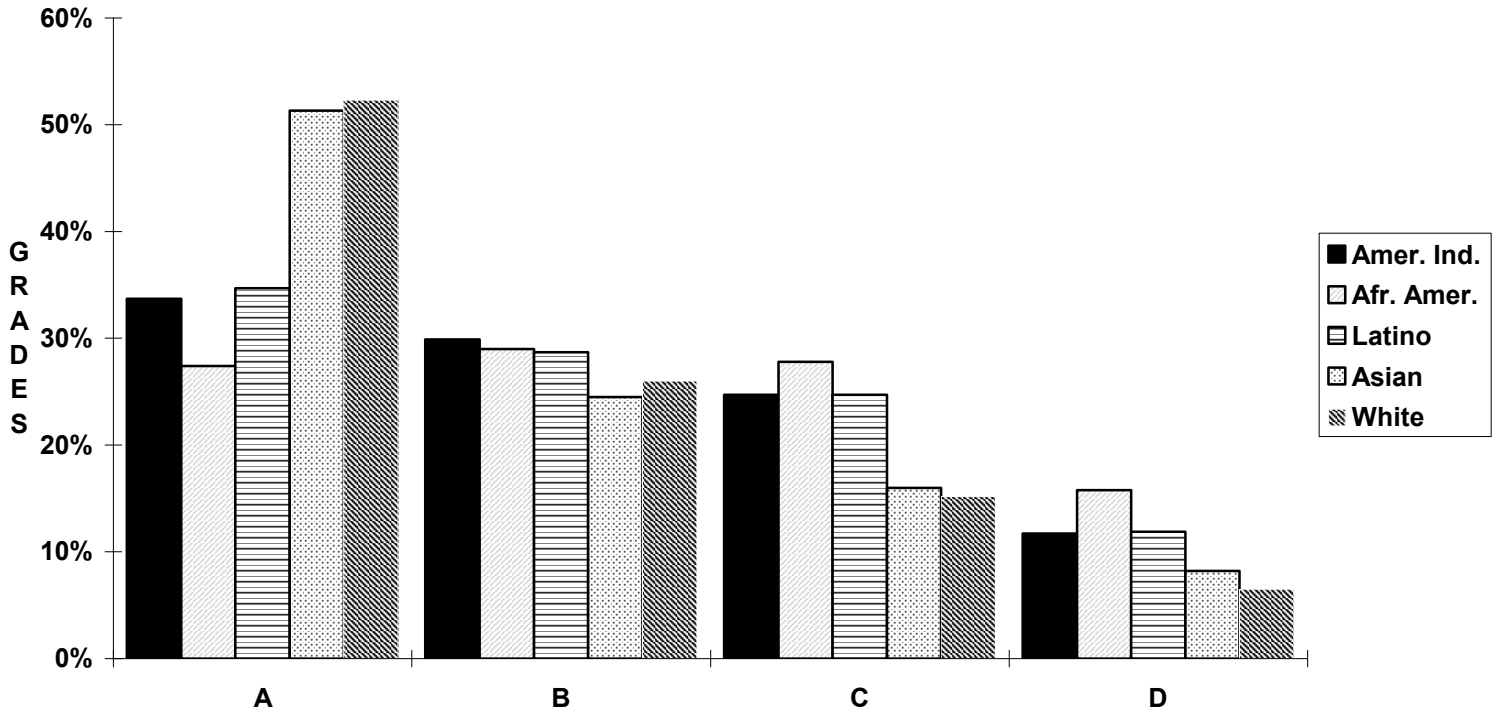
The following tables and graphs show the variation in the number and percentage distribution of academic grades awarded for five ethnic groups. At the high school level, Asian and White students similarly earned the greater percentages of A's and lower percentages of C's and D's than the other ethnic groups. All ethnic groups earned generally the same percentage of B's. African American students received a higher percentage of C's (27.8%) and D's (15.8%) 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 grades (23.6%) while American Indians received more D and E grades (14.3% and 11.6%, respectively) than did the other ethnic groups.

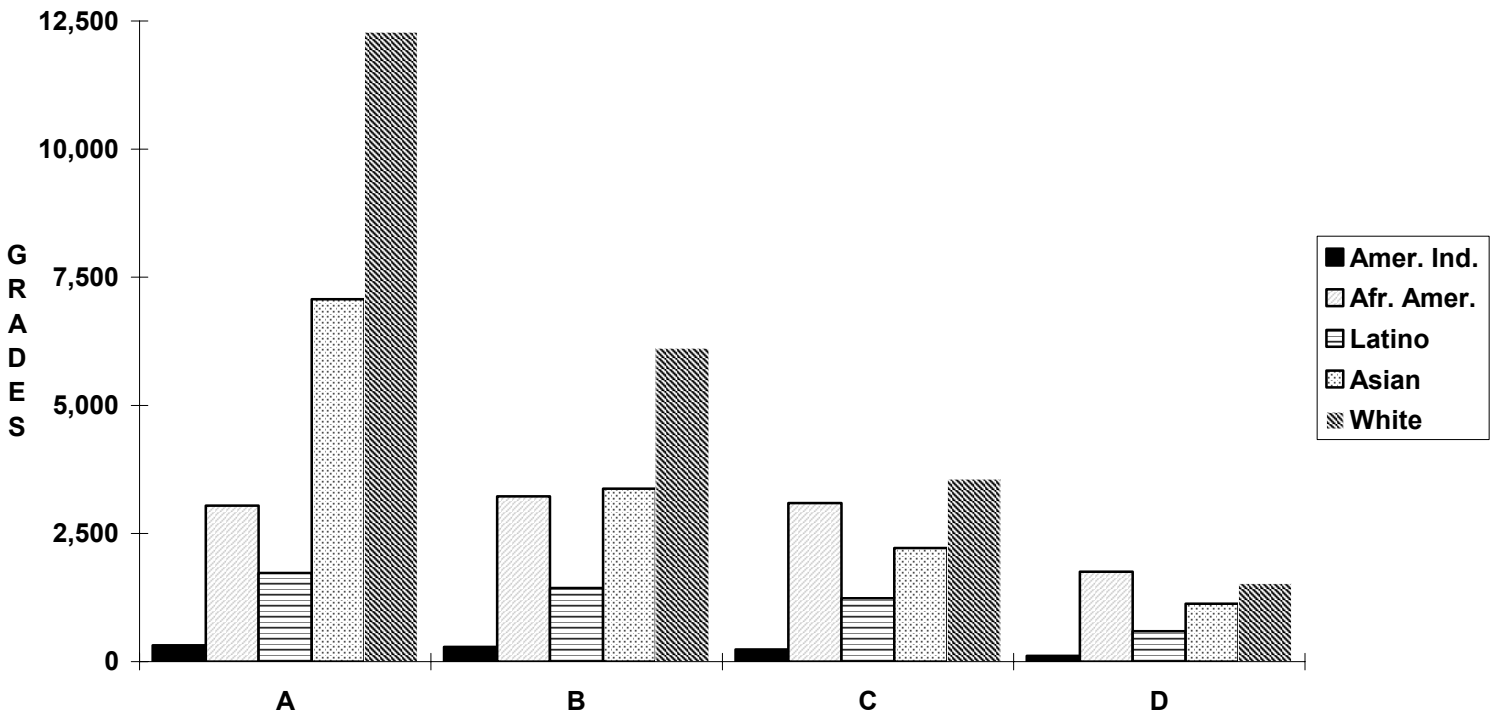
Compared to males, females earn relatively more A's and fewer B's, C's, D's, and E's at both the high school and middle school level.



**Percent of Academic Grades Awarded by Ethnic Group
Regular and Alternative High Schools
2nd Semester 2005 - 2006**



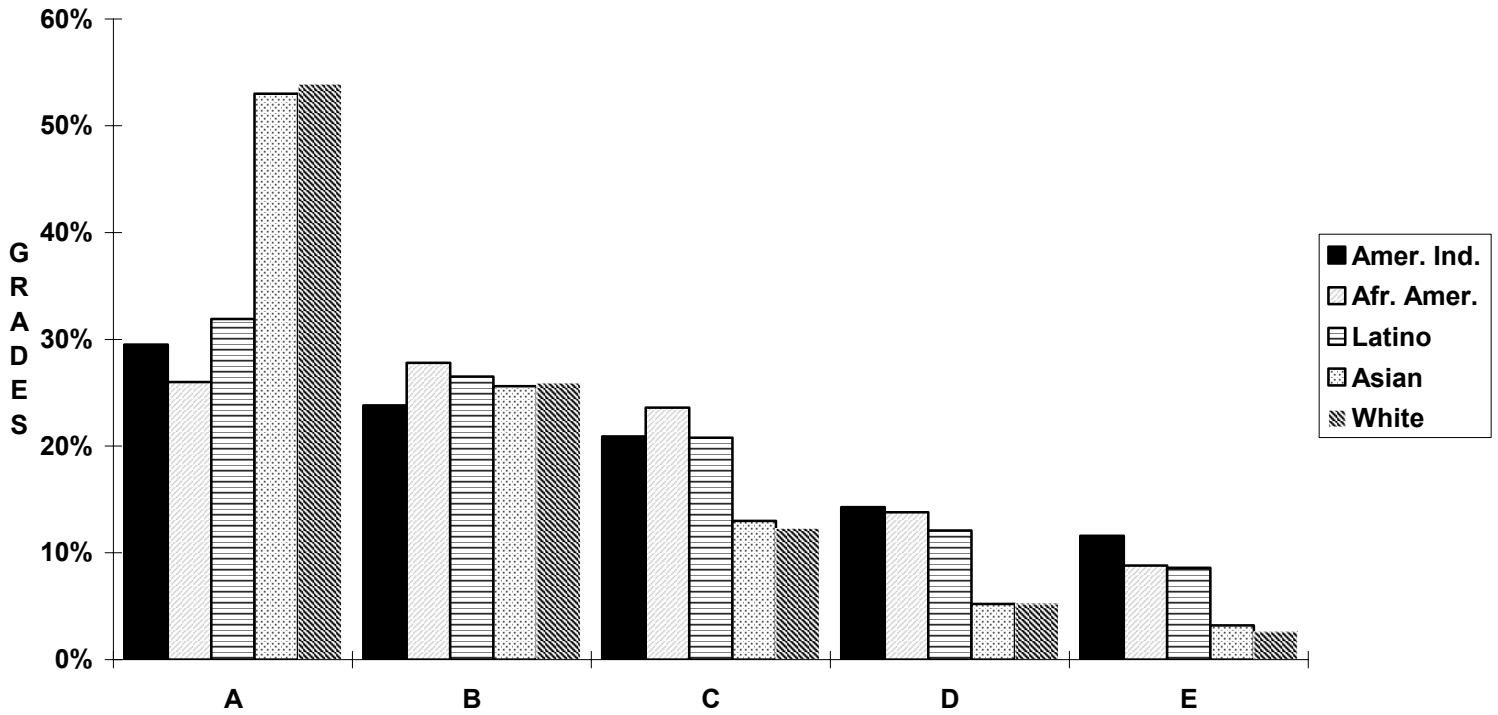
**Academic Grades Awarded by Ethnic Group
Regular and Alternative High Schools
2nd Semester 2005 - 2006**



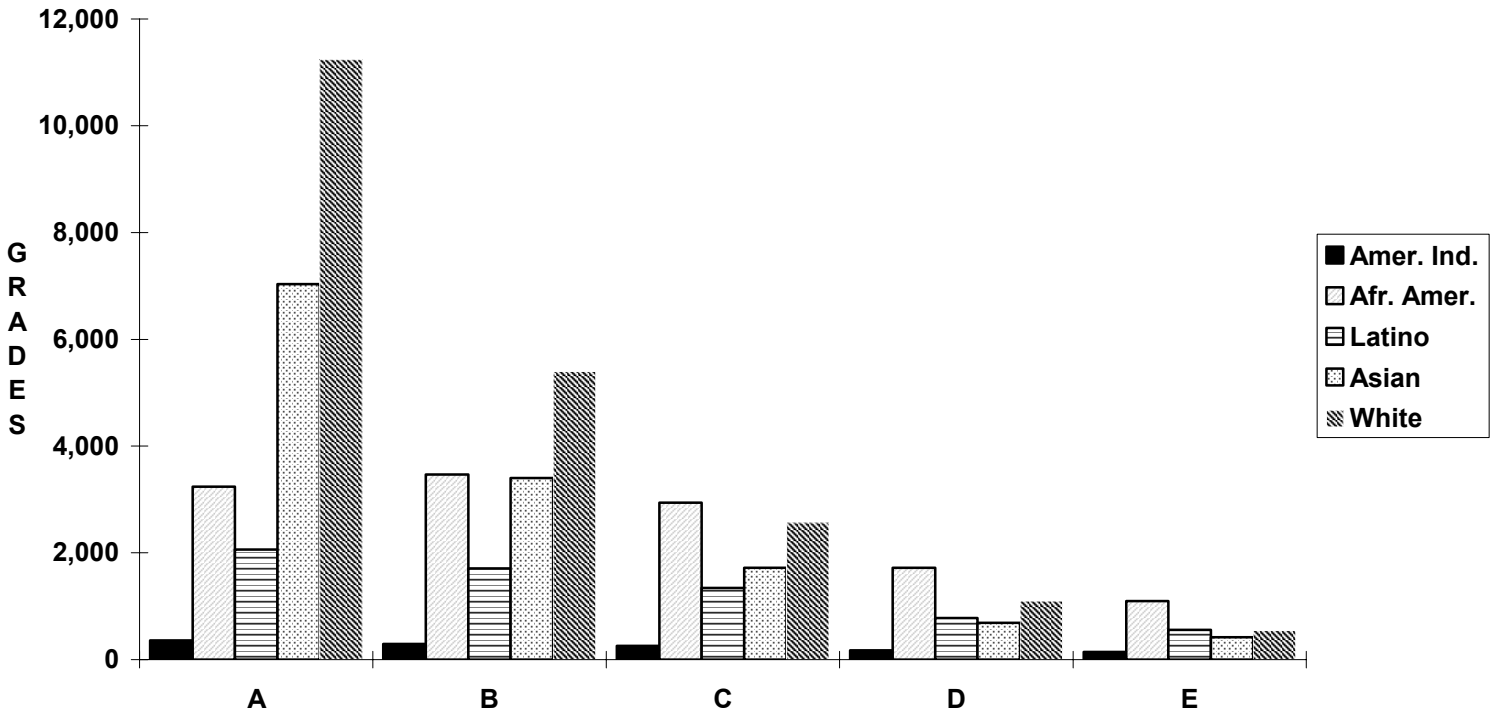
District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative High Schools
2nd Semester 2005-2006

ETHNIC GROUP	A		B		C		D		TOTAL
	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	
American Indians									
American Indian	243	35.7%	207	30.4%	160	23.5%	71	10.4%	681
Alaska Native	31	27.0%	37	32.2%	34	29.6%	13	11.3%	115
Native American	47	30.1%	41	26.3%	41	26.3%	27	17.3%	156
Summary	321	33.7%	285	29.9%	235	24.7%	111	11.7%	952
African American	3,046	27.4%	3,229	29.0%	3,094	27.8%	1,755	15.8%	11,124
Chicano/Latino									
Latino Asian	85	31.0%	90	32.8%	65	23.7%	34	12.4%	274
Latino Black	91	35.3%	66	25.6%	67	26.0%	34	13.2%	258
Latino Indian	738	30.5%	705	29.2%	662	27.4%	311	12.9%	2,416
Latino White	816	39.9%	572	28.0%	440	21.5%	213	10.4%	2,041
Summary	1,730	34.7%	1,433	28.7%	1,234	24.7%	592	11.9%	4,989
Asian									
Chinese	2,522	62.8%	914	22.8%	422	10.5%	156	3.9%	4,014
East Indian	268	60.2%	105	23.6%	53	11.9%	19	4.3%	445
Filipino	1,084	41.5%	658	25.2%	545	20.8%	327	12.5%	2,614
Japanese	586	56.9%	263	25.5%	134	13.0%	46	4.5%	1,029
Korean	230	54.4%	103	24.3%	59	13.9%	31	7.3%	423
Other Asian	176	39.7%	124	28.0%	90	20.3%	53	12.0%	443
Samoan	112	23.9%	114	24.4%	152	32.5%	90	19.2%	468
Other Southeast	695	40.9%	462	27.2%	323	19.0%	221	13.0%	1,701
Vietnamese	1,400	52.6%	636	23.9%	435	16.4%	187	7.0%	2,658
Summary	7,073	51.3%	3,379	24.5%	2,213	16.0%	1,130	8.2%	13,795
White									
Gypsy	12	34.3%	15	42.9%	7	20.0%	1	2.9%	35
White	12,272	52.3%	6,099	26.0%	3,556	15.2%	1,520	6.5%	23,447
Summary	12,284	52.3%	6,114	26.0%	3,563	15.2%	1,521	6.5%	23,482
Gender									
Female	13,731	49.8%	7,037	25.5%	4,597	16.7%	2,207	8.0%	27,572
Male	10,723	40.0%	7,403	27.6%	5,742	21.4%	2,902	10.8%	26,770
TOTAL	24,454	45.0%	14,440	26.6%	10,339	19.0%	5,109	9.4%	54,342

**Percent of Academic Grades Awarded by Ethnic Group
Regular and Alternative Middle Schools
2nd Semester 2005 - 2006**



**Academic Grades Awarded by Ethnic Group
Regular and Alternative Middle Schools
2nd Semester 2005 - 2006**



District Summary
Academic Grades Awarded by Ethnic Group
All Regular and Alternative Middle Schools
2nd Semester 2005-2006

ETHNIC GROUP	A		B		C		D		E		TOTAL
	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	Grades Awarded	Percent of Group	
American Indians											
American Indian	238	31.5%	199	26.4%	159	21.1%	99	13.1%	60	7.9%	755
Alaska Native	32	20.1%	33	20.8%	33	20.8%	25	15.7%	36	22.6%	159
Native American	91	29.3%	59	19.0%	64	20.6%	51	16.4%	46	14.8%	311
Summary	361	29.5%	291	23.8%	256	20.9%	175	14.3%	142	11.6%	1,225
African American	3,239	26.0%	3,471	27.8%	2,939	23.6%	1,721	13.8%	1,094	8.8%	12,464
Chicano/Latino											
Latino Asian	165	52.5%	67	21.3%	40	12.7%	24	7.6%	18	5.7%	314
Latino Black	137	25.7%	125	23.4%	132	24.7%	66	12.4%	74	13.9%	534
Latino Indian	992	30.4%	864	26.5%	691	21.2%	429	13.2%	283	8.7%	3,259
Latino White	764	32.6%	654	27.9%	481	20.6%	260	11.1%	181	7.7%	2,340
Summary	2,058	31.9%	1,710	26.5%	1,344	20.8%	779	12.1%	556	8.6%	6,447
Asian											
Chinese	2,056	66.4%	653	21.1%	279	9.0%	77	2.5%	30	1.0%	3,095
East Indian	145	55.3%	69	26.3%	29	11.1%	16	6.1%	3	1.1%	262
Filipino	1,172	47.2%	691	27.8%	391	15.7%	146	5.9%	83	3.3%	2,483
Japanese	648	66.5%	228	23.4%	75	7.7%	21	2.2%	3	0.3%	975
Korean	264	63.2%	116	27.8%	19	4.5%	11	2.6%	8	1.9%	418
Other Asian	261	43.8%	152	25.5%	90	15.1%	56	9.4%	37	6.2%	596
Samoan	113	28.2%	109	27.2%	98	24.4%	47	11.7%	34	8.5%	401
Other Southeast	668	40.6%	458	27.8%	294	17.9%	135	8.2%	91	5.5%	1,646
Vietnamese	1,704	50.3%	926	27.3%	444	13.1%	182	5.4%	133	3.9%	3,389
Summary	7,031	53.0%	3,402	25.6%	1,719	13.0%	691	5.2%	422	3.2%	13,265
White											
Gypsy	1	5.6%	6	33.3%	2	11.1%	4	22.2%	5	27.8%	18
White	11,237	54.0%	5,391	25.9%	2,562	12.3%	1,090	5.2%	543	2.6%	20,823
Summary	11,238	53.9%	5,397	25.9%	2,564	12.3%	1,094	5.2%	548	2.6%	20,841
Gender											
Female	13,282	51.0%	6,480	24.9%	3,590	13.8%	1,749	6.7%	936	3.6%	26,037
Male	10,645	37.7%	7,791	27.6%	5,232	18.5%	2,711	9.6%	1,826	6.5%	28,205
TOTAL	23,927	44.1%	14,271	26.3%	8,822	16.3%	4,460	8.2%	2,762	5.1%	54,242

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 2001-2002 to the 2005-2006 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.

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.

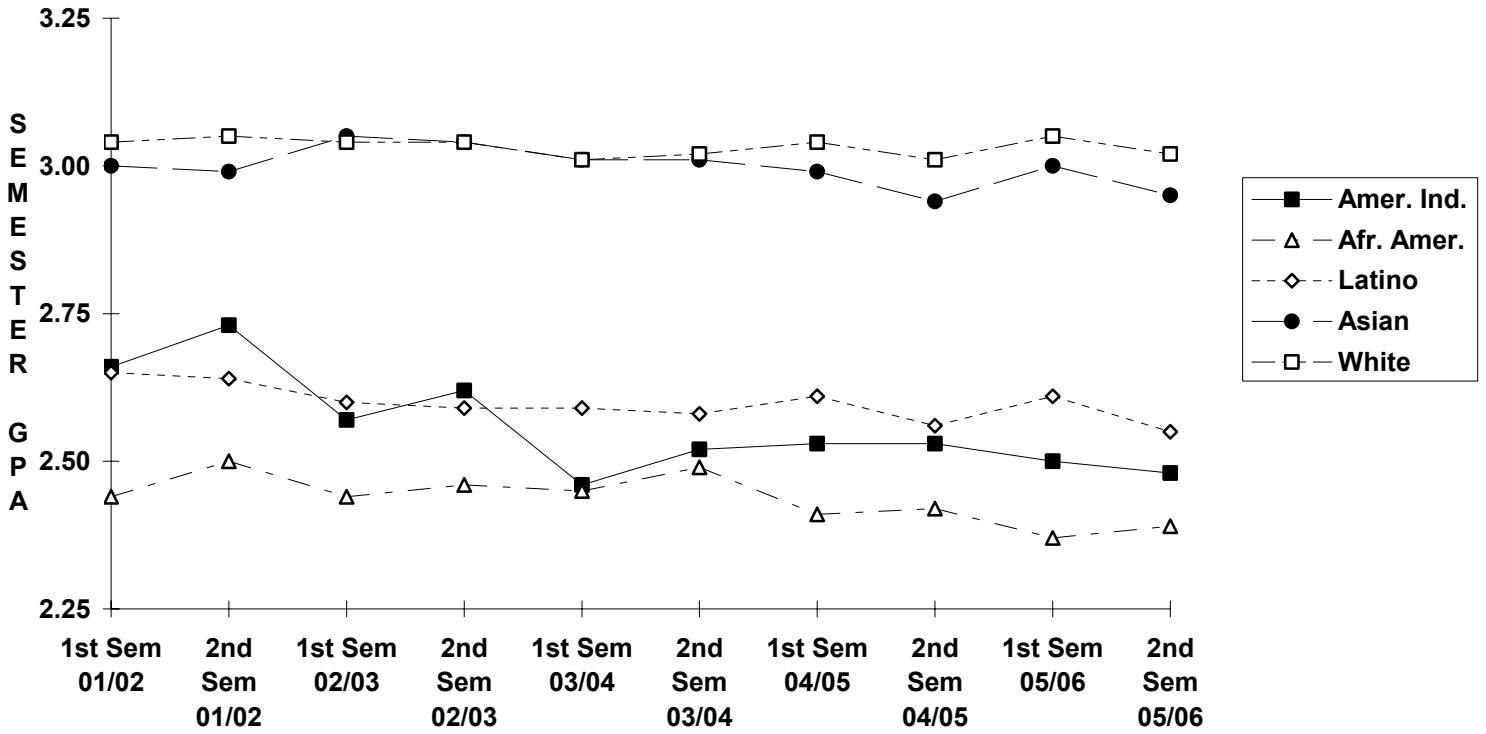
Results

In 2005-2006, 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 semester overall GPA in 2005-2006 fell from first semester 2004-2005, while remaining the same in the second semester during both years.

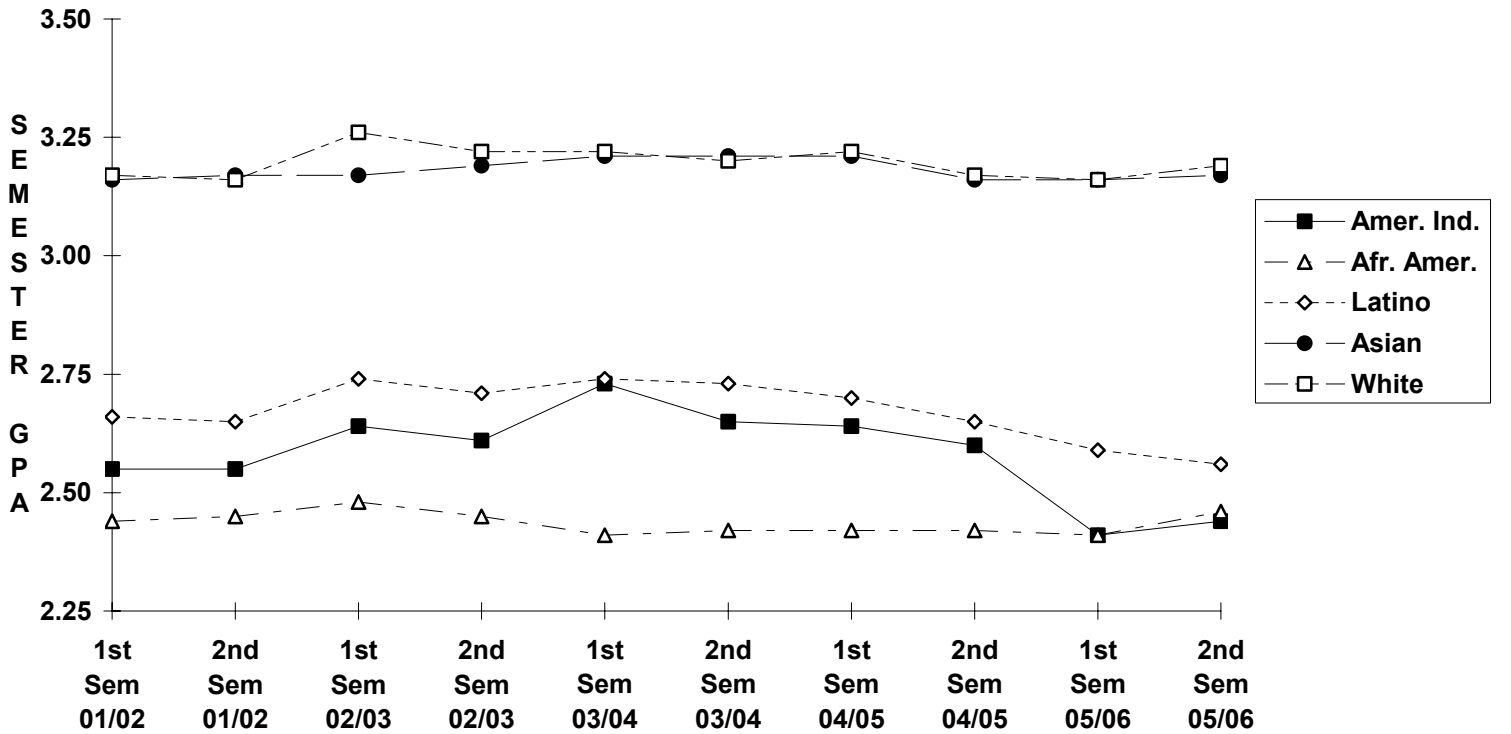
Over time, there are large and generally consistent differences in GPAs between the ethnic groups. Historically, the Asian and White ethnic groups have received higher grades, while other ethnic groups, especially African American students, have received lower grades. There is historically little disparity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



**Trend Analysis of Semester GPAs by Ethnic Group
Regular and Alternative High Schools
1st Semester 2001-2002 to 2nd Semester 2005-2006**



**Trend Analysis of Semester GPAs by Ethnic Group
Regular and Alternative Middle Schools
1st Semester 2001-2002 to 2nd Semester 2005-2006**



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

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006											
	1st Sem		2nd Sem		1st Sem		2nd Sem		1st Sem		2nd Sem									
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean								
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA								
American Indians																				
American Indian	204	2.68	194	2.80	195	2.62	171	2.67	188	2.48	179	2.53	188	2.53	179	2.59	165	2.54	163	2.56
Alaska Native	40	2.74	41	2.64	33	2.28	27	2.63	30	2.40	27	2.37	30	2.43	26	2.25	30	2.53	29	2.20
Native American	40	2.44	37	2.45	43	2.54	41	2.42	45	2.39	42	2.58	44	2.55	38	2.39	45	2.34	43	2.37
Summary	284	2.66	272	2.73	271	2.57	239	2.62	263	2.46	248	2.52	262	2.53	243	2.53	240	2.50	235	2.48
African American	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	2,694	2.37	2,689	2.39
Chicano/Latino																				
Latino Asian	84	2.90	80	2.96	82	2.92	82	2.93	76	3.00	70	3.03	78	2.75	72	2.72	64	2.69	61	2.49
Latino Black	93	2.32	86	2.43	96	2.38	95	2.24	82	2.21	77	2.29	76	2.26	82	2.14	76	2.26	70	2.27
Latino Indian	610	2.58	586	2.59	624	2.54	591	2.49	661	2.50	618	2.45	627	2.51	616	2.45	595	2.49	588	2.45
Latino White	384	2.78	380	2.71	414	2.69	404	2.74	454	2.71	429	2.75	474	2.78	454	2.75	469	2.79	461	2.72
Summary	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	1,204	2.61	1,180	2.55
Asian																				
Chinese	643	3.37	647	3.29	685	3.33	675	3.40	746	3.31	734	3.33	758	3.31	755	3.27	782	3.34	778	3.30
East Indian	86	2.93	77	2.96	85	2.90	80	3.04	82	3.02	80	3.08	87	3.24	88	3.23	91	3.29	89	3.22
Filipino	617	2.82	591	2.81	639	2.88	619	2.83	642	2.87	628	2.81	646	2.80	623	2.76	598	2.76	595	2.69
Japanese	219	3.28	216	3.27	208	3.41	209	3.36	205	3.31	203	3.28	184	3.36	192	3.27	200	3.32	202	3.22
Korean	123	3.24	121	3.21	117	3.25	115	3.29	105	3.25	105	3.27	94	3.10	90	3.09	86	3.13	84	3.13
Other Asian	93	2.77	90	2.69	101	2.82	89	2.90	106	2.71	107	2.73	122	2.63	121	2.33	108	2.68	109	2.60
Samoan	136	2.29	120	2.34	136	2.46	135	2.39	138	2.37	134	2.47	132	2.43	128	2.36	120	2.43	122	2.26
Other Southeast	527	2.70	491	2.64	511	2.74	477	2.67	494	2.67	466	2.61	464	2.64	439	2.59	417	2.67	398	2.65
Vietnamese	703	3.10	681	3.16	615	3.19	609	3.18	598	3.11	582	3.17	586	3.10	566	3.06	599	3.03	582	2.97
Summary	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	3,001	3.00	2,959	2.95
White																				
Gypsy	7	2.68	6	3.21	9	2.18	8	2.64	11	2.42	10	3.12	10	2.29	9	2.72	7	2.75	8	2.78
White	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	4,957	3.05	4,882	3.02
Summary	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	4,964	3.05	4,890	3.02
Gender																				
Female	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	5,970	2.96	5,925	2.93
Male	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	6,133	2.71	6,028	2.68
TOTAL	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	12,103	2.83	11,953	2.80

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	2001/2002				2002/2003				2003/2004				2004/2005				2005/2006			
	1st Sem		2nd Sem		1st Sem		2nd Sem		1st Sem		2nd Sem		1st Sem		2nd Sem		1st Sem		2nd Sem	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
American Indians																				
American Indian	159	2.61	164	2.64	153	2.71	160	2.68	164	2.79	162	2.78	136	2.61	148	2.61	136	2.57	132	2.59
Alaska Native	27	2.24	26	2.44	23	2.40	23	2.43	23	2.55	26	2.50	29	2.68	31	2.48	24	2.03	26	2.00
Native American	37	2.50	38	2.21	46	2.51	45	2.44	49	2.60	56	2.36	51	2.70	62	2.63	55	2.18	55	2.27
Summary	223	2.55	228	2.55	222	2.64	228	2.61	236	2.73	244	2.65	216	2.64	241	2.60	215	2.41	213	2.44
African American	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	2,154	2.41	2,153	2.46
Chicano/Latino																				
Latino Asian	50	2.99	49	3.04	53	2.95	56	2.94	63	2.94	67	2.91	55	3.11	56	2.93	56	2.89	55	3.08
Latino Black	54	2.44	53	2.58	56	2.51	60	2.49	80	2.54	86	2.61	82	2.46	96	2.45	88	2.41	91	2.34
Latino Indian	518	2.55	525	2.54	523	2.67	508	2.63	511	2.68	511	2.68	551	2.64	572	2.62	571	2.54	568	2.53
Latino White	304	2.82	312	2.80	306	2.86	316	2.83	333	2.85	351	2.80	388	2.78	400	2.71	422	2.66	412	2.58
Summary	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	1,137	2.59	1,126	2.56
Asian																				
Chinese	524	3.46	532	3.50	526	3.48	535	3.50	523	3.53	528	3.53	516	3.51	525	3.49	522	3.41	529	3.46
East Indian	72	3.30	74	3.37	62	3.58	62	3.48	51	3.40	56	3.38	47	3.31	46	3.13	48	3.05	48	3.16
Filipino	490	3.03	505	2.98	468	3.04	472	3.04	460	3.04	464	3.05	426	3.10	435	3.06	408	3.08	419	3.06
Japanese	133	3.53	141	3.55	146	3.51	149	3.51	150	3.46	157	3.46	162	3.50	166	3.44	169	3.49	166	3.53
Korean	76	3.43	77	3.38	67	3.54	68	3.57	59	3.47	56	3.40	59	3.47	64	3.41	72	3.34	72	3.49
Other Asian	86	2.80	87	2.81	81	2.87	86	2.86	93	3.01	91	3.04	91	2.85	89	2.92	104	2.93	102	2.86
Samoan	100	2.38	95	2.45	96	2.55	96	2.59	85	2.56	81	2.30	76	2.47	80	2.42	68	2.60	68	2.50
Other Southeast	467	2.87	442	2.93	391	2.82	386	2.81	358	2.92	350	2.98	324	2.89	323	2.86	283	2.88	280	2.87
Vietnamese	436	3.30	442	3.27	465	3.23	470	3.27	480	3.26	487	3.25	537	3.23	546	3.15	580	3.13	574	3.11
Summary	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	2,254	3.16	2,258	3.17
White																				
Gypsy	4	2.83	4	3.04	5	3.25	5	3.20	6	2.52	5	2.77	5	2.86	7	1.91	4	1.29	4	1.92
White	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	3,654	3.16	3,646	3.19
Summary	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	3,658	3.16	3,650	3.19
Gender																				
Female	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	4,477	3.08	4,486	3.10
Male	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	4,941	2.74	4,914	2.76
TOTAL	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	9,418	2.90	9,400	2.92

STUDENT TEST SCORE ACHIEVEMENT

Overview

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

- The Washington Assessment of Student Learning (WASL) is a State-mandated performance assessment of grades 3 through 8 and 10, and is administered in March and April.
- The Scholastic Achievement Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS). Juniors and seniors can take this during their last two years of high school.

The Iowa Tests of Basic Skills (ITBS) and The Iowa Test of Educational Development (ITED) were last administered in April 2005. Test results from the ITBS/ITED are shown in previous editions of this profile only.



STUDENT TEST SCORE ACHIEVEMENT 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 the main content areas of Reading and Mathematics in grades 3 through 8 and 10, grades 4, 7 and 10 in Writing, and grades 5, 8 and 10 in Science. The Reading and Mathematics assessments began in 2006 for grades 3, 6 and 8, while 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. While all 10th grade scores for 2006 report as higher than in 2005, they are artificially inflated compared to previous years as a result of a change in District grade level policy in the summer of 2005. Students who finish their first year as 9th graders without earning 5 or more graduation credits from their coursework are retained in 9th grade the following school year. This policy change resulted in fewer lower-performing students taking the test, affecting nearly 26% of the 10th grade in 2005-2006. Tenth graders continued, however, to perform relatively well in the Reading and Writing content areas of the WASL. Eighth grade students performed relatively well in their first administration of the Reading content area

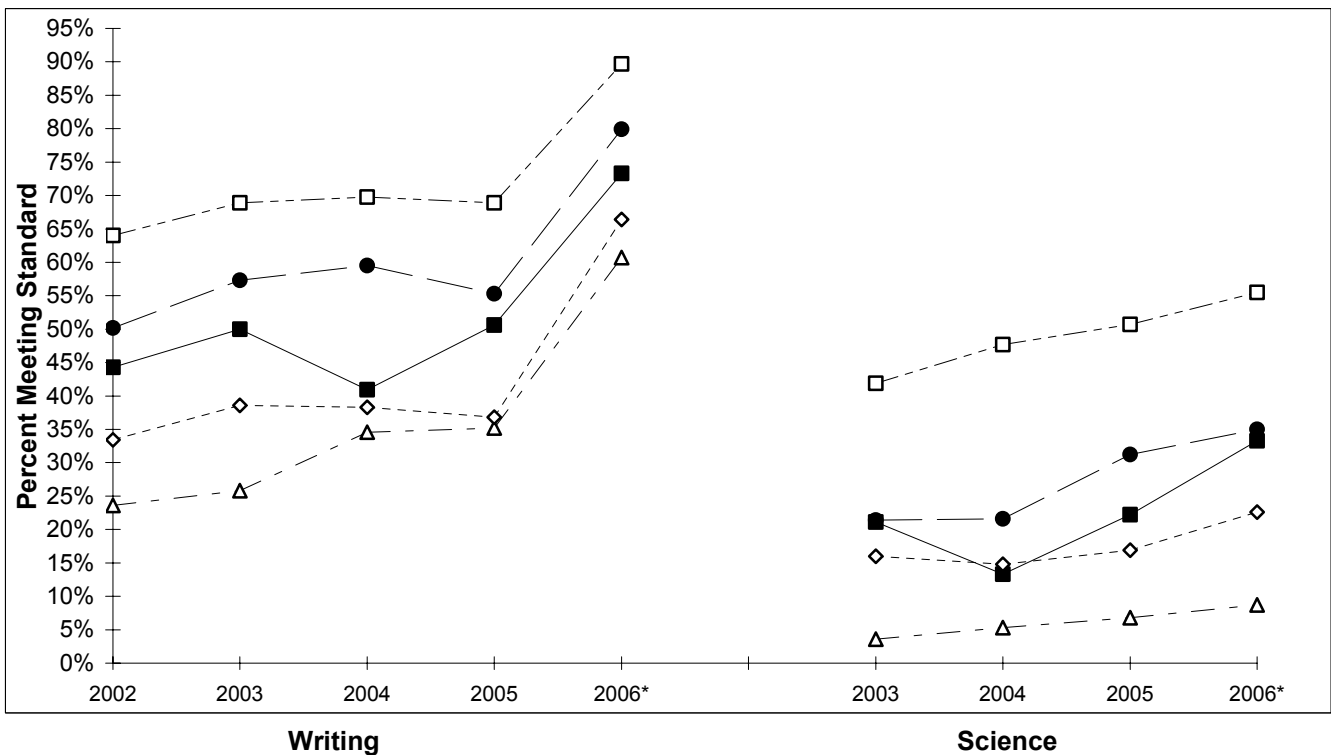
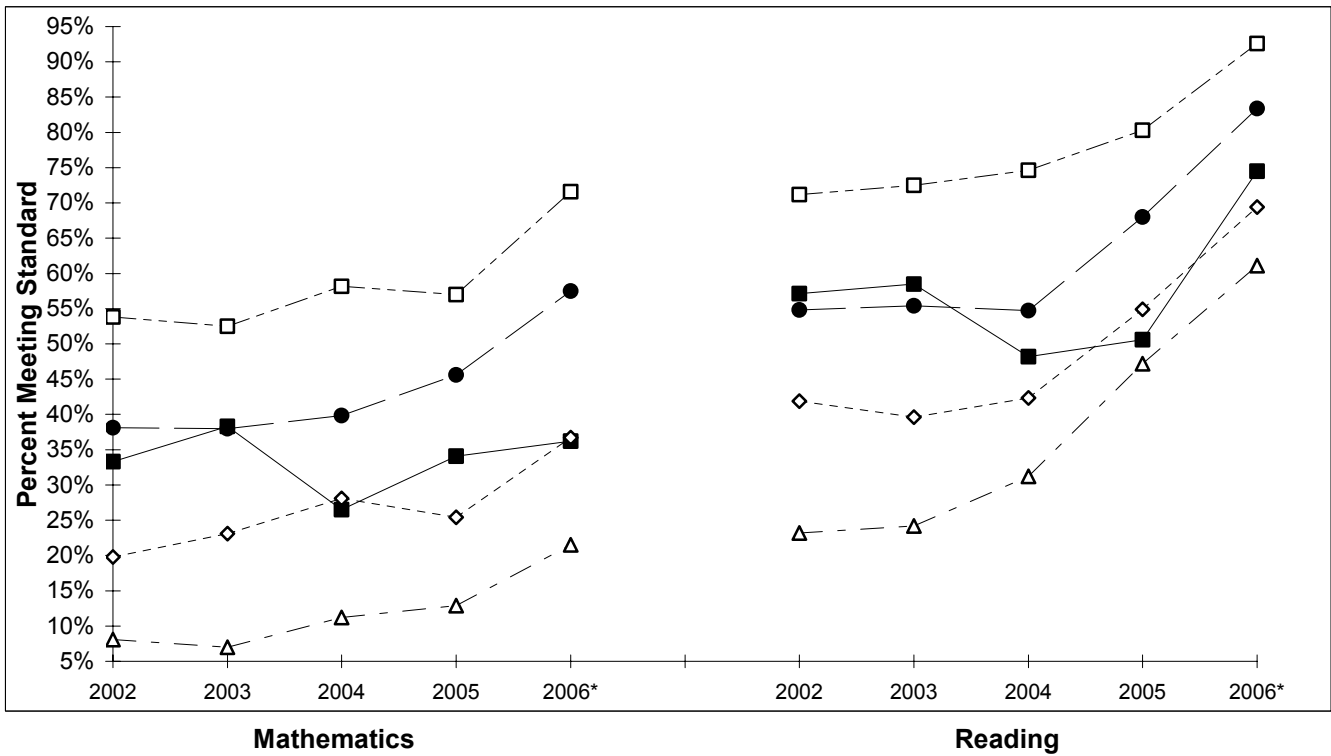
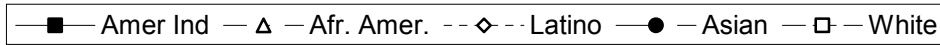
in 2006, and also showed some improvement in Science scores from 2005. Seventh graders performed well in Writing in 2006, but the percentage of 7th graders meeting standard in Mathematics was unchanged from 2005, and declined 4.2 percentage points in Reading. Third, fifth, and sixth graders performed relatively well in their first administration of the Reading content area in 2006, while 3rd graders also did well on their first look at the Mathematics subject area last year. Fourth graders improved in all three content areas from 2005 to 2006, although the overall improvement in both Mathematics and Reading percent meeting standard resulted from higher scores by only the Asian and Latino ethnic groups. Fifth grade Science scores also improved slightly from 2005 to 2006.

Generally, Whites had a higher percent meeting standards for all areas, followed by Asian, American Indian, Latino and African American ethnic groups. Females performed considerably better than males in Reading and Writing and in 5th, 8th and 10th grade Science. Males performed slightly better than females in 10th grade Mathematics.



**District Summary
Washington Assessment of Student Learning (WASL)**

Grade 10



* - District policy instituted where incoming 10th graders in October 2005 with less than 5 graduation credits are retained in 9th grade

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				
	2002	2003	2004	2005	2006*	2002	2003	2004	2005	2006*
American Indians										
American Indian	33.3%	38.6%	23.7%	37.0%	39.5%	56.4%	59.6%	45.8%	52.7%	76.3%
Alaska Native	33.3%	25.0%	25.0%	23.1%	25.0%	55.6%	44.4%	37.5%	46.2%	75.0%
Native American	20.0%	43.8%	37.5%	33.3%	20.0%	50.0%	62.5%	62.5%	46.7%	60.0%
Summary	33.3%	38.3%	26.5%	34.1%	36.2%	57.1%	58.5%	48.2%	50.6%	74.5%
African American	8.1%	7.0%	11.2%	12.9%	21.5%	23.2%	24.2%	31.2%	47.2%	61.1%
Chicano/Latino										
Latino Asian	34.5%	34.6%	35.3%	38.5%	50.0%	55.2%	64.0%	58.8%	61.5%	90.0%
Latino Black	0.0%	4.2%	21.7%	5.0%	38.5%	45.8%	20.8%	39.1%	40.0%	75.0%
Latino Indian	13.8%	18.9%	21.7%	22.8%	22.8%	32.1%	36.0%	39.1%	52.7%	62.9%
Latino White	29.8%	32.1%	35.5%	31.0%	46.2%	53.1%	45.5%	44.3%	59.8%	70.8%
Summary	19.8%	23.1%	28.1%	25.4%	36.7%	41.9%	39.6%	42.3%	54.9%	69.4%
Asian										
Chinese	62.0%	60.8%	65.1%	68.4%	71.7%	67.6%	67.4%	70.3%	78.6%	85.2%
East Indian	31.6%	52.6%	34.8%	61.5%	68.2%	52.6%	73.7%	52.2%	84.6%	86.4%
Filipino	23.9%	21.4%	24.1%	37.3%	45.0%	50.4%	50.6%	45.5%	64.0%	89.9%
Japanese	66.1%	59.7%	76.0%	74.5%	80.0%	85.5%	80.6%	80.0%	95.7%	96.1%
Korean	52.9%	48.4%	62.5%	66.7%	61.5%	74.3%	77.4%	75.0%	83.3%	84.6%
Other Asian	28.0%	37.5%	37.5%	26.5%	36.8%	44.0%	37.5%	46.9%	47.1%	83.3%
Samoan	12.1%	0.0%	10.8%	11.1%	29.4%	27.3%	29.4%	40.5%	38.9%	44.4%
Other Southeast	14.9%	16.7%	19.7%	21.3%	33.8%	32.2%	34.4%	44.4%	57.4%	73.6%
Vietnamese	43.5%	43.9%	38.9%	45.1%	55.4%	59.4%	57.4%	50.0%	66.5%	80.3%
Summary	38.1%	38.0%	39.8%	45.6%	57.5%	54.8%	55.4%	54.7%	68.0%	83.4%
White										
Gypsy	50.0%	100.0%	100.0%	40.0%	50.0%	40.0%	100.0%	100.0%	40.0%	100.0%
White	53.8%	52.5%	58.2%	57.0%	71.6%	71.2%	72.5%	74.6%	80.5%	92.6%
Summary	53.8%	52.5%	58.2%	57.0%	71.6%	71.2%	72.5%	74.6%	80.3%	92.6%
Gender										
Female	37.0%	35.4%	40.5%	40.2%	55.0%	60.3%	56.9%	61.4%	70.0%	85.8%
Male	35.3%	34.9%	38.4%	41.5%	56.0%	47.1%	50.1%	51.3%	63.8%	78.6%
TOTAL	35.3%	34.9%	38.6%	40.8%	55.7%	52.4%	53.1%	55.1%	66.9%	82.4%

* - District policy instituted where incoming 10th graders in October 2005 with less than 5 graduation credits are retained in 9th grade

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			
	2002	2003	2004	2005	2006*	2003	2004	2005	2006*
American Indians									
American Indian	41.8%	50.9%	39.0%	50.9%	75.7%	25.0%	14.3%	24.5%	38.5%
Alaska Native	44.4%	22.2%	62.5%	46.2%	66.7%	0.0%	12.5%	23.1%	25.0%
Native American	50.0%	62.5%	37.5%	53.3%	60.0%	18.8%	10.5%	13.3%	0.0%
Summary	44.3%	50.0%	41.0%	50.6%	73.3%	21.1%	13.3%	22.2%	33.3%
African American	23.6%	25.8%	34.6%	35.2%	60.7%	3.6%	5.3%	6.8%	8.7%
Chicano/Latino									
Latino Asian	58.6%	60.0%	58.8%	69.2%	90.0%	26.9%	35.3%	7.7%	30.0%
Latino Black	33.3%	16.7%	39.1%	15.0%	50.0%	0.0%	4.2%	0.0%	16.7%
Latino Indian	24.4%	34.9%	31.9%	35.7%	62.5%	13.1%	7.9%	14.7%	11.8%
Latino White	39.8%	46.0%	42.6%	38.6%	67.3%	21.7%	22.6%	23.8%	31.7%
Summary	33.4%	38.6%	38.3%	36.8%	66.4%	16.0%	14.8%	16.9%	22.6%
Asian									
Chinese	65.5%	66.3%	72.9%	68.9%	83.2%	34.9%	33.3%	48.5%	44.2%
East Indian	42.1%	84.2%	69.6%	65.4%	86.4%	21.1%	21.7%	46.2%	57.1%
Filipino	46.3%	56.5%	57.8%	50.9%	84.5%	11.9%	10.0%	20.5%	27.3%
Japanese	82.3%	85.5%	86.0%	87.2%	90.2%	40.3%	64.0%	72.3%	62.0%
Korean	65.7%	71.0%	75.0%	70.8%	76.9%	29.0%	50.0%	54.2%	42.3%
Other Asian	36.0%	50.0%	40.6%	32.4%	78.9%	20.8%	21.2%	14.7%	15.8%
Samoan	39.4%	29.4%	37.8%	30.6%	58.8%	0.0%	0.0%	5.6%	0.0%
Other Southeast	34.2%	40.6%	43.7%	37.9%	75.3%	8.3%	11.4%	11.4%	19.7%
Vietnamese	44.7%	52.7%	56.1%	55.5%	71.5%	21.6%	17.1%	29.3%	27.9%
Summary	50.2%	57.3%	59.5%	55.3%	79.9%	21.4%	21.6%	31.2%	35.0%
White									
Gypsy	40.0%	0.0%	100.0%	40.0%	100.0%	50.0%	0.0%	20.0%	50.0%
White	64.0%	68.9%	69.8%	69.0%	89.7%	41.9%	47.7%	50.8%	55.6%
Summary	64.0%	68.9%	69.8%	68.9%	89.7%	41.9%	47.7%	50.7%	55.5%
Gender									
Female	56.6%	58.1%	63.4%	62.1%	84.5%	24.2%	27.0%	31.7%	39.6%
Male	40.3%	47.0%	48.4%	47.5%	74.7%	25.9%	28.0%	33.0%	38.3%
TOTAL	47.3%	52.2%	54.6%	54.6%	79.8%	25.3%	28.0%	32.3%	39.0%

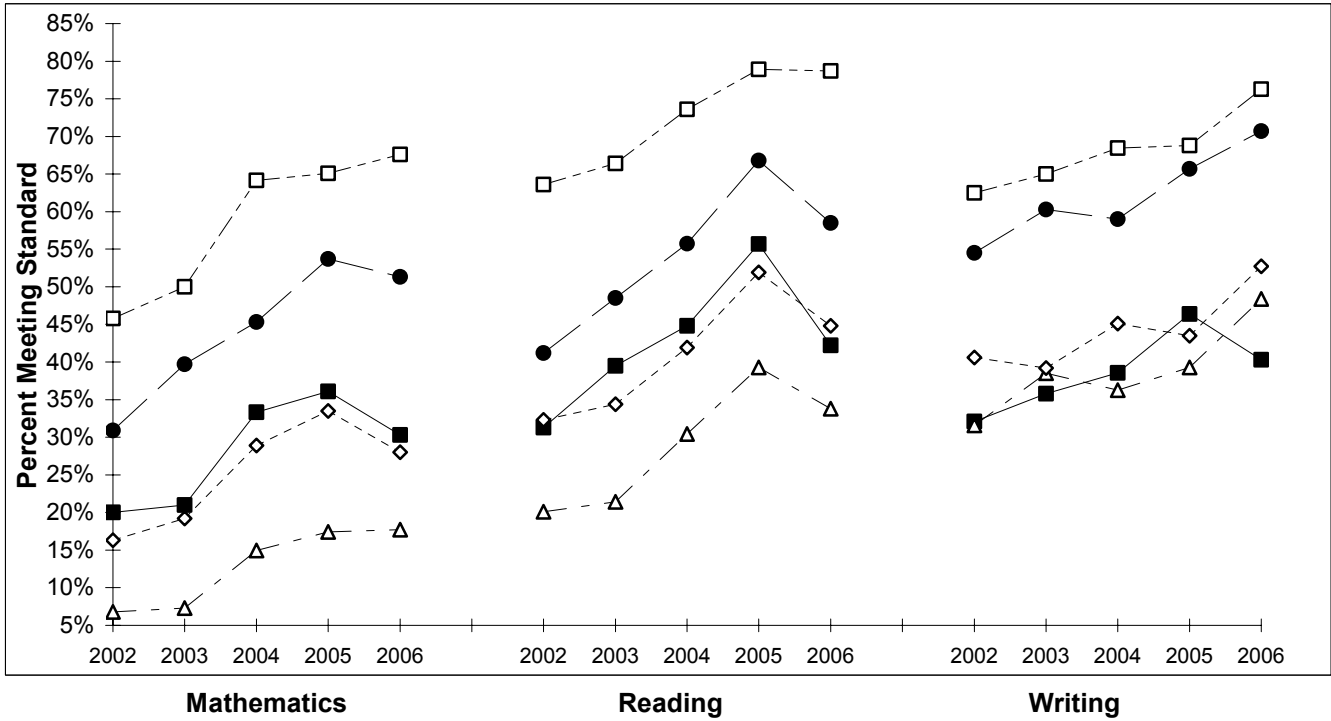
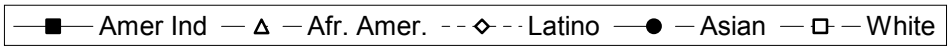
* - District policy instituted where incoming 10th graders in October 2005 with less than 5 graduation credits are retained in 9th grade

District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 6th Grade Students Taking Test
All Regular and Alternative Middle Schools

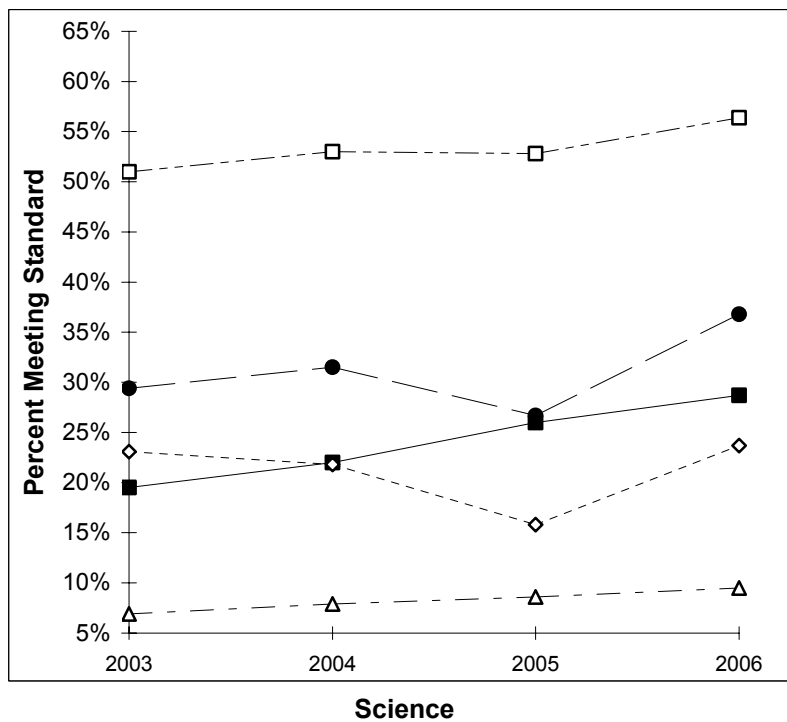
ETHNIC GROUP	Percent Meeting or Exceeding Standards	
	MATH 2006	READING 2006
American Indians		
American Indian	34.0%	46.8%
Alaska Native	16.7%	83.3%
Native American	13.3%	52.9%
Summary	27.9%	51.4%
African American	19.9%	41.1%
Chicano/Latino		
Latino Asian	64.3%	71.4%
Latino Black	23.1%	69.2%
Latino Indian	24.4%	44.0%
Latino White	37.7%	54.3%
Summary	31.3%	51.2%
Asian		
Chinese	76.4%	77.1%
East Indian	73.3%	81.3%
Filipino	45.3%	62.0%
Japanese	90.0%	86.7%
Korean	84.0%	92.0%
Other Asian	47.6%	55.8%
Samoan	22.6%	41.9%
Other Southeast	26.4%	44.9%
Vietnamese	47.1%	57.8%
Summary	54.6%	64.1%
White		
Gypsy	100.0%	100.0%
White	70.1%	77.7%
Summary	70.1%	77.7%
Gender		
Female	49.7%	68.2%
Male	48.8%	56.7%
TOTAL	49.3%	62.3%

**District Summary
Washington Assessment of Student Learning (WASL)**

Grade 7



Grade 8



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				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
American Indians										
American Indian	21.8%	25.0%	41.0%	45.5%	29.8%	30.9%	41.7%	50.8%	60.0%	44.7%
Alaska Native	16.7%	11.1%	12.5%	23.1%	25.0%	41.7%	44.4%	25.0%	46.2%	37.5%
Native American	14.3%	8.3%	22.2%	24.1%	36.4%	21.4%	25.0%	37.0%	51.7%	33.3%
Summary	20.0%	21.0%	33.3%	36.1%	30.3%	31.3%	39.5%	44.8%	55.7%	42.2%
African American										
African American	6.8%	7.3%	15.0%	17.4%	17.7%	20.1%	21.4%	30.4%	39.3%	33.8%
Chicano/Latino										
Latino Asian	25.0%	25.0%	42.1%	57.1%	63.0%	50.0%	53.6%	47.4%	78.6%	74.1%
Latino Black	9.1%	16.7%	11.4%	31.6%	10.7%	9.1%	33.3%	31.4%	52.6%	37.0%
Latino Indian	11.0%	13.3%	26.0%	28.6%	22.7%	24.9%	24.2%	37.3%	45.9%	40.0%
Latino White	24.8%	26.2%	36.5%	38.6%	32.0%	44.6%	44.3%	51.3%	57.5%	46.9%
Summary	16.3%	19.2%	28.9%	33.5%	28.0%	32.3%	34.4%	41.9%	51.9%	44.8%
Asian										
Chinese	53.7%	62.1%	70.1%	72.7%	71.6%	60.4%	62.7%	74.3%	77.0%	71.8%
East Indian	31.8%	65.2%	50.0%	56.3%	61.5%	54.5%	73.9%	62.5%	68.8%	61.5%
Filipino	21.1%	23.2%	35.9%	40.0%	39.5%	38.6%	42.6%	55.2%	62.0%	52.9%
Japanese	58.3%	65.4%	82.1%	90.4%	78.6%	66.7%	75.0%	83.9%	94.2%	87.5%
Korean	60.9%	75.0%	73.3%	65.0%	82.6%	69.6%	82.1%	80.0%	85.0%	82.6%
Other Asian	11.1%	28.0%	25.8%	51.6%	33.3%	25.9%	28.0%	35.5%	67.7%	33.3%
Samoan	3.3%	0.0%	5.6%	20.0%	21.7%	16.7%	11.8%	8.3%	33.3%	20.8%
Other Southeast	12.8%	27.7%	27.2%	28.6%	20.9%	21.3%	30.5%	40.0%	47.6%	33.7%
Vietnamese	31.6%	30.2%	39.3%	53.9%	47.3%	38.2%	43.9%	51.2%	65.2%	57.6%
Summary	30.9%	39.7%	45.3%	53.7%	51.3%	41.2%	48.5%	55.7%	66.8%	58.5%
White										
Gypsy	0.0%	50.0%	100.0%	50.0%	--	50.0%	50.0%	100.0%	50.0%	--
White	45.8%	50.1%	64.2%	65.1%	67.6%	63.6%	66.4%	73.6%	79.0%	78.7%
Summary	45.8%	50.0%	64.2%	65.1%	67.6%	63.6%	66.4%	73.6%	78.9%	78.7%
Gender										
Female	31.0%	35.1%	45.7%	49.3%	48.7%	49.0%	53.2%	59.7%	68.2%	62.6%
Male	29.3%	33.1%	41.6%	45.6%	46.0%	40.9%	43.1%	50.7%	59.4%	56.2%
TOTAL	29.8%	33.9%	43.6%	47.3%	47.4%	44.3%	47.9%	55.0%	63.5%	59.3%

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

Percent Meeting or Exceeding Standards

ETHNIC GROUP	WRITING					MATH	READING	SCIENCE			
	2002	2003	2004	2005	2006	2006	2006	2003	2004	2005	2006
American Indians											
American Indian	30.4%	43.3%	41.0%	52.7%	42.6%	44.7%	70.2%	19.3%	26.2%	26.1%	39.6%
Alaska Native	41.7%	11.1%	37.5%	46.2%	37.5%	23.1%	38.5%	7.7%	0.0%	42.9%	7.7%
Native American	28.6%	16.7%	33.3%	34.5%	33.3%	29.2%	44.0%	33.3%	14.3%	20.8%	19.2%
Summary	32.1%	35.8%	38.5%	46.4%	40.3%	36.9%	57.6%	19.5%	22.0%	26.0%	28.7%
African American	31.6%	38.5%	36.2%	39.3%	48.4%	14.9%	45.8%	6.9%	7.9%	8.6%	9.5%
Chicano/Latino											
Latino Asian	66.7%	46.4%	68.4%	64.3%	85.2%	46.7%	68.8%	20.0%	26.7%	20.0%	37.5%
Latino Black	45.5%	16.7%	40.0%	36.8%	33.3%	33.3%	63.9%	0.0%	22.7%	3.4%	22.2%
Latino Indian	34.1%	33.3%	38.4%	38.5%	51.4%	27.4%	45.7%	18.4%	14.2%	11.2%	22.2%
Latino White	47.0%	48.4%	53.0%	50.4%	52.0%	38.6%	56.6%	35.2%	30.1%	25.4%	24.6%
Summary	40.6%	39.2%	45.1%	43.5%	52.7%	32.9%	52.5%	23.1%	21.8%	15.8%	23.7%
Asian											
Chinese	68.3%	71.2%	74.3%	77.6%	77.3%	74.1%	82.5%	43.9%	44.1%	39.4%	51.5%
East Indian	50.0%	69.6%	81.3%	68.8%	69.2%	47.1%	70.6%	50.0%	52.2%	36.8%	35.3%
Filipino	59.0%	60.0%	55.2%	63.3%	71.1%	44.4%	67.6%	21.3%	21.7%	18.5%	26.7%
Japanese	66.7%	78.8%	82.1%	92.3%	82.1%	84.6%	92.3%	62.5%	67.3%	61.4%	69.2%
Korean	73.9%	71.4%	60.0%	65.0%	73.9%	78.9%	89.5%	50.0%	60.0%	47.4%	52.6%
Other Asian	37.0%	60.0%	58.1%	64.5%	66.7%	46.7%	69.0%	10.3%	14.3%	15.6%	36.7%
Samoan	26.7%	35.3%	22.2%	60.0%	62.5%	18.8%	43.8%	6.9%	3.1%	3.0%	6.3%
Other Southeast	42.7%	50.8%	45.6%	58.1%	57.6%	44.3%	62.9%	14.2%	17.0%	12.0%	18.6%
Vietnamese	49.3%	49.6%	55.4%	53.3%	67.9%	54.1%	77.4%	27.0%	26.6%	22.9%	32.7%
Summary	54.5%	60.3%	59.0%	65.7%	70.7%	57.1%	74.7%	29.4%	31.5%	26.7%	36.8%
White											
Gypsy	50.0%	100.0%	100.0%	25.0%	--	0.0%	66.7%	0.0%	25.0%	50.0%	66.7%
White	62.5%	65.0%	68.4%	68.9%	76.3%	65.3%	80.8%	51.2%	53.1%	52.8%	56.4%
Summary	62.5%	65.0%	68.5%	68.8%	76.3%	65.2%	80.8%	51.0%	53.0%	52.8%	56.4%
Gender											
Female	59.2%	65.3%	65.3%	67.9%	73.9%	48.9%	73.0%	34.6%	37.2%	32.5%	38.9%
Male	43.2%	43.6%	45.7%	49.1%	57.0%	46.3%	63.0%	29.5%	30.8%	30.9%	35.3%
TOTAL	50.2%	54.2%	55.3%	57.8%	65.2%	47.5%	67.7%	32.0%	34.5%	31.7%	37.0%

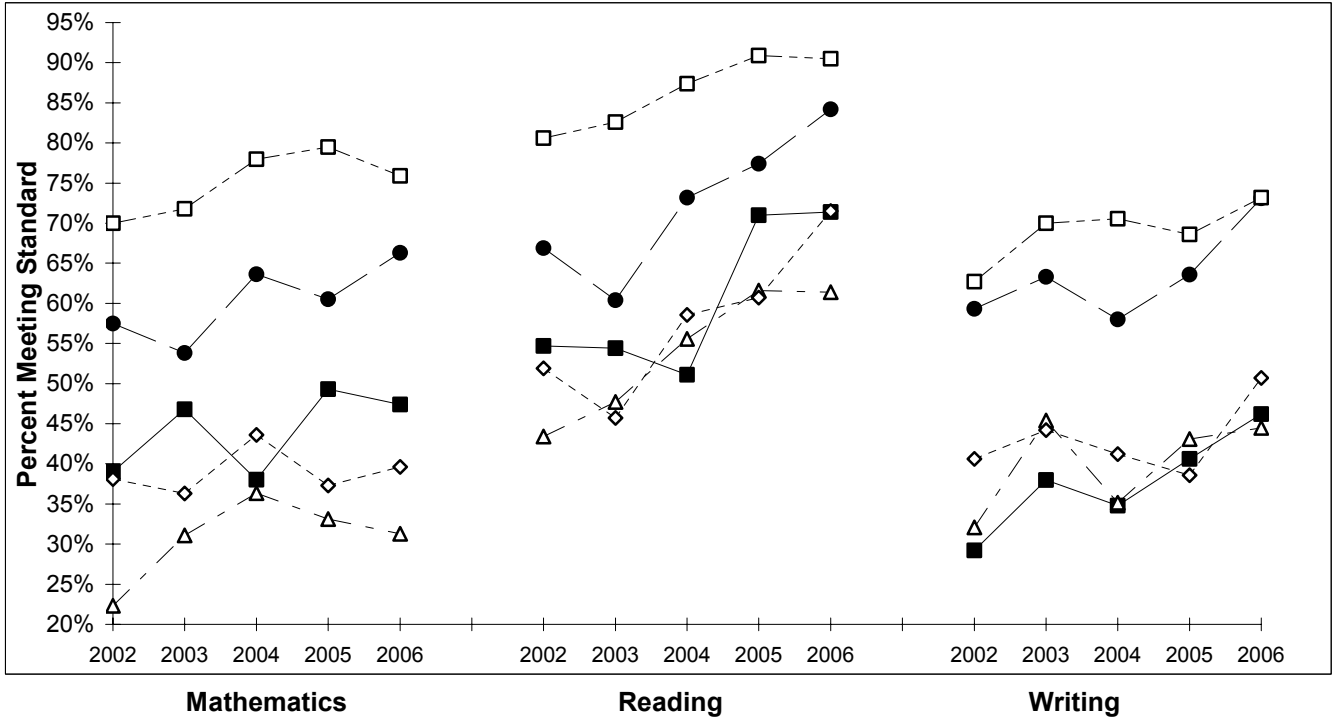
District Summary
Washington Assessment of Student Learning (WASL) Test Results
All 3rd Grade Students Taking Test
All Regular and Alternative Elementary Schools

ETHNIC GROUP	Percent Meeting or Exceeding Standards	
	MATH 2006	READING 2006
American Indians		
American Indian	58.7%	50.0%
Alaska Native	85.7%	85.7%
Native American	30.8%	53.8%
Summary	56.1%	54.5%
African American	44.9%	48.7%
Chicano/Latino		
Latino Asian	76.9%	38.5%
Latino Black	57.1%	82.1%
Latino Indian	39.5%	45.9%
Latino White	54.1%	55.1%
Summary	48.7%	52.5%
Asian		
Chinese	78.1%	76.0%
East Indian	79.2%	70.8%
Filipino	68.7%	64.9%
Japanese	87.0%	87.0%
Korean	100.0%	83.3%
Other Asian	63.3%	66.7%
Samoan	48.1%	59.3%
Other Southeast	55.6%	61.0%
Vietnamese	76.2%	67.9%
Summary	73.0%	70.5%
White		
Gypsy	--	--
White	81.5%	86.3%
Summary	81.5%	86.3%
Gender		
Female	69.1%	73.7%
Male	65.5%	66.4%
TOTAL	67.3%	70.0%

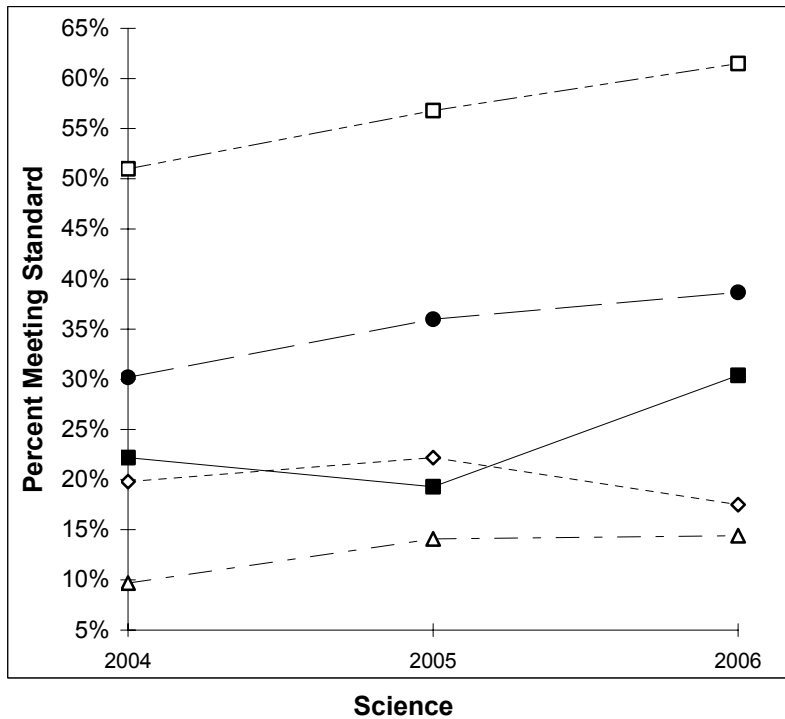
District Summary
Washington Assessment of Student Learning (WASL)

Grade 4

Amer Ind
 Afr. Amer.
 Latino
 Asian
 White



Grade 5



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				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
American Indians										
American Indian	38.6%	48.2%	41.0%	50.9%	40.4%	55.7%	55.4%	50.8%	73.6%	66.0%
Alaska Native	35.7%	55.6%	62.5%	60.0%	70.0%	46.7%	66.7%	62.5%	80.0%	80.0%
Native American	39.1%	35.7%	21.7%	36.4%	57.1%	56.5%	42.9%	47.8%	54.5%	85.7%
Summary	39.0%	46.8%	38.0%	49.3%	47.4%	54.7%	54.4%	51.1%	71.0%	71.4%
African American										
African American	22.3%	31.1%	36.3%	33.1%	31.3%	43.4%	47.7%	55.6%	61.6%	61.4%
Chicano/Latino										
Latino Asian	36.4%	57.1%	65.0%	35.1%	56.5%	72.7%	68.6%	75.0%	75.7%	87.5%
Latino Black	35.1%	22.7%	39.4%	21.4%	23.8%	56.8%	40.9%	72.7%	53.6%	56.5%
Latino Indian	31.7%	32.3%	38.3%	35.4%	39.2%	41.3%	42.6%	51.5%	60.6%	69.6%
Latino White	49.6%	39.6%	48.7%	42.9%	39.7%	63.9%	46.3%	62.4%	58.6%	73.6%
Summary	38.1%	36.3%	43.6%	37.3%	39.6%	51.9%	45.7%	58.5%	60.7%	71.5%
Asian										
Chinese	73.1%	68.1%	85.1%	79.7%	81.3%	77.2%	71.7%	88.8%	87.3%	91.2%
East Indian	73.3%	66.7%	64.7%	59.1%	64.0%	73.3%	66.7%	70.6%	81.8%	88.0%
Filipino	49.7%	48.6%	60.0%	60.8%	55.8%	63.8%	58.5%	71.3%	74.4%	80.3%
Japanese	86.4%	80.3%	82.4%	75.0%	86.0%	91.5%	83.3%	91.2%	94.2%	86.0%
Korean	87.0%	64.5%	89.3%	88.9%	75.0%	91.3%	64.5%	89.3%	92.6%	100.0%
Other Asian	54.1%	34.4%	60.0%	45.9%	51.3%	70.3%	43.8%	72.5%	62.2%	77.5%
Samoan	28.6%	20.0%	37.1%	33.3%	20.8%	38.1%	40.0%	57.1%	61.9%	70.8%
Other Southeast	34.4%	32.4%	40.0%	33.6%	49.5%	50.0%	45.1%	54.8%	61.9%	73.3%
Vietnamese	55.6%	52.8%	57.5%	54.3%	70.0%	62.5%	56.7%	67.0%	75.5%	86.2%
Summary	57.5%	53.8%	63.6%	60.5%	66.3%	66.9%	60.4%	73.2%	77.4%	84.2%
White										
Gypsy	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	100.0%
White	70.1%	71.8%	78.0%	79.5%	76.0%	80.6%	82.7%	87.4%	90.9%	90.4%
Summary	70.0%	71.8%	78.0%	79.5%	75.9%	80.6%	82.6%	87.4%	90.9%	90.5%
Gender										
Female	53.7%	55.6%	62.7%	61.2%	61.4%	68.2%	68.0%	76.5%	80.7%	82.6%
Male	49.9%	51.3%	57.3%	57.1%	57.7%	62.0%	60.9%	68.6%	73.8%	78.0%
TOTAL	51.1%	53.1%	59.6%	59.1%	59.5%	64.2%	64.0%	72.0%	77.3%	80.3%

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

ETHNIC GROUP	Percent Meeting or Exceeding Standards									
	WRITING					MATH	READING	SCIENCE		
	2002	2003	2004	2005	2006	2006	2006	2004	2005	2006
American Indians										
American Indian	30.0%	39.3%	37.7%	45.3%	42.3%	51.0%	72.5%	25.9%	18.3%	36.5%
Alaska Native	13.3%	33.3%	50.0%	40.0%	50.0%	57.1%	71.4%	22.2%	50.0%	28.6%
Native American	39.1%	35.7%	21.7%	18.2%	56.3%	50.0%	60.0%	7.1%	13.6%	0.0%
Summary	29.2%	38.0%	34.8%	40.6%	46.2%	51.5%	70.6%	22.2%	19.3%	30.4%
African American	32.1%	45.4%	35.2%	43.1%	44.5%	28.5%	58.6%	9.7%	14.1%	14.4%
Chicano/Latino										
Latino Asian	50.0%	71.4%	55.0%	40.5%	70.8%	43.3%	68.8%	38.7%	46.7%	24.2%
Latino Black	35.1%	31.8%	45.5%	39.3%	41.7%	32.1%	65.4%	6.5%	21.4%	28.6%
Latino Indian	35.8%	40.9%	39.8%	38.9%	50.0%	26.7%	57.7%	18.6%	16.0%	12.1%
Latino White	47.5%	45.1%	40.3%	37.7%	49.7%	39.6%	59.1%	20.2%	27.6%	20.7%
Summary	40.6%	44.2%	41.2%	38.6%	50.7%	33.5%	59.6%	19.8%	22.2%	17.5%
Asian										
Chinese	73.7%	70.2%	77.2%	71.6%	81.4%	75.7%	87.9%	43.6%	57.3%	53.6%
East Indian	80.0%	86.7%	52.9%	81.8%	66.7%	61.9%	85.0%	33.3%	52.9%	55.0%
Filipino	55.7%	67.1%	57.3%	65.1%	70.9%	51.2%	72.2%	21.3%	32.5%	30.5%
Japanese	86.4%	80.3%	76.5%	71.2%	84.2%	91.1%	94.6%	62.3%	52.9%	67.9%
Korean	56.5%	77.4%	85.7%	74.1%	85.0%	84.0%	88.0%	53.6%	60.0%	48.0%
Other Asian	59.5%	35.5%	47.5%	64.9%	67.5%	33.3%	56.7%	14.7%	23.1%	29.0%
Samoan	42.9%	40.0%	48.6%	42.9%	48.0%	14.3%	47.6%	0.0%	15.6%	4.8%
Other Southeast	42.5%	52.0%	37.1%	53.1%	64.8%	40.0%	68.8%	9.6%	16.5%	15.2%
Vietnamese	52.1%	59.1%	48.9%	56.5%	70.7%	57.7%	75.7%	28.8%	27.2%	36.4%
Summary	59.3%	63.3%	58.0%	63.6%	73.1%	59.8%	77.7%	30.2%	36.0%	38.7%
White										
Gypsy	0.0%	0.0%	0.0%	100.0%	50.0%	100.0%	100.0%	--	--	0.0%
White	62.8%	70.1%	70.6%	68.6%	73.2%	78.2%	90.4%	51.0%	56.8%	61.5%
Summary	62.7%	70.0%	70.5%	68.6%	73.2%	78.2%	90.4%	51.0%	56.8%	61.5%
Gender										
Female	60.8%	66.8%	63.1%	66.2%	72.2%	57.7%	80.2%	34.9%	40.6%	43.3%
Male	42.6%	51.1%	47.6%	49.0%	55.5%	56.3%	72.4%	30.3%	33.8%	35.9%
TOTAL	50.8%	58.5%	54.8%	57.6%	63.8%	57.0%	76.3%	32.8%	37.0%	39.6%

SCHOLASTIC APTITUDE TEST (SAT)

Definition

The Scholastic Aptitude Test (SAT) is a college entrance exam administered independently by the Educational Testing Service (ETS). Juniors and seniors can take this during their last two years of high school. Some students elect not to take this test. The portions of this test used most frequently by college admission boards are the sections measuring students' verbal and math abilities. A new writing section of the SAT was instituted in 2005-2006, and is included here. Average scores are shown below for college-bound seniors from school years 1998-1999 to 2005-2006. 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 three points better than State scores in 2005-2006, and 27 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 have been 2 points lower than the State average since 2004-2005. District scores in Math were 12 points above the national average in 2005-2006.

Seattle students scored one point better than State scores and 15 points above the national average on the Writing section of the SAT in 2005-2006.

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

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
VERBAL								
District	527	526	527	526	531	531	534	530
Washington State	525	526	527	522	530	528	532	527
National	505	505	506	504	507	508	508	503
MATH								
District	526	530	529	532	540	535	532	530
Washington State	526	528	527	528	532	531	534	532
National	511	514	514	516	519	518	520	518
WRITING								
District	--	--	--	--	--	--	--	512
Washington State	--	--	--	--	--	--	--	511
National	--	--	--	--	--	--	--	497



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

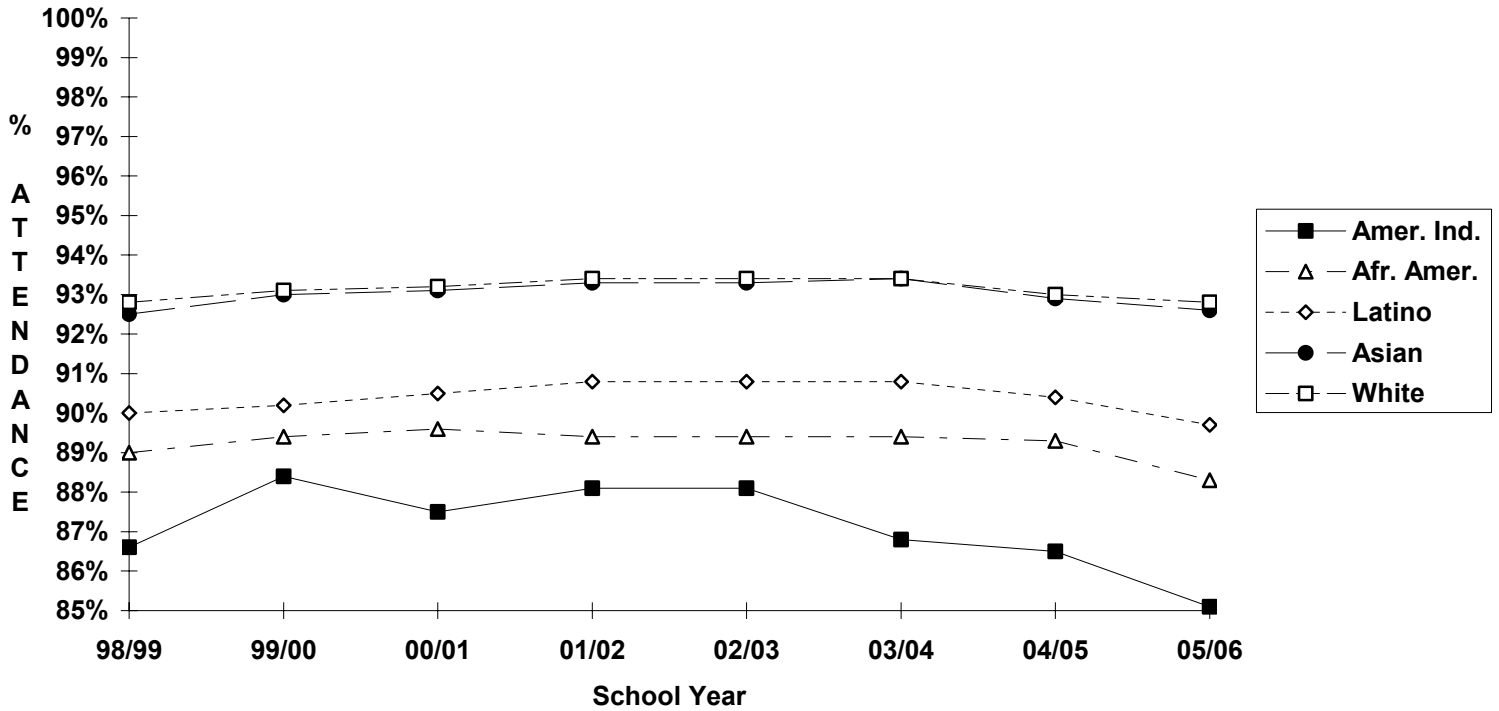
The following tables and graphs show the average daily attendance rates by ethnic group for the total District and for high, middle and elementary school levels. Attendance is higher for elementary students and lower for middle and high school students. Overall, attendance fell by 0.4 percentage points from 2004-2005 to 2005-2006 to 91.2%. All ethnic groups declined in attendance in for the second year in a row. Noticeable variations exist for subgroups within each ethnic group: for example, in 2004-2005, Chinese students have the highest overall attendance (95.9%), while Samoan students have one of the lowest (87.2%).

High school attendance again continued to fall in 2005-2006 from the highest level in eight years in 2001-2002. The largest decrease during this time period is a 9.0 percentage point decrease in American Indian high school attendance rates. Middle school student attendance rose by 0.3 percentage points in 2005-2006 to match the highest level in the eight years shown previously in 2003-2004 at 92.2%. Middle school attendance was higher for every ethnic group except Latino from 2004-2005 to 2005-2006. Elementary school attendance in 2005-2006 fell 0.1 percentage point to 94.5%. White elementary students were the only ethnic group to show an increase in attendance from 2004-2005 to 2005-2006, as all other elementary ethnic groups posted lower attendance from the previous year.

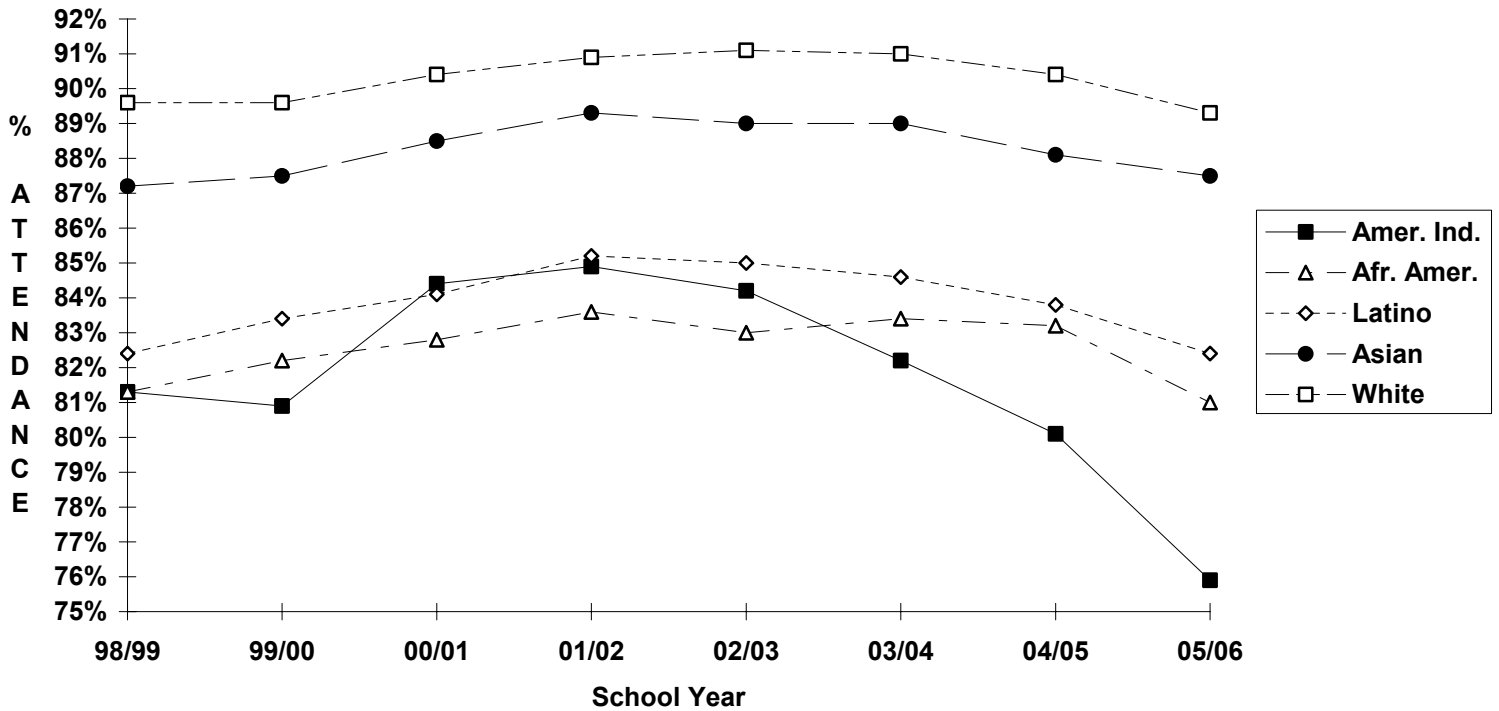
Females have slightly higher average daily attendance rates than males at middle and high schools. Attendance rates for male and female students are nearly identical at the elementary school level.



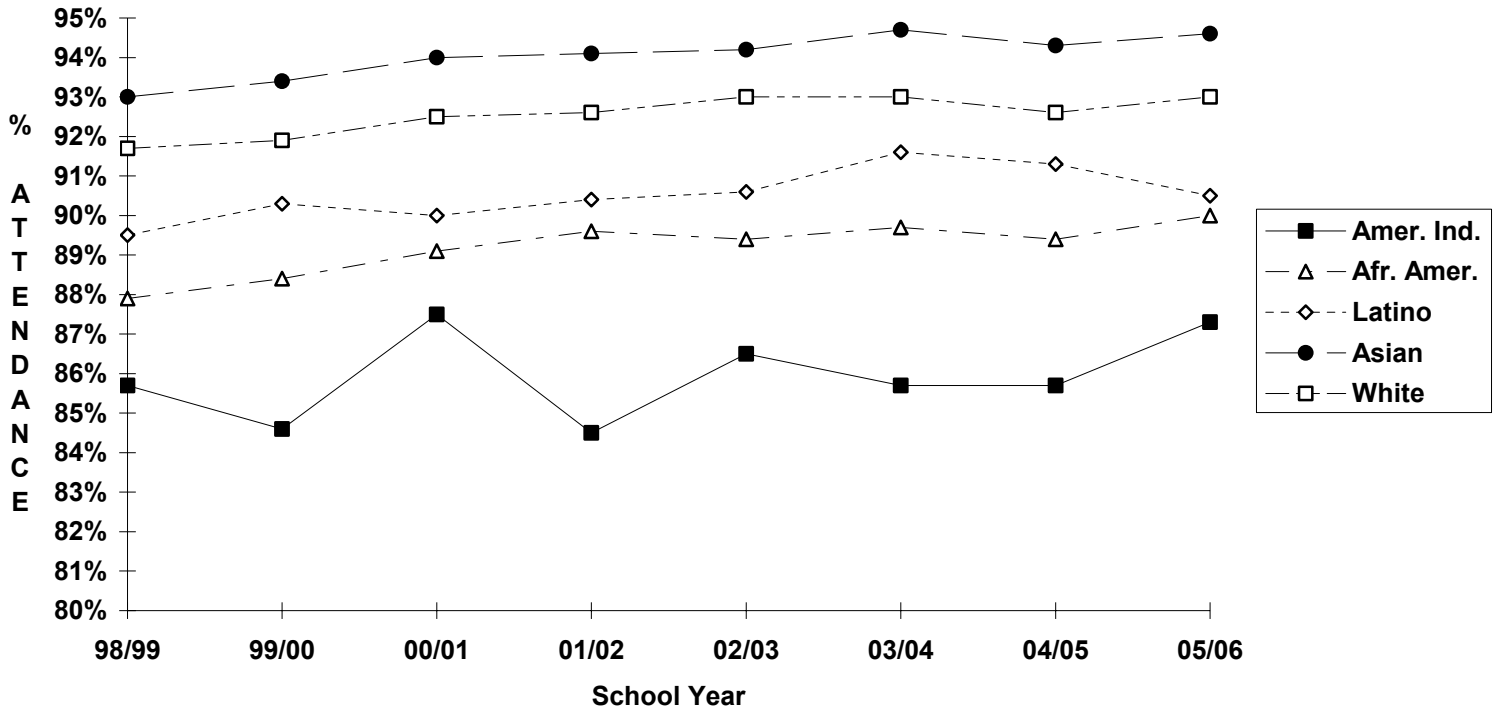
**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Schools
1998-1999 to 2005-2006**



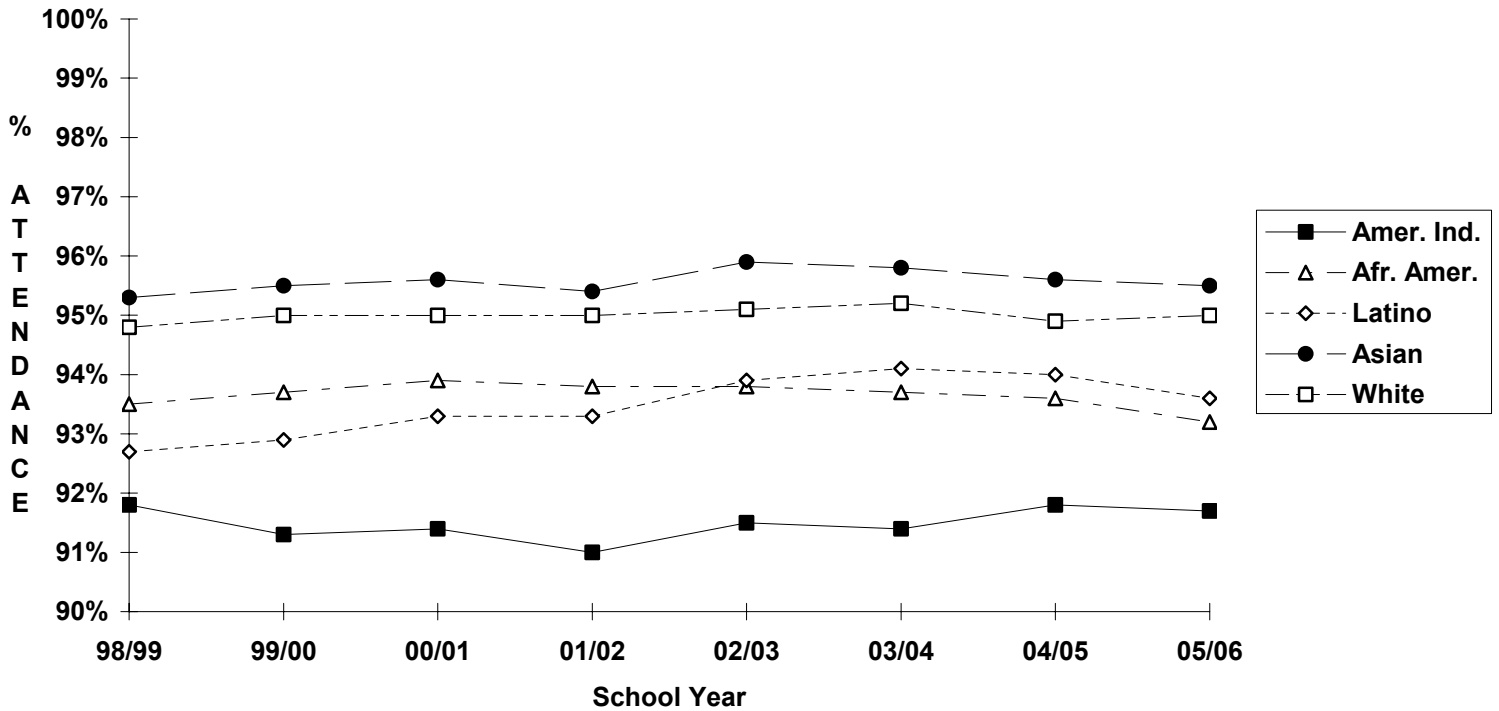
**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative High Schools
1998-1999 to 2005-2006**



**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



**Average Daily Attendance by Ethnic Group
District Summary - All Regular and Alternative Elementary Schools
1998-1999 to 2005-2006**



District Summary
Average Daily Attendance by Ethnic Group
Overall District Total

ETHNIC GROUP	Percentage Attendance							
	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
American Indians								
American Indian	86.2%	88.0%	87.7%	88.5%	88.5%	87.8%	87.1%	85.6%
Alaska Native	88.0%	89.9%	85.7%	86.4%	86.4%	87.6%	85.2%	85.3%
Native American	87.5%	88.9%	87.8%	87.3%	87.3%	83.2%	85.5%	83.7%
Summary	86.6%	88.4%	87.5%	88.1%	88.1%	86.8%	86.5%	85.1%
African American								
African American	89.0%	89.4%	89.6%	89.4%	89.4%	89.4%	89.3%	88.3%
Chicano/Latino								
Latino Asian	92.6%	91.7%	90.3%	92.5%	92.5%	91.4%	90.5%	90.2%
Latino Black	89.5%	88.0%	90.0%	89.0%	89.0%	89.8%	88.7%	88.2%
Latino Indian	89.2%	89.9%	90.3%	90.2%	90.2%	90.2%	89.8%	89.1%
Latino White	91.0%	91.0%	91.0%	91.6%	91.6%	91.8%	91.6%	90.7%
Summary	90.0%	90.2%	90.5%	90.8%	90.8%	90.8%	90.4%	89.7%
Asian								
Chinese	96.0%	96.2%	96.5%	96.7%	96.7%	96.6%	96.3%	95.9%
East Indian	92.8%	91.9%	93.1%	93.3%	93.3%	94.5%	93.2%	92.5%
Filipino	91.8%	92.5%	92.6%	92.8%	92.8%	92.7%	91.7%	91.0%
Japanese	94.5%	95.0%	95.1%	95.2%	95.2%	95.4%	95.1%	94.4%
Korean	95.5%	95.1%	95.0%	95.9%	95.9%	95.6%	94.5%	95.6%
Other Asian	90.2%	91.0%	91.9%	90.8%	90.8%	90.2%	90.5%	90.7%
Samoan	85.2%	86.6%	85.3%	85.8%	85.8%	86.9%	86.1%	87.2%
Other Southeast	89.3%	90.0%	89.9%	89.6%	89.6%	89.2%	88.9%	89.1%
Vietnamese	93.9%	94.1%	93.9%	94.1%	94.1%	94.5%	93.8%	93.0%
Summary	92.5%	93.0%	93.1%	93.3%	93.3%	93.4%	92.9%	92.6%
White								
Gypsy	89.5%	87.3%	89.7%	91.6%	91.6%	90.4%	87.4%	81.0%
White	92.8%	93.1%	93.2%	93.4%	93.4%	93.4%	93.0%	92.9%
Summary	92.8%	93.1%	93.2%	93.4%	93.4%	93.4%	93.0%	92.8%
Gender								
Female	91.4%	92.0%	92.1%	92.3%	92.3%	92.1%	91.8%	91.3%
Male	91.2%	91.5%	91.6%	91.7%	91.7%	91.9%	91.5%	91.0%
TOTAL	91.3%	91.7%	91.8%	92.0%	92.0%	92.0%	91.6%	91.2%

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

ETHNIC GROUP	Percentage Attendance							
	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
American Indians								
American Indian	81.7%	80.7%	83.4%	85.8%	85.1%	84.0%	81.6%	76.6%
Alaska Native	82.4%	83.7%	89.1%	81.3%	78.8%	80.8%	76.2%	76.1%
Native American	77.4%	78.6%	85.1%	84.4%	84.4%	76.3%	76.6%	73.7%
Summary	81.3%	80.9%	84.4%	84.9%	84.2%	82.2%	80.1%	75.9%
African American								
	81.3%	82.2%	82.8%	83.6%	83.0%	83.4%	83.2%	81.0%
Chicano/Latino								
Latino Asian	85.1%	88.0%	86.5%	83.7%	87.6%	85.1%	84.5%	85.1%
Latino Black	78.2%	84.8%	80.6%	84.2%	81.8%	82.6%	80.8%	77.6%
Latino Indian	81.8%	81.4%	83.1%	84.4%	83.2%	83.2%	82.5%	81.2%
Latino White	84.2%	85.6%	86.6%	87.1%	88.0%	86.9%	86.2%	84.7%
Summary	82.4%	83.4%	84.1%	85.2%	85.0%	84.6%	83.8%	82.4%
Asian								
Chinese	92.4%	93.1%	93.9%	95.0%	95.2%	95.2%	94.4%	93.9%
East Indian	91.3%	88.3%	89.7%	90.9%	90.1%	93.9%	92.6%	91.3%
Filipino	86.7%	86.5%	87.7%	88.6%	88.7%	88.7%	86.5%	84.4%
Japanese	91.1%	92.6%	93.4%	94.0%	94.2%	93.5%	93.2%	91.5%
Korean	90.9%	93.0%	92.4%	93.2%	95.1%	93.5%	91.4%	93.3%
Other Asian	85.8%	82.1%	83.6%	86.8%	86.0%	83.2%	83.5%	82.4%
Samoan	77.7%	74.8%	79.2%	77.7%	76.6%	79.6%	79.0%	81.2%
Other Southeast	80.9%	81.7%	82.6%	83.5%	82.1%	80.4%	80.9%	81.5%
Vietnamese	89.8%	90.6%	90.8%	90.7%	90.7%	91.3%	90.0%	88.3%
Summary	87.2%	87.5%	88.5%	89.3%	89.0%	89.0%	88.1%	87.5%
White								
Gypsy	93.2%	81.5%	77.4%	88.2%	88.6%	87.9%	91.3%	69.7%
White	89.6%	89.6%	90.4%	90.9%	91.1%	91.0%	90.4%	89.3%
Summary	89.6%	89.6%	90.4%	90.9%	91.1%	91.0%	90.4%	89.3%
Gender								
Female	86.5%	86.6%	87.7%	88.4%	88.2%	87.8%	87.2%	85.7%
Male	85.6%	86.1%	86.7%	87.5%	87.3%	87.6%	87.1%	85.6%
TOTAL								
	86.0%	86.4%	87.2%	87.9%	87.8%	87.7%	87.1%	85.7%

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

ETHNIC GROUP	Percentage Attendance							
	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
American Indians								
American Indian	85.2%	83.5%	87.3%	84.8%	87.4%	87.1%	86.6%	88.4%
Alaska Native	88.8%	87.9%	86.1%	83.1%	86.8%	90.4%	86.4%	84.0%
Native American	85.8%	87.6%	89.1%	84.0%	83.6%	79.7%	83.0%	85.9%
Summary	85.7%	84.6%	87.5%	84.5%	86.5%	85.7%	85.7%	87.3%
African American								
	87.9%	88.4%	89.1%	89.6%	89.4%	89.7%	89.4%	90.0%
Chicano/Latino								
Latino Asian	91.7%	92.6%	93.0%	91.5%	93.0%	92.6%	94.1%	90.9%
Latino Black	89.3%	88.3%	89.0%	90.9%	88.7%	90.9%	87.3%	90.1%
Latino Indian	89.0%	89.8%	89.1%	90.2%	90.2%	91.3%	91.2%	90.1%
Latino White	90.0%	91.4%	91.3%	90.5%	91.0%	91.9%	92.0%	91.0%
Summary	89.5%	90.3%	90.0%	90.4%	90.6%	91.6%	91.3%	90.5%
Asian								
Chinese	96.5%	97.1%	97.3%	97.6%	97.4%	97.1%	97.3%	96.9%
East Indian	91.7%	93.4%	93.2%	94.7%	94.9%	94.7%	90.3%	93.3%
Filipino	92.8%	92.9%	93.9%	93.8%	94.3%	94.3%	93.9%	94.0%
Japanese	94.4%	94.5%	95.0%	95.2%	95.4%	95.5%	95.9%	95.5%
Korean	96.2%	96.6%	96.4%	95.6%	97.1%	96.4%	95.7%	96.8%
Other Asian	92.1%	91.5%	90.6%	90.7%	88.1%	91.0%	91.7%	92.3%
Samoan	87.5%	86.9%	86.1%	87.2%	89.7%	89.0%	87.6%	90.4%
Other Southeast	89.6%	89.7%	91.3%	91.1%	91.1%	93.0%	92.1%	93.1%
Vietnamese	94.6%	95.7%	95.9%	95.3%	94.6%	95.3%	94.6%	94.3%
Summary	93.0%	93.4%	94.0%	94.1%	94.2%	94.7%	94.3%	94.6%
White								
Gypsy	90.0%	93.3%	93.2%	92.8%	92.9%	89.7%	77.2%	88.5%
White	91.7%	91.9%	92.5%	92.6%	93.0%	93.0%	92.6%	93.0%
Summary	91.7%	91.9%	92.5%	92.6%	93.0%	93.0%	92.6%	93.0%
Gender								
Female	91.3%	91.2%	92.0%	92.0%	92.3%	92.4%	92.2%	92.6%
Male	90.0%	90.8%	91.4%	91.5%	91.6%	92.0%	91.6%	91.8%
TOTAL	90.7%	91.0%	91.7%	91.8%	92.0%	92.2%	91.9%	92.2%

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

ETHNIC GROUP	Percentage Attendance							
	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
American Indians								
American Indian	91.7%	91.3%	91.5%	90.8%	91.6%	91.6%	91.9%	92.0%
Alaska Native	93.0%	91.5%	92.5%	91.9%	92.4%	92.6%	91.3%	92.2%
Native American	91.3%	91.4%	90.3%	91.2%	91.0%	90.6%	91.6%	90.6%
Summary	91.8%	91.3%	91.4%	91.0%	91.5%	91.4%	91.8%	91.7%
African American								
	93.5%	93.7%	93.9%	93.8%	93.8%	93.7%	93.6%	93.2%
Chicano/Latino								
Latino Asian	93.8%	95.4%	94.0%	93.6%	95.1%	94.1%	93.0%	92.7%
Latino Black	91.4%	92.9%	92.2%	93.3%	93.3%	93.2%	93.7%	93.6%
Latino Indian	92.7%	92.5%	93.6%	93.6%	94.2%	94.2%	93.9%	93.5%
Latino White	93.0%	93.0%	93.0%	92.9%	93.6%	94.1%	94.2%	93.9%
Summary	92.7%	92.9%	93.3%	93.3%	93.9%	94.1%	94.0%	93.6%
Asian								
Chinese	97.0%	97.3%	97.2%	97.0%	97.3%	97.4%	97.1%	96.8%
East Indian	93.3%	95.7%	92.9%	93.8%	95.0%	94.8%	94.8%	93.2%
Filipino	94.7%	95.2%	95.3%	95.0%	95.2%	95.0%	95.0%	95.0%
Japanese	95.5%	95.4%	95.7%	95.7%	95.8%	96.5%	95.8%	95.6%
Korean	96.3%	96.6%	96.3%	96.2%	96.1%	96.7%	96.1%	96.5%
Other Asian	93.5%	93.9%	94.5%	94.6%	94.2%	93.3%	93.8%	94.4%
Samoan	91.7%	91.7%	92.1%	90.0%	91.9%	92.2%	92.3%	92.6%
Other Southeast	95.3%	95.4%	95.7%	95.2%	96.2%	95.8%	95.3%	95.1%
Vietnamese	95.5%	95.5%	95.6%	95.4%	96.0%	95.9%	95.5%	95.3%
Summary	95.3%	95.5%	95.6%	95.4%	95.9%	95.8%	95.6%	95.5%
White								
Gypsy	94.9%	91.6%	91.5%	89.0%	94.1%	95.2%	94.0%	92.3%
White	94.8%	95.0%	95.0%	95.0%	95.1%	95.2%	94.9%	95.0%
Summary	94.8%	95.0%	95.0%	95.0%	95.1%	95.2%	94.9%	95.0%
Gender								
Female	94.3%	94.5%	94.6%	94.6%	94.9%	94.8%	94.6%	94.5%
Male	94.2%	94.4%	94.6%	94.4%	94.6%	94.8%	94.5%	94.4%
TOTAL								
	94.3%	94.5%	94.6%	94.5%	94.8%	94.8%	94.6%	94.5%

DISCIPLINE

Definition

The following tables and graphs summarize data entered in the central student disciplinary action and intervention reporting system by each school. Schools report discipline incidences, the student's ID number, date, type of action taken, reason, and number of days suspended. If there is more than one reason or more than one action taken, multiple entries are made for that student. The possible actions are divided into two broad categories -- interventions and disciplinary actions, the latter including suspensions and expulsions. Suspensions are further divided into short- and long-term suspensions. The District's definition of a short-term suspension is defined as a suspension of 10 days or less. 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.

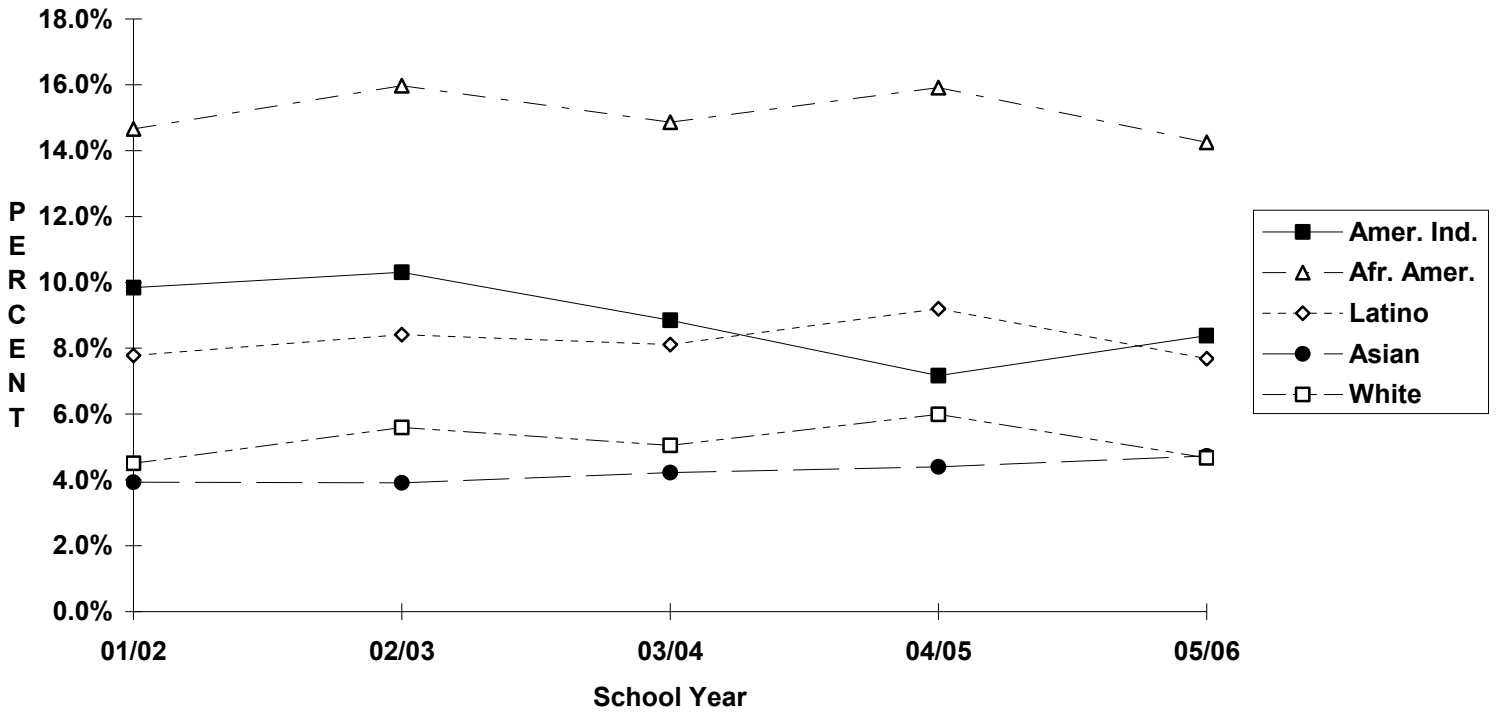
At the high school level there was a decrease of 140 short-term suspensions from 1,176 in 2004-2005 to 1,036 in 2005-2006. This caused the percentage of short-term suspensions at the high school level to fall by 1.0 percentage point to 7.3%, similar to 2000-2001 levels. By ethnic group, the largest numeric decrease in short-term suspensions from 2004-2005 to 2005-2006 occurred for African American and White students (52 and 79 students, or -1.7 and -1.3 percentage points, respectively).

The total number of middle school short-term suspensions fell by 222 students from 2004-2005 to 2005-2006, falling 1.9 percentage points from the previous year. All ethnic groups had fewer short-term suspensions in both number and percentage of enrollment, but similar to high schools, the African American and White ethnic groups had the largest decrease in both number and percentage of short-term suspensions in 2005-2006 compared to 2004-2005 (95 and 91 students, or -3.4 and -2.0 percentage points, respectively).

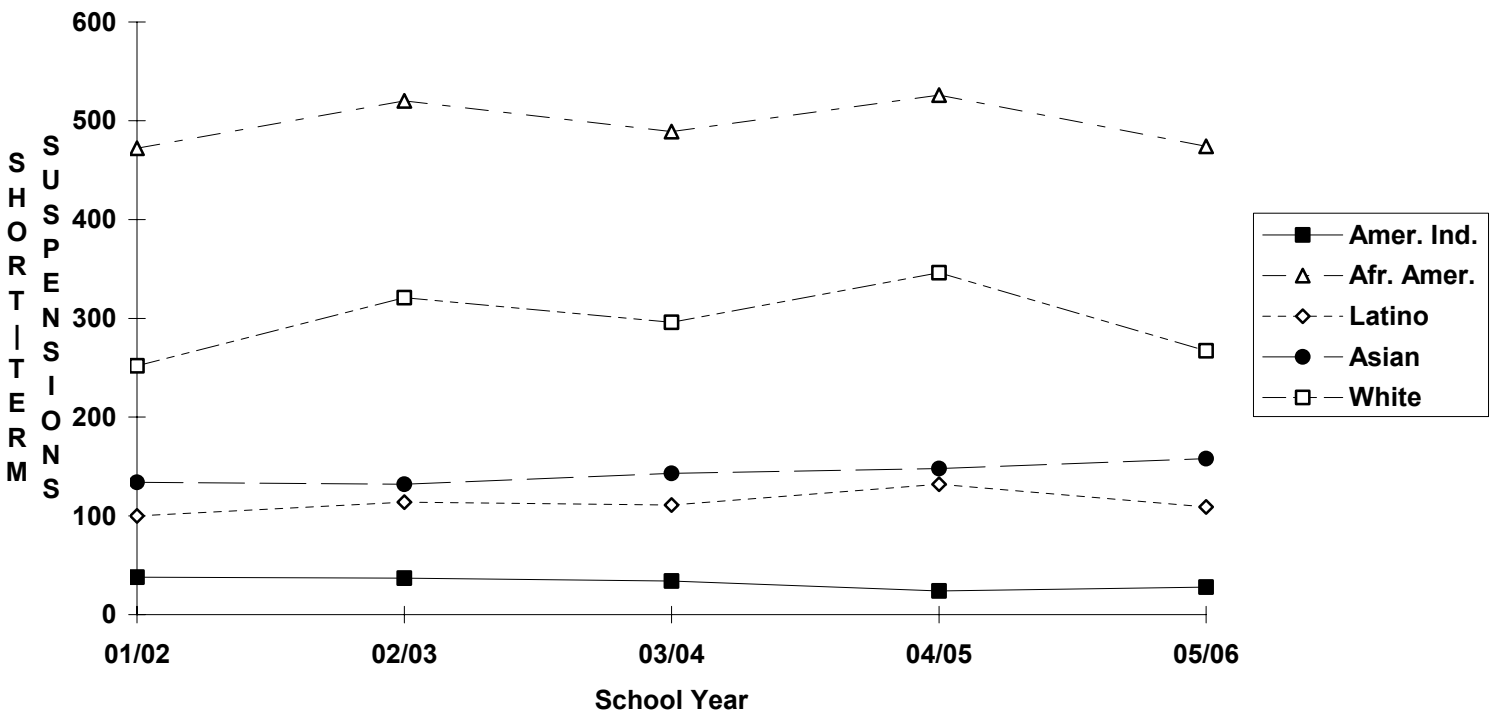
A relatively small percent of elementary students receive short-term suspensions, and in 2003-2004 the district had the lowest number of elementary short-term suspensions since 1994-1995 (220 or 1.0%, not shown here). However, in 2004-2005 there was a sharp increase in both the number and percentage 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)). The number and percentage of short-term suspensions at the elementary level abated from 2004-2005 levels by 23 students, falling 0.2 percentage points to 1.8% in 2005-2006. There was, however, a rise in the African American (11 students, or +0.3 percentage points) and American Indian ethnic groups (4 students, or +1.0 percentage points) receiving short-term suspensions in 2005-2006 when compared to 2004-2005.



**Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



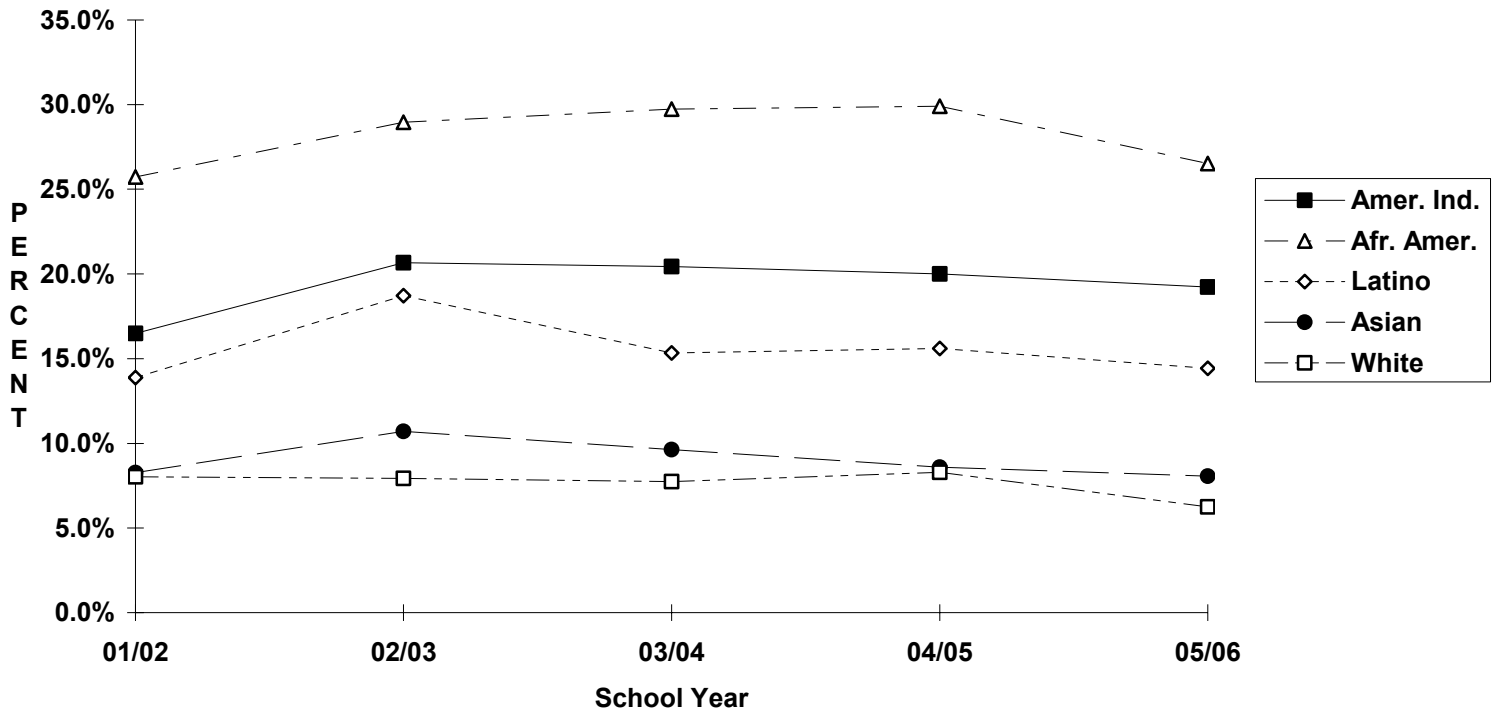
**Short-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



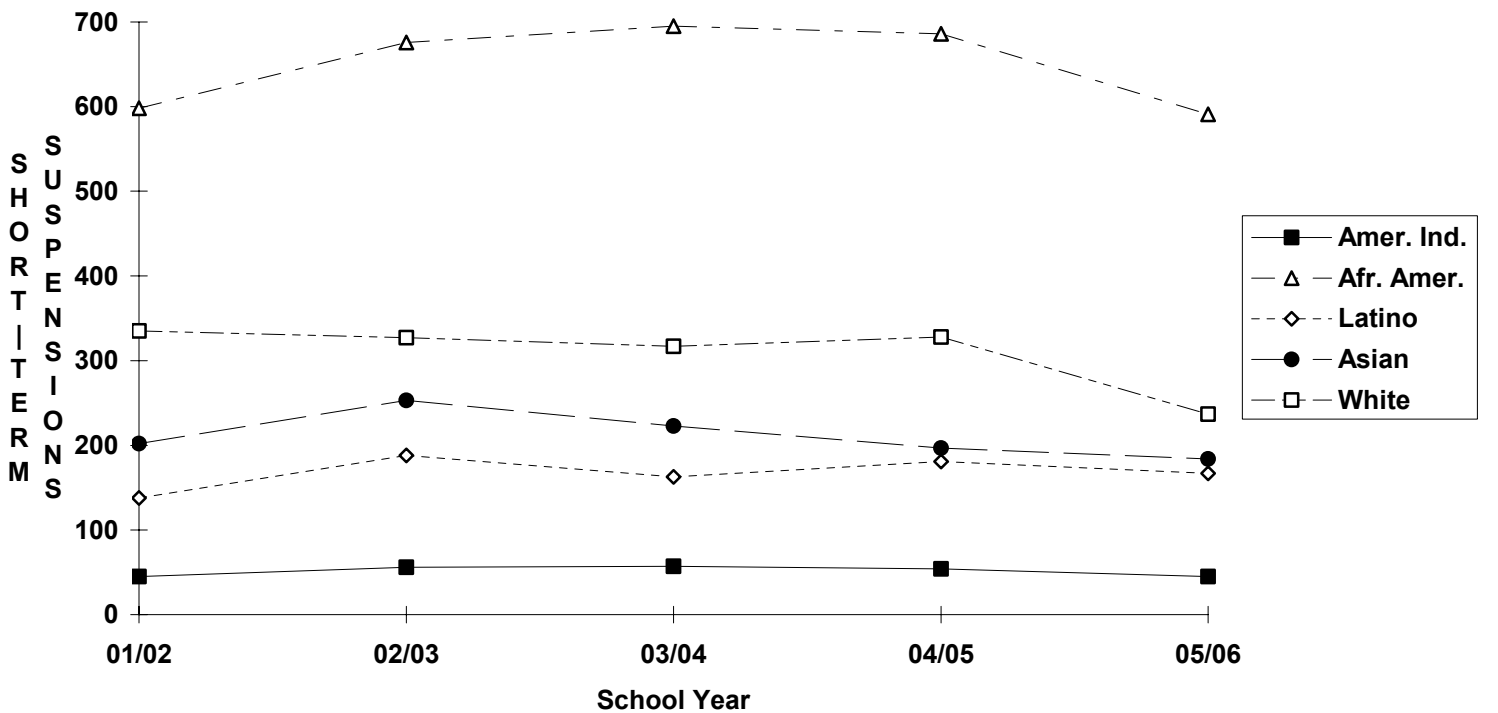
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	28	9.8%	23	9.0%	26	9.7%	17	7.2%	16	7.1%
Alaska Native	5	9.8%	7	16.7%	4	9.3%	3	8.1%	4	10.0%
Native American	5	10.0%	7	11.5%	4	5.6%	4	6.5%	8	11.6%
Summary	38	9.8%	37	10.3%	34	8.9%	24	7.2%	28	8.4%
African American	472	14.7%	520	16.0%	489	14.9%	526	15.9%	474	14.2%
Chicano/Latino										
Latino Asian	6	6.8%	7	7.8%	1	1.3%	6	6.6%	2	2.6%
Latino Black	15	15.2%	21	18.4%	11	12.2%	19	18.3%	18	17.8%
Latino Indian	53	8.0%	57	8.3%	64	9.0%	63	8.7%	60	8.4%
Latino White	26	6.0%	29	6.3%	35	7.1%	44	8.5%	29	5.5%
Summary	100	7.8%	114	8.4%	111	8.1%	132	9.2%	109	7.7%
Asian										
Chinese	14	2.0%	14	2.0%	17	2.2%	15	1.9%	14	1.7%
East Indian	4	4.5%	3	3.3%	3	3.2%	5	5.1%	2	1.8%
Filipino	20	3.0%	25	3.6%	25	3.6%	25	3.6%	33	5.0%
Japanese	7	2.9%	5	2.2%	8	3.6%	10	4.7%	10	4.6%
Korean	1	0.7%	3	2.3%	3	2.6%	3	3.0%	3	3.3%
Other Asian	10	9.0%	9	8.1%	13	10.0%	15	10.6%	9	6.7%
Samoan	22	15.8%	20	12.0%	21	13.2%	28	20.0%	26	17.8%
Other Southeast	28	4.7%	30	5.1%	23	4.1%	24	4.3%	30	5.7%
Vietnamese	28	3.7%	23	3.5%	30	4.7%	23	3.7%	31	4.8%
Summary	134	3.9%	132	3.9%	143	4.2%	148	4.4%	158	4.7%
White										
Gypsy	0	0.0%	2	18.2%	1	10.0%	2	15.4%	2	18.2%
White	252	4.5%	319	5.6%	295	5.0%	344	6.0%	265	4.6%
Summary	252	4.5%	321	5.6%	296	5.0%	346	6.0%	267	4.7%
Gender										
Female	310	4.6%	362	5.2%	368	5.3%	378	5.4%	350	5.0%
Male	686	9.7%	762	10.7%	705	9.6%	798	11.1%	686	9.6%
TOTAL	996	7.2%	1,124	8.0%	1,073	7.5%	1,176	8.3%	1,036	7.3%

**Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



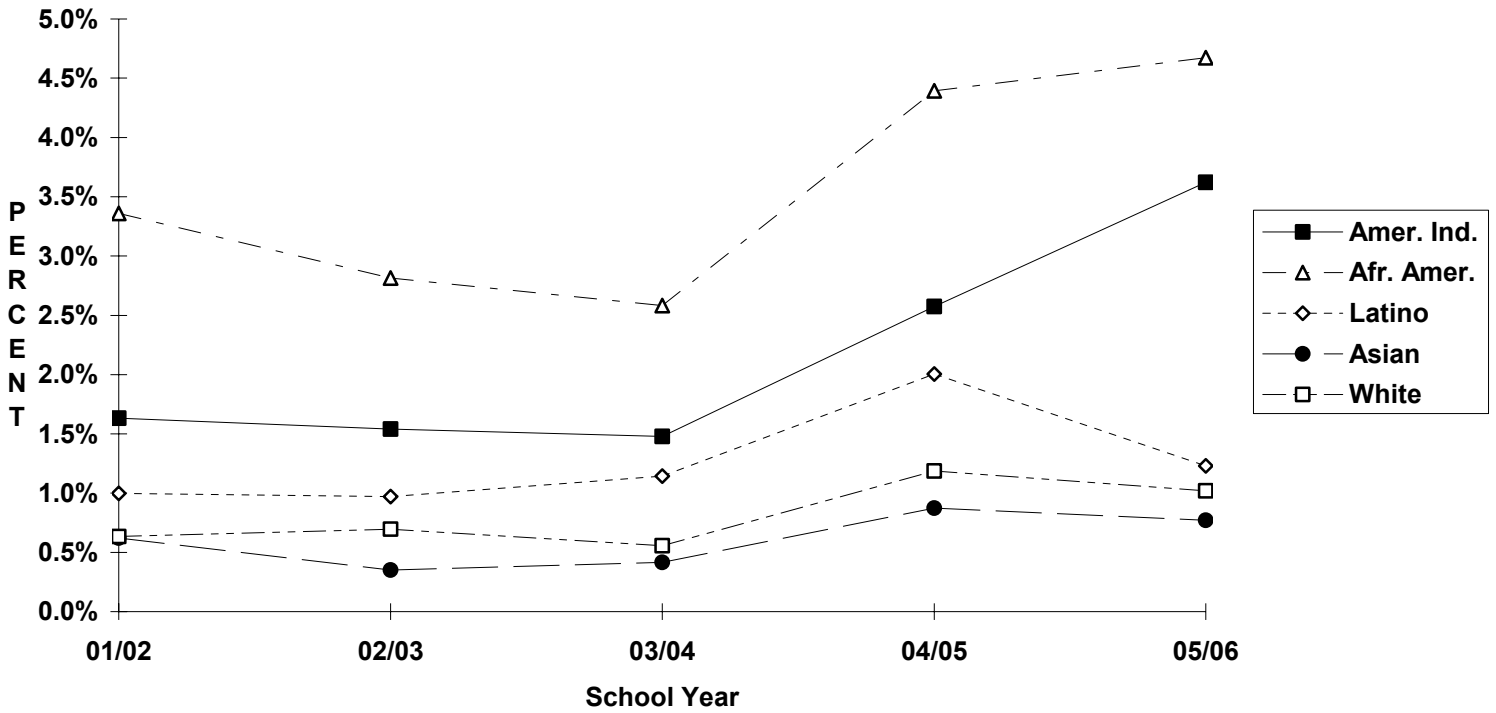
**Short-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



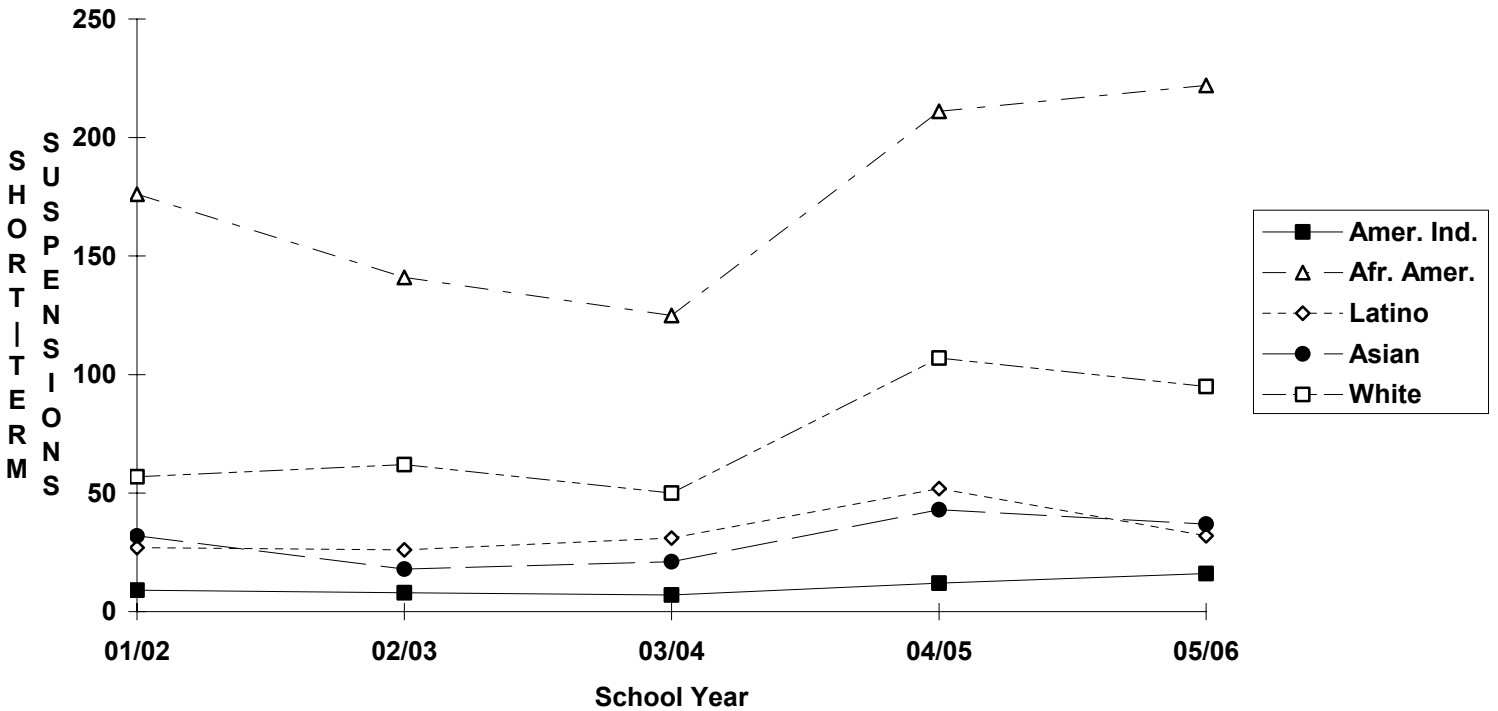
District Summary
Number and Percent of Short-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	34	17.4%	32	17.0%	30	16.6%	36	20.8%	20	13.5%
Alaska Native	6	20.0%	10	30.3%	2	6.7%	6	18.8%	12	44.4%
Native American	5	10.4%	14	28.0%	25	36.8%	12	18.5%	13	22.0%
Summary	45	16.5%	56	20.7%	57	20.4%	54	20.0%	45	19.2%
African American	598	25.7%	676	29.0%	695	29.7%	686	29.9%	591	26.5%
Chicano/Latino										
Latino Asian	6	11.3%	5	8.8%	4	6.0%	6	10.3%	4	7.0%
Latino Black	16	28.6%	20	29.4%	31	34.4%	26	26.5%	26	28.3%
Latino Indian	74	13.5%	114	21.4%	82	15.3%	92	15.6%	88	15.0%
Latino White	42	12.5%	49	14.1%	46	12.4%	57	13.7%	49	11.6%
Summary	138	13.9%	188	18.7%	163	15.3%	181	15.6%	167	14.4%
Asian										
Chinese	18	3.4%	23	4.3%	28	5.3%	22	4.2%	19	3.6%
East Indian	2	2.7%	2	3.2%	2	3.4%	5	10.4%	4	8.2%
Filipino	42	8.2%	65	13.6%	50	10.5%	36	8.3%	42	9.9%
Japanese	3	2.0%	5	3.1%	8	5.0%	2	1.2%	3	1.8%
Korean	2	2.5%	4	5.6%	3	5.1%	2	3.1%	0	0.0%
Other Asian	20	22.7%	16	18.2%	11	11.5%	15	16.5%	13	12.4%
Samoaan	22	21.2%	29	29.6%	22	26.2%	22	27.2%	18	25.4%
Other Southeast	59	13.1%	60	15.3%	55	15.3%	47	14.3%	38	13.4%
Vietnamese	34	7.6%	49	10.3%	44	8.9%	46	8.4%	47	8.1%
Summary	202	8.3%	253	10.7%	223	9.6%	197	8.6%	184	8.1%
White										
Gypsy	2	33.3%	2	33.3%	2	28.6%	2	25.0%	1	20.0%
White	333	8.0%	325	7.9%	315	7.7%	326	8.3%	236	6.2%
Summary	335	8.0%	327	7.9%	317	7.7%	328	8.3%	237	6.3%
Gender										
Female	374	7.5%	436	8.8%	413	8.4%	443	9.3%	362	7.9%
Male	944	18.0%	1,064	20.7%	1,042	20.0%	1,003	19.3%	862	16.9%
TOTAL	1,318	12.9%	1,500	14.9%	1,455	14.4%	1,446	14.5%	1,224	12.6%

**Percent of Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



**Short-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



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

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	6	1.6%	7	2.0%	6	1.9%	9	3.0%	10	3.6%
Alaska Native	0	0.0%	1	1.8%	0	0.0%	1	1.9%	3	4.9%
Native American	3	2.8%	0	0.0%	1	0.9%	2	1.8%	3	3.0%
Summary	9	1.6%	8	1.5%	7	1.5%	12	2.6%	16	3.6%
African American										
	176	3.4%	141	2.8%	125	2.6%	211	4.4%	222	4.7%
Chicano/Latino										
Latino Asian	1	0.6%	1	0.6%	1	0.6%	3	2.0%	6	4.2%
Latino Black	6	3.0%	7	3.6%	8	4.1%	8	4.1%	2	1.1%
Latino Indian	8	0.6%	11	0.9%	11	0.9%	24	2.0%	18	1.4%
Latino White	12	1.2%	7	0.7%	11	1.0%	17	1.6%	6	0.6%
Summary	27	1.0%	26	1.0%	31	1.1%	52	2.0%	32	1.2%
Asian										
Chinese	4	0.3%	1	0.1%	0	0.0%	5	0.4%	4	0.3%
East Indian	1	0.8%	1	0.8%	0	0.0%	0	0.0%	0	0.0%
Filipino	2	0.2%	4	0.4%	4	0.4%	6	0.7%	8	0.9%
Japanese	1	0.3%	1	0.3%	2	0.5%	4	1.0%	1	0.3%
Korean	2	1.2%	0	0.0%	0	0.0%	2	1.3%	0	0.0%
Other Asian	1	0.4%	1	0.4%	2	0.7%	3	1.0%	3	1.0%
Samoan	3	1.5%	2	1.0%	3	1.6%	4	2.6%	3	2.2%
Other Southeast	8	1.1%	4	0.6%	3	0.5%	10	1.8%	8	1.5%
Vietnamese	10	0.8%	4	0.3%	7	0.6%	9	0.8%	10	0.9%
Summary	32	0.6%	18	0.4%	21	0.4%	43	0.9%	37	0.8%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%
White	57	0.6%	62	0.7%	50	0.6%	106	1.2%	95	1.0%
Summary	57	0.6%	62	0.7%	50	0.6%	107	1.2%	95	1.0%
Gender										
Female	46	0.4%	38	0.4%	29	0.3%	67	0.6%	65	0.6%
Male	255	2.2%	217	1.9%	205	1.8%	358	3.2%	337	3.0%
TOTAL										
	301	1.3%	255	1.1%	234	1.1%	425	2.0%	402	1.8%

DISCIPLINE LONG-TERM SUSPENSIONS

Results

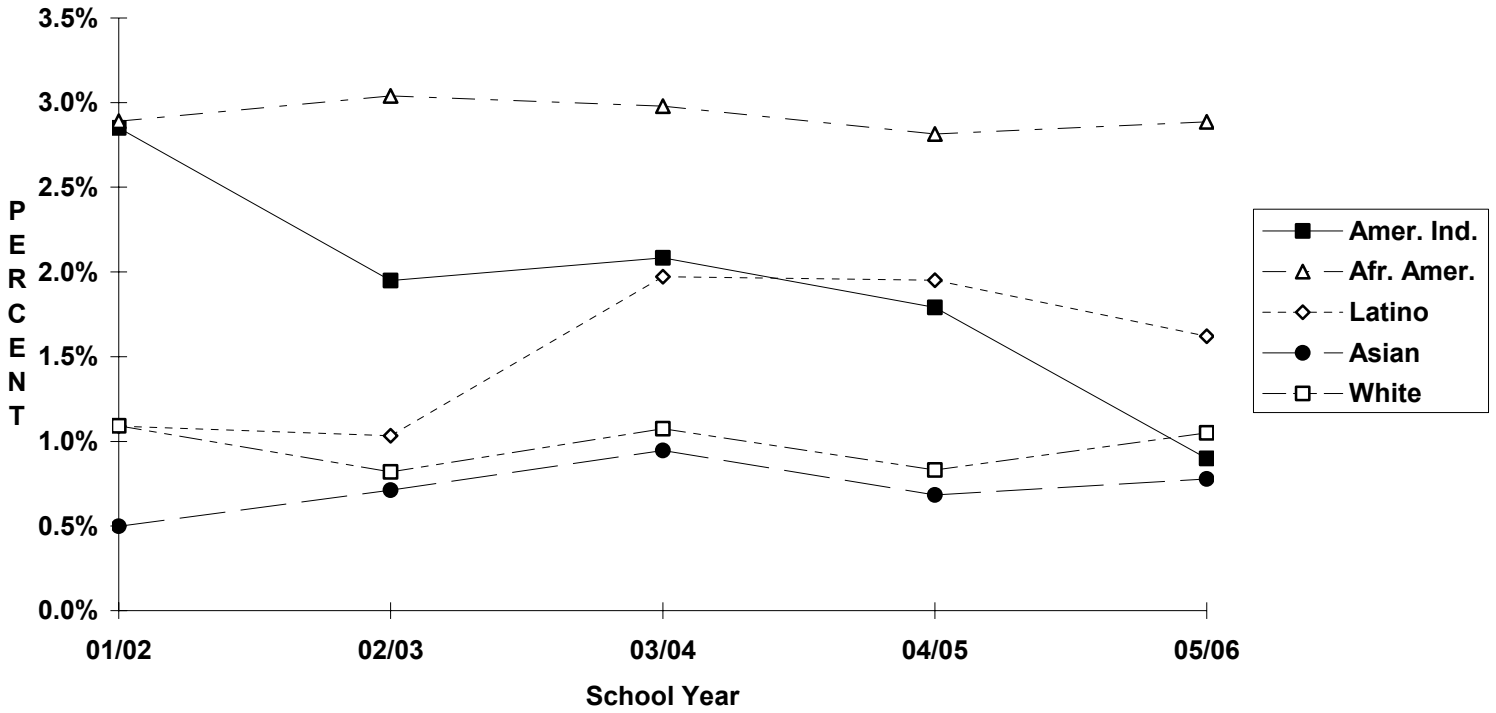
High school long-term suspension numbers rose by 10 students from 2004-2005 to 2005-2006. The long-term suspension rate at high schools has been relatively stable at around 1.5% since 2001-2002. The number of White students receiving long-term suspensions rose by 12 from the previous year (an increase of 0.3 percentage points) while dropping slightly for American Indian and Latino students (5 and 3 students, or 0.9 and 0.4 percentage point decreases, respectively).

The total number and percentage of middle school students receiving long-term suspensions fell by 54 students from 2004-2005 to 2005-2006, a 0.5 percentage point decrease. The large majority of this reduction is from 45 fewer African American middle school students receiving long-term suspensions (-1.9 percentage points) from 2004-2005 to 2005-2006. The number of middle school long-term suspensions has more than doubled since 2001-2002.

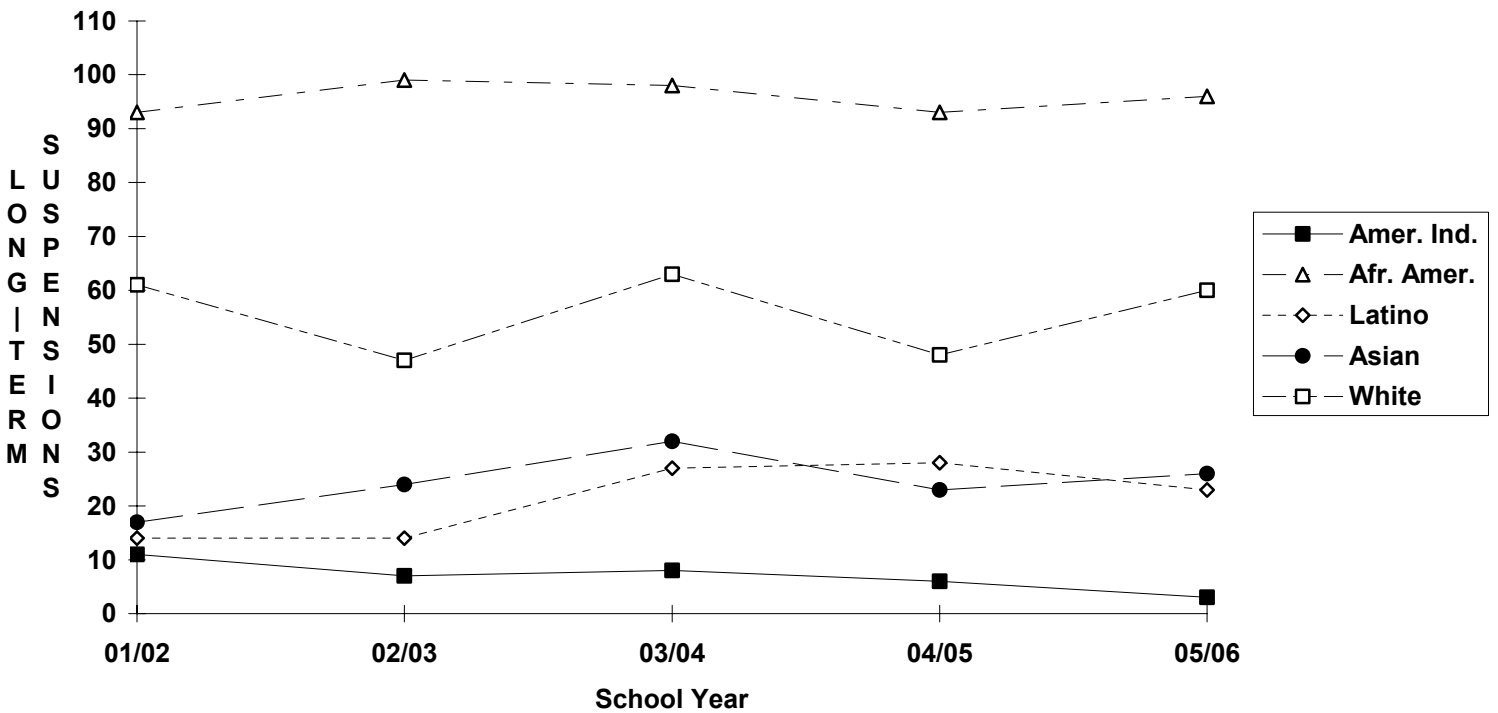
There were five long-term suspensions at the elementary level in 2005-2006. This may be a numerically large number compared to the number of long-term suspensions seen from 2001-2002 to 2003-2004, but is still an 86.5% decrease from the number of elementary long-term suspensions received in 1995-96 (37, not shown in this edition of the profile).



**Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



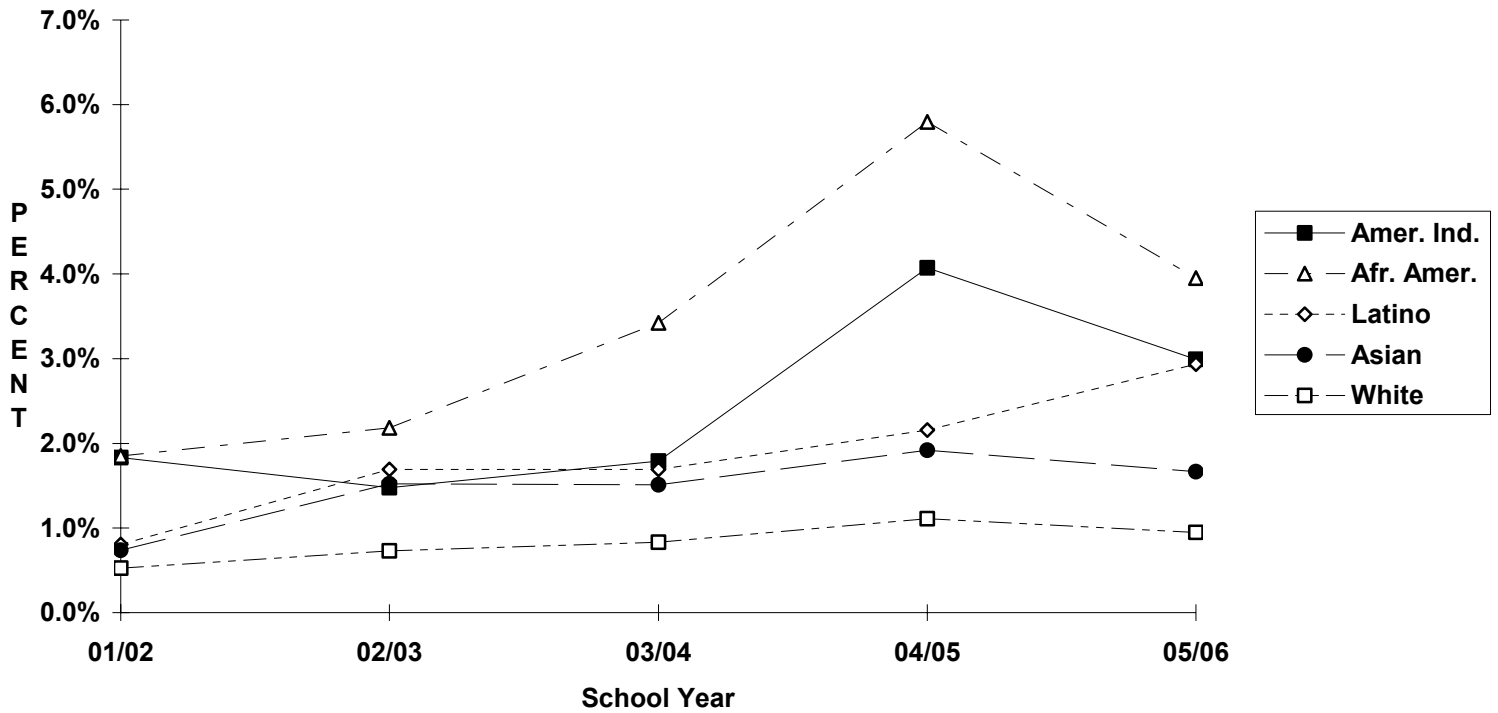
**Long-Term Suspensions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



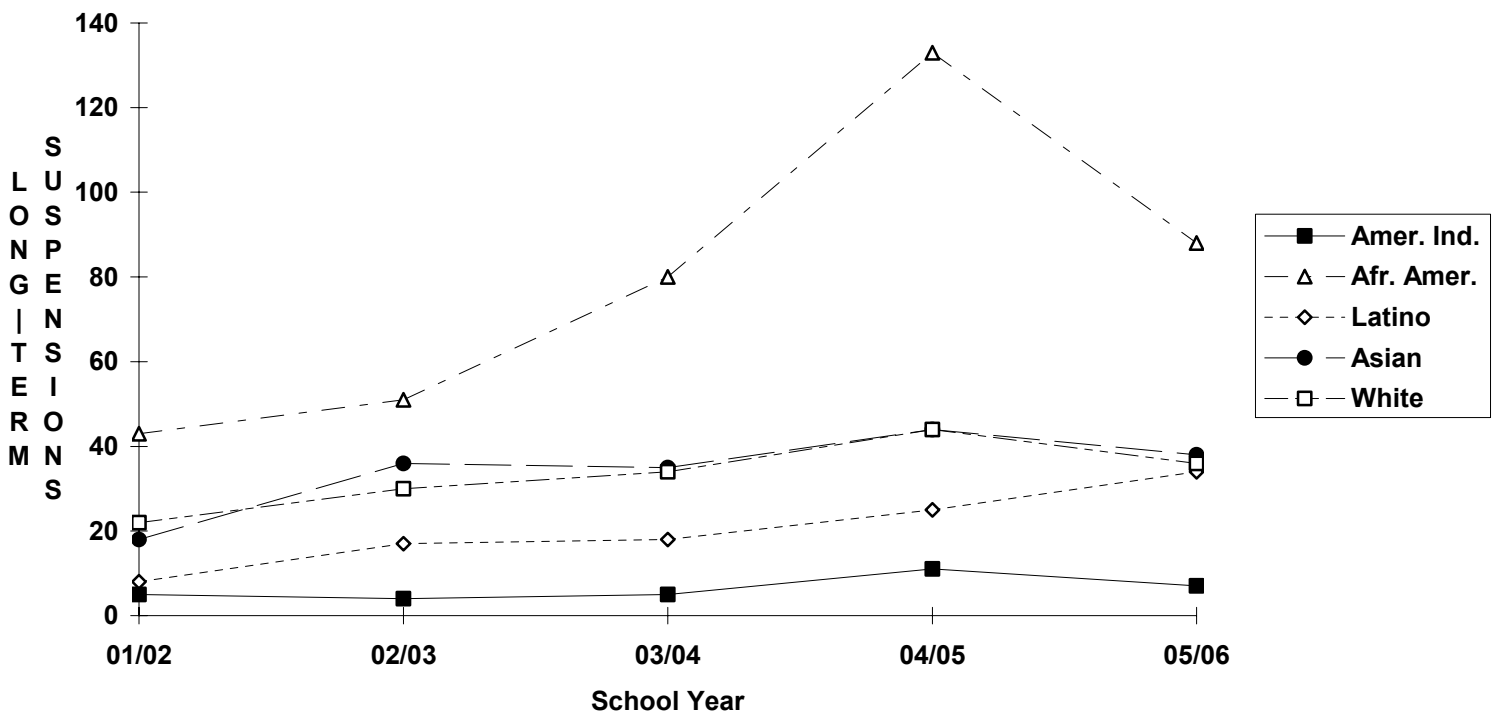
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	9	3.2%	6	2.3%	7	2.6%	3	1.3%	1	0.4%
Alaska Native	2	3.9%	0	0.0%	1	2.3%	1	2.7%	0	0.0%
Native American	0	0.0%	1	1.6%	0	0.0%	2	3.2%	2	2.9%
Summary	11	2.8%	7	1.9%	8	2.1%	6	1.8%	3	0.9%
African American										
African American	93	2.9%	99	3.0%	98	3.0%	93	2.8%	96	2.9%
Chicano/Latino										
Latino Asian	0	0.0%	2	2.2%	1	1.3%	1	1.1%	1	1.3%
Latino Black	2	2.0%	4	3.5%	4	4.4%	7	6.7%	2	2.0%
Latino Indian	9	1.4%	5	0.7%	15	2.1%	15	2.1%	14	2.0%
Latino White	3	0.7%	3	0.6%	7	1.4%	5	1.0%	6	1.1%
Summary	14	1.1%	14	1.0%	27	2.0%	28	2.0%	23	1.6%
Asian										
Chinese	0	0.0%	1	0.1%	1	0.1%	2	0.3%	1	0.1%
East Indian	1	1.1%	1	1.1%	0	0.0%	0	0.0%	1	0.9%
Filipino	4	0.6%	7	1.0%	5	0.7%	6	0.9%	2	0.3%
Japanese	0	0.0%	1	0.4%	3	1.3%	3	1.4%	3	1.4%
Korean	1	0.7%	0	0.0%	2	1.7%	2	2.0%	0	0.0%
Other Asian	0	0.0%	1	0.9%	4	3.1%	3	2.1%	1	0.7%
Samoan	2	1.4%	5	3.0%	7	4.4%	1	0.7%	5	3.4%
Other Southeast	6	1.0%	3	0.5%	5	0.9%	2	0.4%	6	1.1%
Vietnamese	3	0.4%	5	0.8%	5	0.8%	4	0.6%	7	1.1%
Summary	17	0.5%	24	0.7%	32	0.9%	23	0.7%	26	0.8%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
White	61	1.1%	47	0.8%	63	1.1%	48	0.8%	59	1.0%
Summary	61	1.1%	47	0.8%	63	1.1%	48	0.8%	60	1.1%
Gender										
Female	53	0.8%	60	0.9%	64	0.9%	53	0.8%	46	0.7%
Male	143	2.0%	131	1.8%	164	2.2%	145	2.0%	162	2.3%
TOTAL	196	1.4%	191	1.4%	228	1.6%	198	1.4%	208	1.5%

**Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



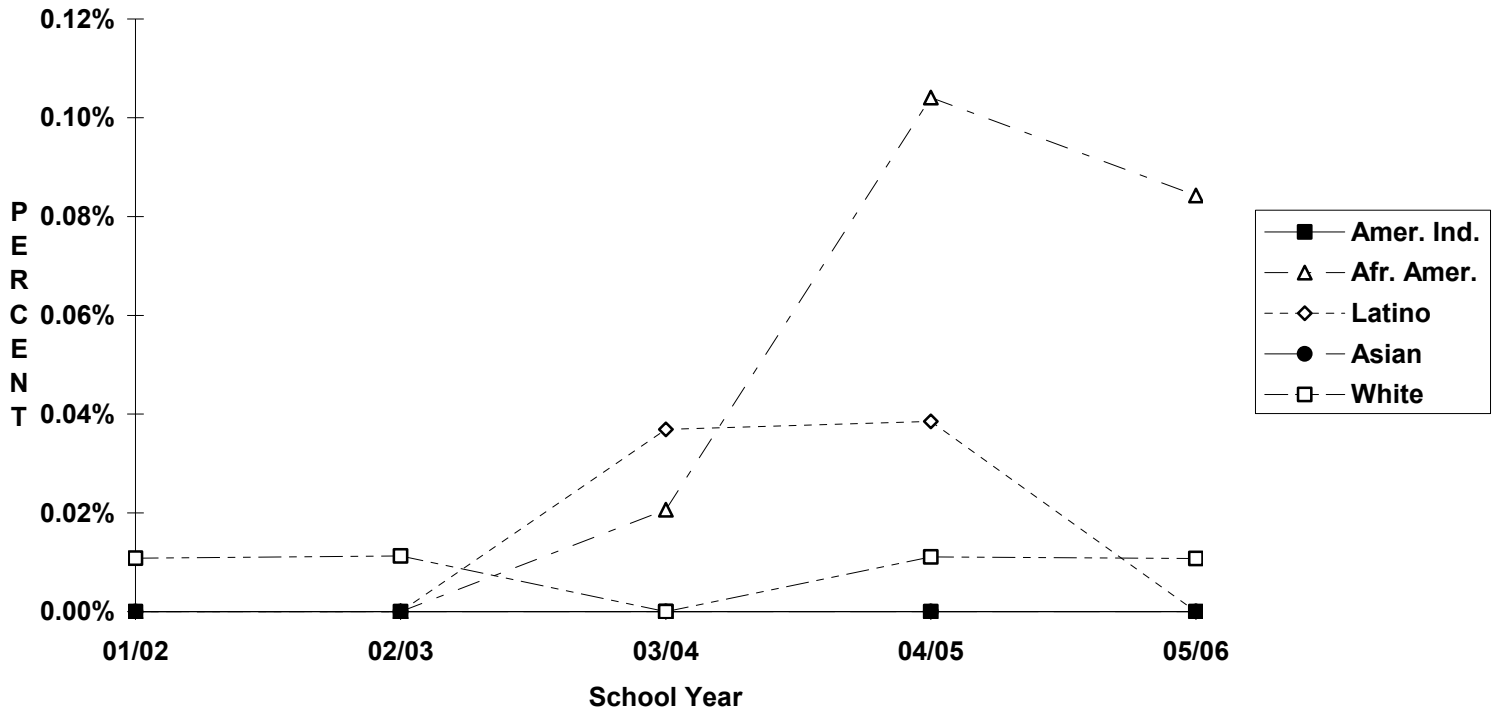
**Long-Term Suspensions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



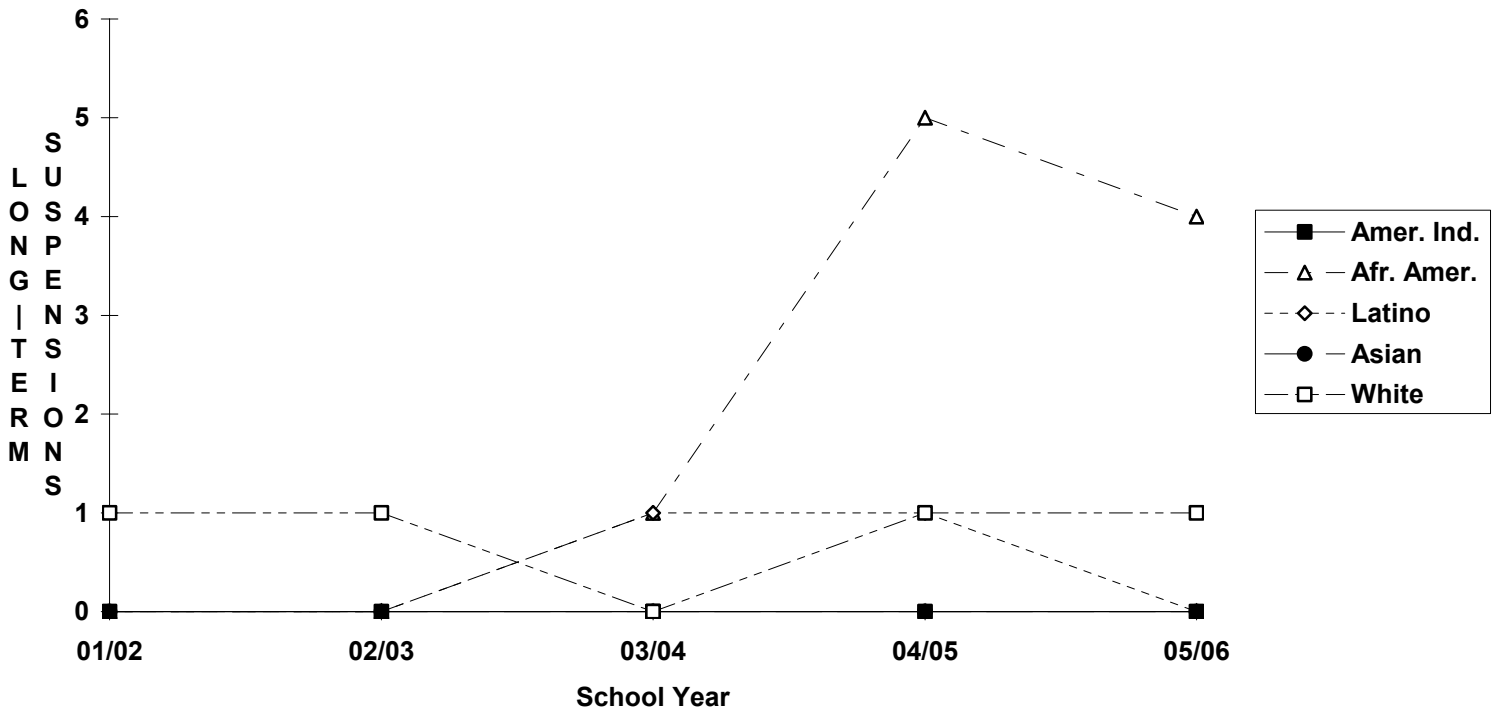
District Summary
Number and Percent of Long-Term Suspensions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	3	1.5%	4	2.1%	1	0.6%	6	3.5%	4	2.7%
Alaska Native	1	3.3%	0	0.0%	1	3.3%	1	3.1%	0	0.0%
Native American	1	2.1%	0	0.0%	3	4.4%	4	6.2%	3	5.1%
Summary	5	1.8%	4	1.5%	5	1.8%	11	4.1%	7	3.0%
African American	43	1.8%	51	2.2%	80	3.4%	133	5.8%	88	3.9%
Chicano/Latino										
Latino Asian	1	1.9%	0	0.0%	0	0.0%	2	3.4%	2	3.5%
Latino Black	1	1.8%	2	2.9%	4	4.4%	5	5.1%	7	7.6%
Latino Indian	6	1.1%	11	2.1%	11	2.1%	13	2.2%	16	2.7%
Latino White	0	0.0%	4	1.2%	3	0.8%	5	1.2%	9	2.1%
Summary	8	0.8%	17	1.7%	18	1.7%	25	2.2%	34	2.9%
Asian										
Chinese	0	0.0%	1	0.2%	4	0.8%	4	0.8%	8	1.5%
East Indian	0	0.0%	0	0.0%	0	0.0%	3	6.3%	0	0.0%
Filipino	5	1.0%	6	1.3%	7	1.5%	6	1.4%	4	0.9%
Japanese	1	0.7%	1	0.6%	0	0.0%	3	1.8%	0	0.0%
Korean	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Asian	1	1.1%	3	3.4%	1	1.0%	3	3.3%	2	1.9%
Samoan	5	4.8%	5	5.1%	6	7.1%	6	7.4%	5	7.0%
Other Southeast	2	0.4%	16	4.1%	9	2.5%	13	4.0%	6	2.1%
Vietnamese	4	0.9%	4	0.8%	8	1.6%	6	1.1%	13	2.2%
Summary	18	0.7%	36	1.5%	35	1.5%	44	1.9%	38	1.7%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	22	0.5%	30	0.7%	34	0.8%	44	1.1%	36	1.0%
Summary	22	0.5%	30	0.7%	34	0.8%	44	1.1%	36	0.9%
Gender										
Female	30	0.6%	33	0.7%	40	0.8%	60	1.3%	33	0.7%
Male	66	1.3%	105	2.0%	132	2.5%	197	3.8%	170	3.3%
TOTAL	96	0.9%	138	1.4%	172	1.7%	257	2.6%	203	2.1%

**Percent of Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



**Long-Term Suspensions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



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

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	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	0	0.00%	0	0.00%	1	0.02%	5	0.10%	4	0.08%
Chicano/Latino										
Latino Asian	0	0.00%	0	0.00%	0	0.00%	1	0.68%	0	0.00%
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%	1	0.09%	0	0.00%	0	0.00%
Summary	0	0.00%	0	0.00%	1	0.04%	1	0.04%	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	1	0.01%	1	0.01%	0	0.00%	1	0.01%	1	0.01%
Summary	1	0.01%	1	0.01%	0	0.00%	1	0.01%	1	0.01%
Gender										
Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.01%
Male	1	0.01%	1	0.01%	2	0.02%	7	0.06%	4	0.04%
TOTAL	1	0.00%	1	0.00%	2	0.01%	7	0.03%	5	0.02%

DISCIPLINE EXPULSIONS

Results

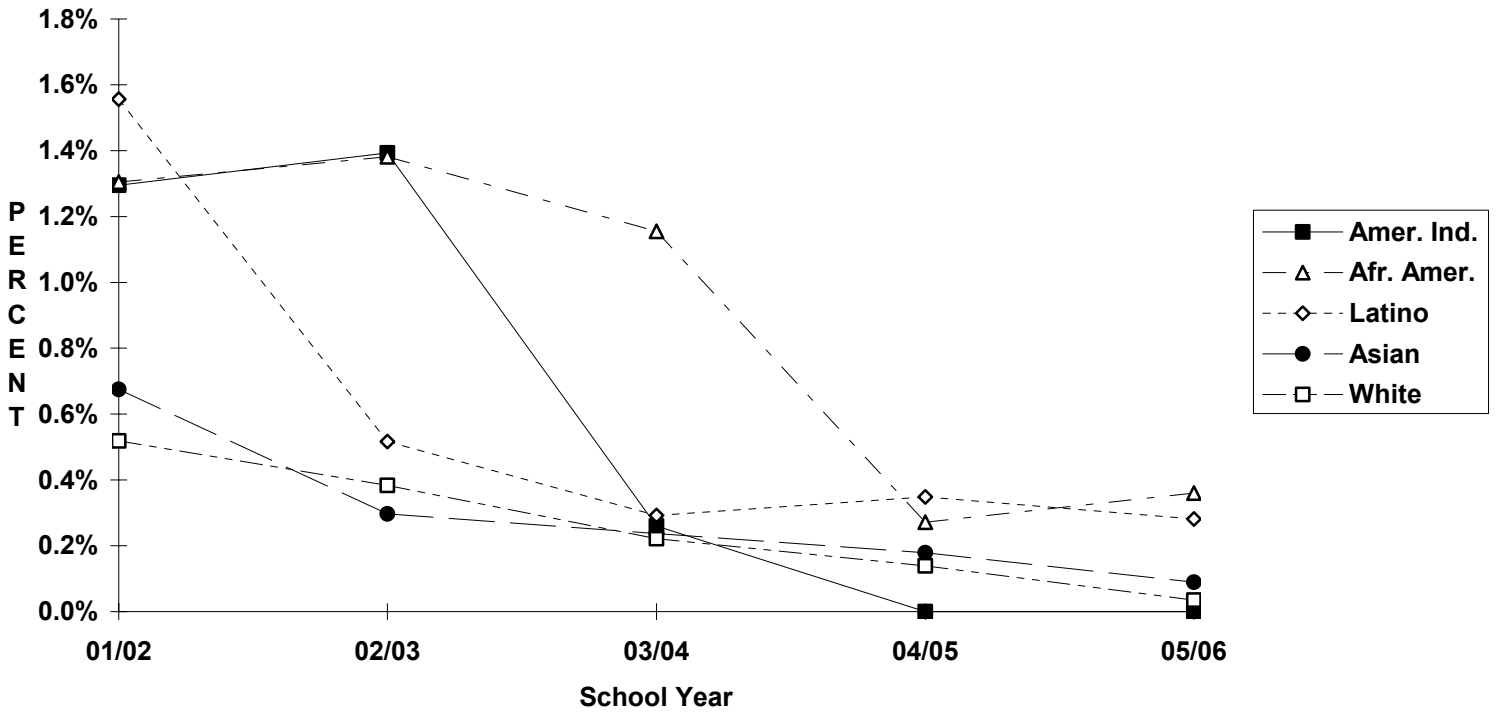
At the high school level, the number and percentage of high school students expelled in 2005-2006 is the lowest in the 20 years since reporting began in this profile in 1984-1985. While there were three more expulsions in the African American ethnic group in 2005-2006 from the previous year, all other ethnic groups showed decreases in their number and/or percentage of expulsions. The number of expulsions in 2005-2006 (21) is less than one-fifth of the number of expulsions given at high schools in 2001-2002 (119).

The total number and percentage of students expelled at middle school in 2004-2005 had previously been the lowest levels reported since 1989-1990, but rose by three students to 23 in 2005-2006. The number of Latino middle school students expelled rose from 1 in 2004-2005 to 5 in 2005-2006 to partially account for the increase.

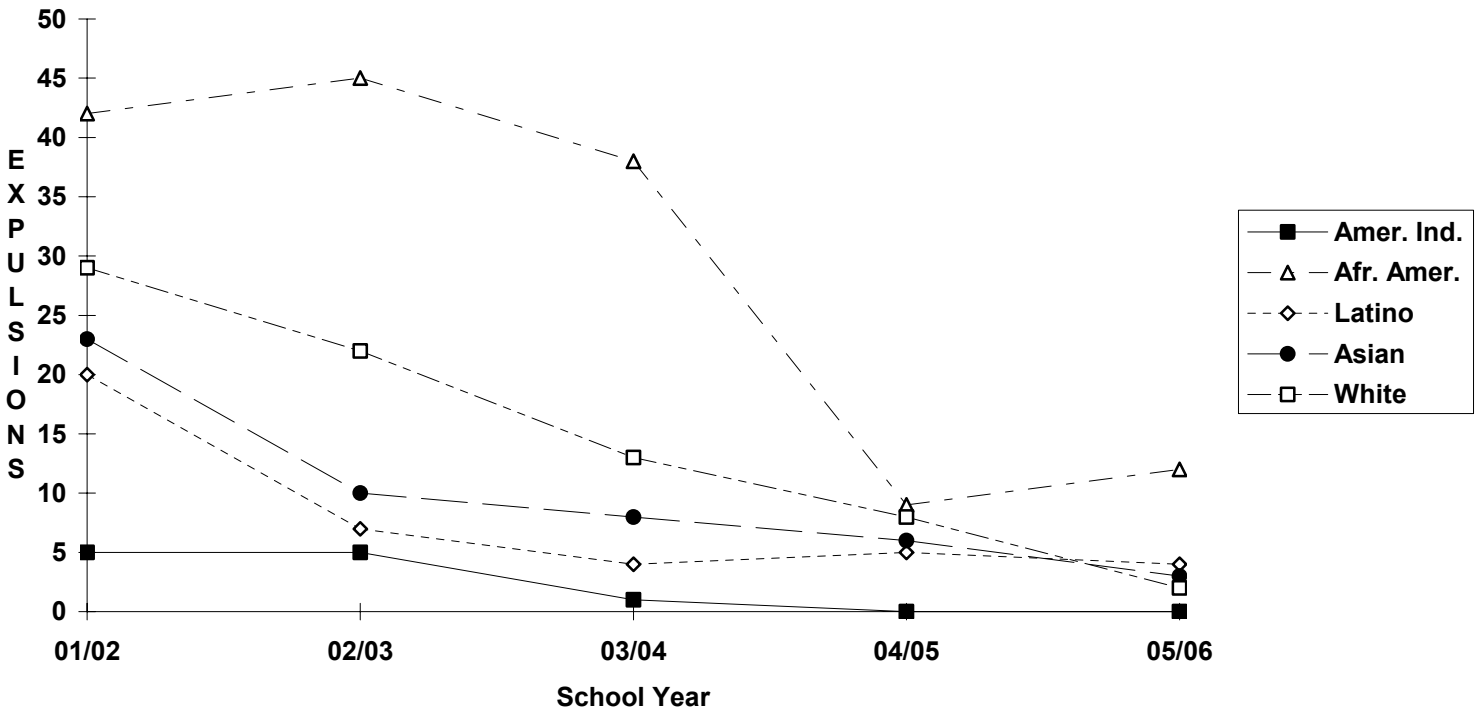
There was one expulsion at the elementary school level in 2005-2006.



**Percent of Expulsions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



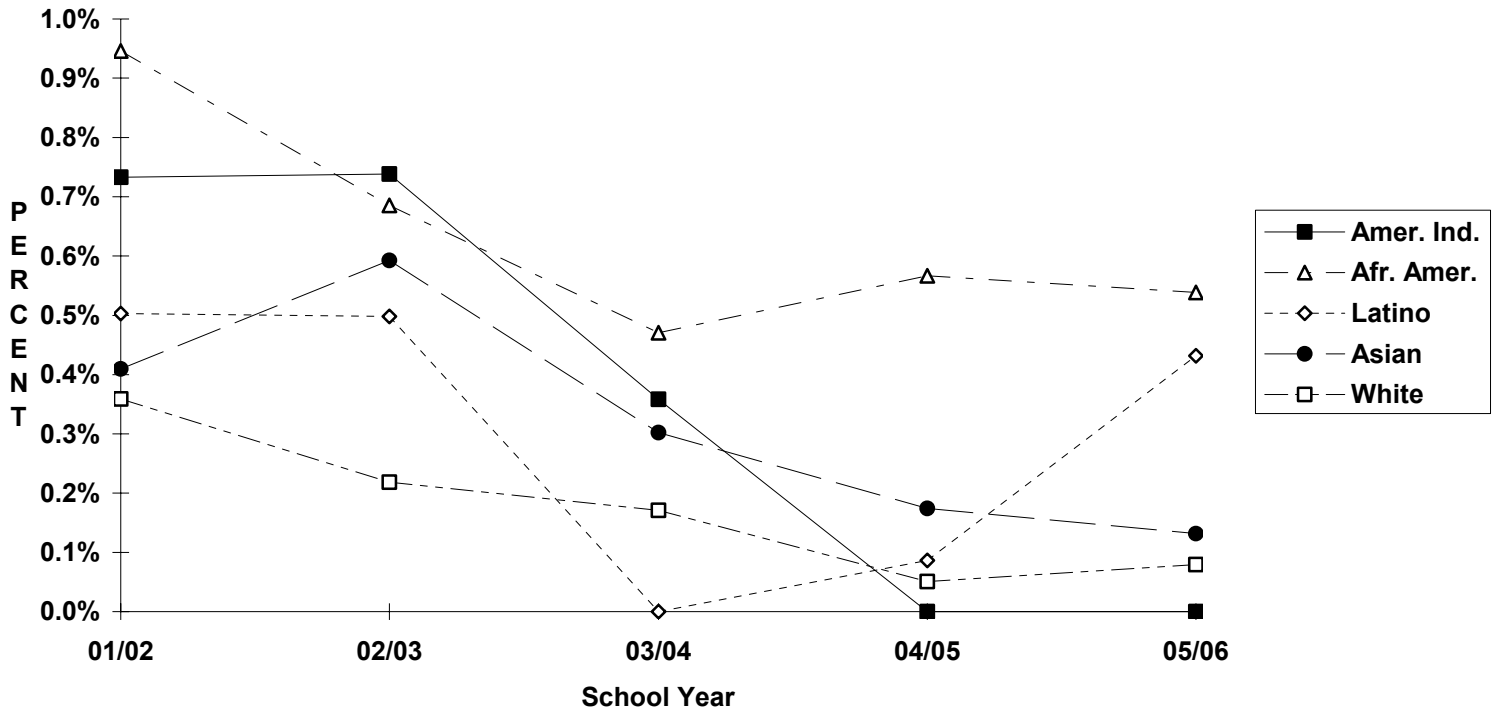
**Expulsions by Ethnic Group
Regular and Alternative High Schools
2001-2002 to 2005-2006**



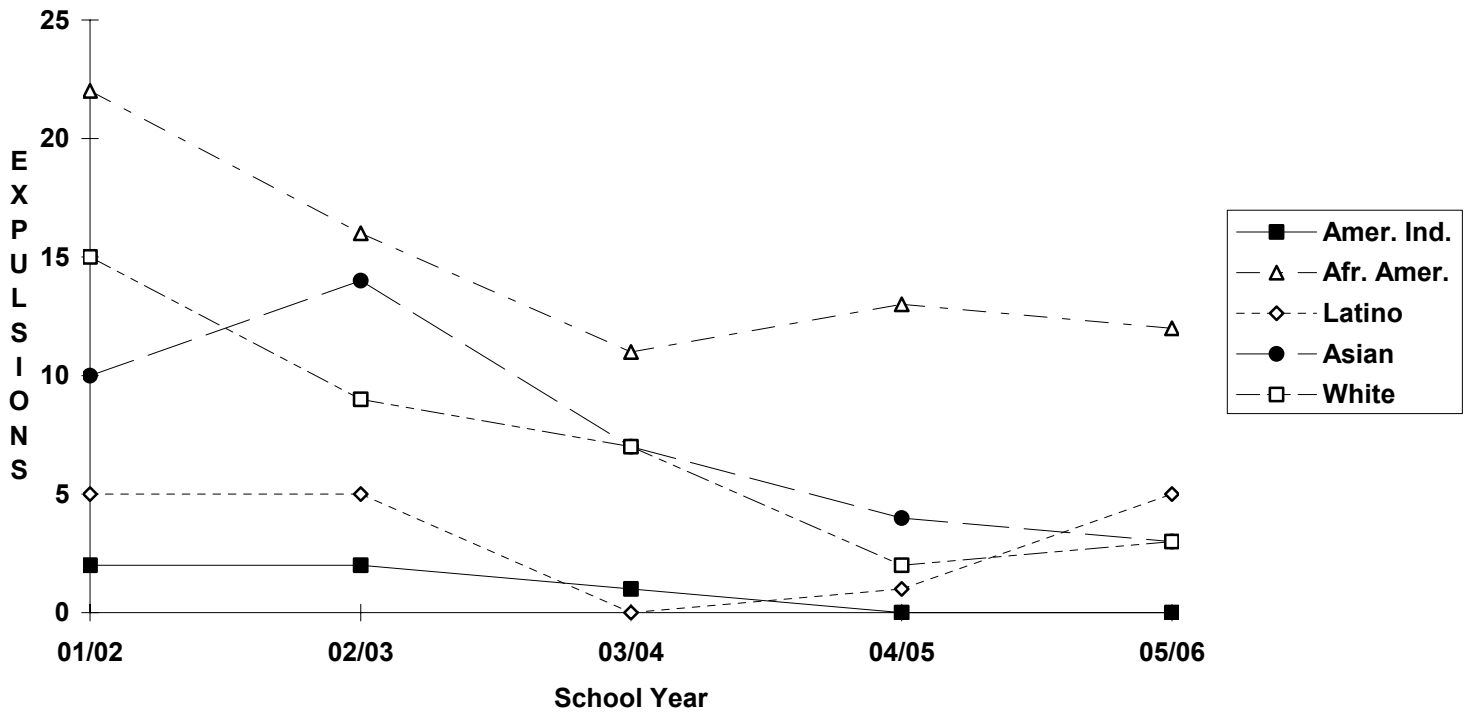
District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	2	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Alaska Native	3	5.9%	4	9.5%	1	2.3%	0	0.0%	0	0.0%
Native American	0	0.0%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Summary	5	1.3%	5	1.4%	1	0.3%	0	0.0%	0	0.0%
African American	42	1.3%	45	1.4%	38	1.2%	9	0.3%	12	0.4%
Chicano/Latino										
Latino Asian	3	3.4%	1	1.1%	1	1.3%	1	1.1%	0	0.0%
Latino Black	2	2.0%	2	1.8%	0	0.0%	0	0.0%	0	0.0%
Latino Indian	11	1.7%	4	0.6%	1	0.1%	2	0.3%	2	0.3%
Latino White	4	0.9%	0	0.0%	2	0.4%	2	0.4%	2	0.4%
Summary	20	1.6%	7	0.5%	4	0.3%	5	0.3%	4	0.3%
Asian										
Chinese	1	0.1%	2	0.3%	1	0.1%	0	0.0%	0	0.0%
East Indian	1	1.1%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
Filipino	5	0.8%	1	0.1%	1	0.1%	1	0.1%	0	0.0%
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	0	0.0%	0	0.0%	1	0.8%	0	0.0%	0	0.0%
Samoan	1	0.7%	0	0.0%	0	0.0%	0	0.0%	1	0.7%
Other Southeast	3	0.5%	5	0.8%	2	0.4%	1	0.2%	0	0.0%
Vietnamese	12	1.6%	1	0.2%	3	0.5%	4	0.6%	2	0.3%
Summary	23	0.7%	10	0.3%	8	0.2%	6	0.2%	3	0.1%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	29	0.5%	22	0.4%	13	0.2%	8	0.1%	2	0.0%
Summary	29	0.5%	22	0.4%	13	0.2%	8	0.1%	2	0.0%
Gender										
Female	16	0.2%	18	0.3%	15	0.2%	5	0.1%	5	0.1%
Male	103	1.5%	71	1.0%	49	0.7%	23	0.3%	16	0.2%
TOTAL	119	0.9%	89	0.6%	64	0.4%	28	0.2%	21	0.1%

**Percent of Expulsions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



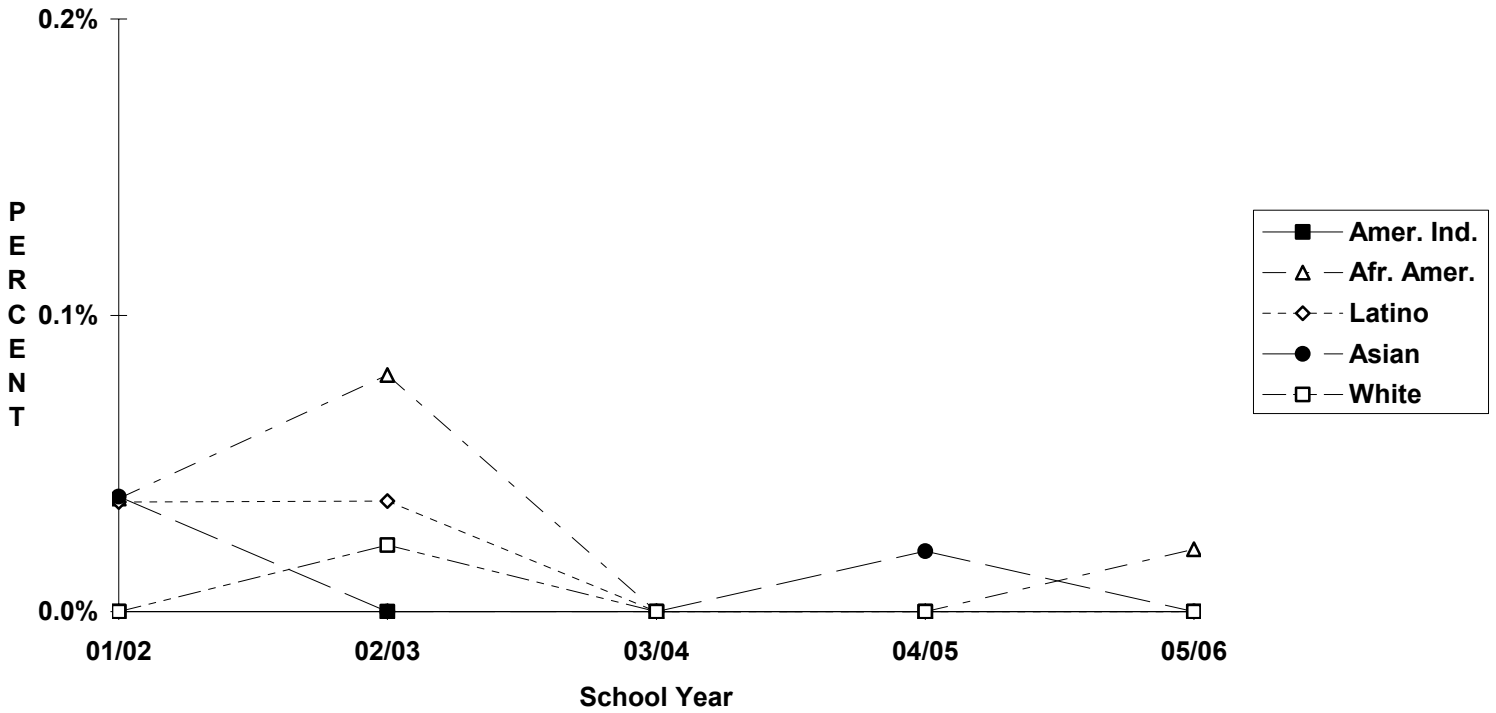
**Expulsions by Ethnic Group
Regular and Alternative Middle Schools
2001-2002 to 2005-2006**



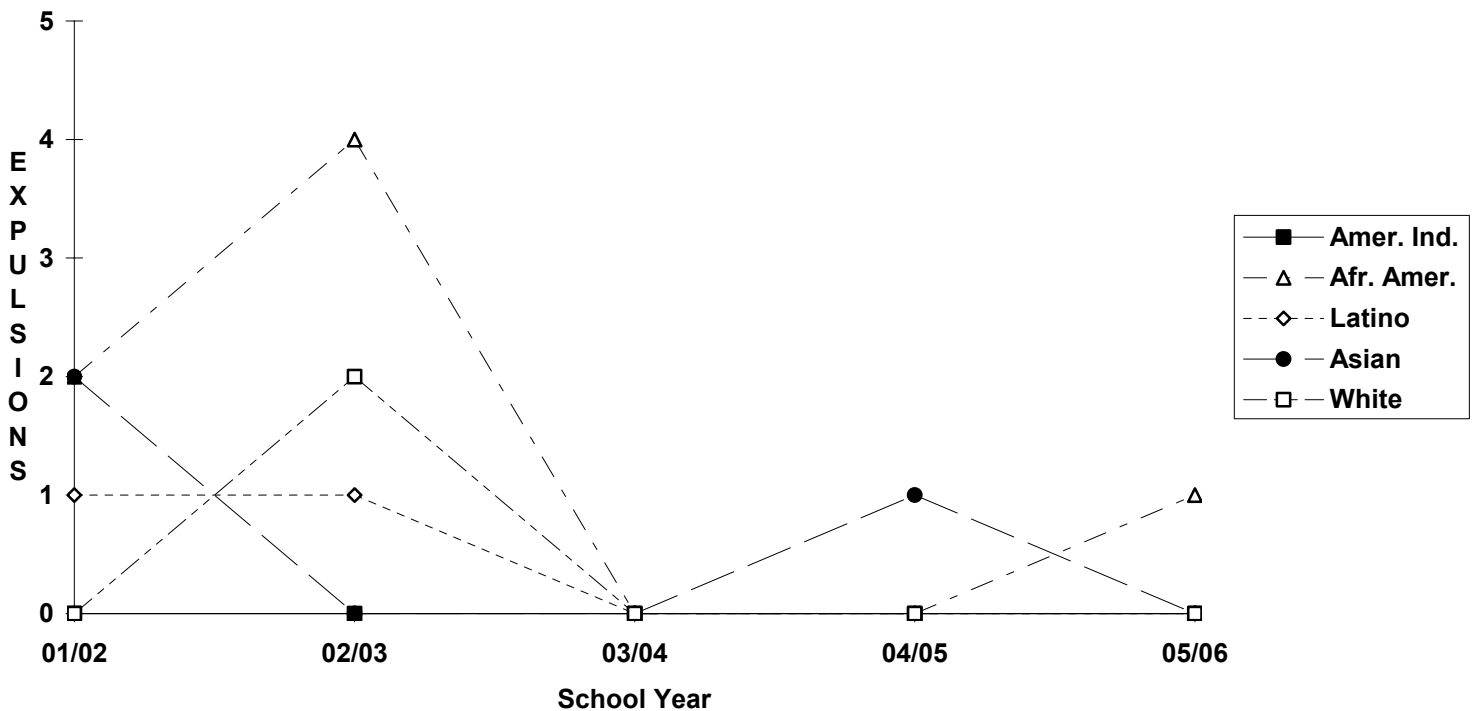
District Summary
Number and Percent of Expulsions by Ethnic Group
All Regular and Alternative Middle Schools

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	Number	%
American Indians										
American Indian	1	0.5%	0	0.0%	1	0.6%	0	0.0%	0	0.0%
Alaska Native	1	3.3%	1	3.0%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%
Summary	2	0.7%	2	0.7%	1	0.4%	0	0.0%	0	0.0%
African American	22	0.9%	16	0.7%	11	0.5%	13	0.6%	12	0.5%
Chicano/Latino										
Latino Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Latino Black	1	1.8%	0	0.0%	0	0.0%	0	0.0%	3	3.3%
Latino Indian	3	0.5%	3	0.6%	0	0.0%	1	0.2%	1	0.2%
Latino White	1	0.3%	2	0.6%	0	0.0%	0	0.0%	1	0.2%
Summary	5	0.5%	5	0.5%	0	0.0%	1	0.1%	5	0.4%
Asian										
Chinese	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%
East Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Filipino	3	0.6%	1	0.2%	3	0.6%	0	0.0%	1	0.2%
Japanese	0	0.0%	1	0.6%	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	1	1.1%	3	3.4%	0	0.0%	1	1.1%	0	0.0%
Samoan	4	3.8%	2	2.0%	2	2.4%	2	2.5%	0	0.0%
Other Southeast	2	0.4%	4	1.0%	0	0.0%	0	0.0%	2	0.7%
Vietnamese	0	0.0%	3	0.6%	1	0.2%	1	0.2%	0	0.0%
Summary	10	0.4%	14	0.6%	7	0.3%	4	0.2%	3	0.1%
White										
Gypsy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	15	0.4%	9	0.2%	7	0.2%	2	0.1%	3	0.1%
Summary	15	0.4%	9	0.2%	7	0.2%	2	0.1%	3	0.1%
Gender										
Female	16	0.3%	10	0.2%	5	0.1%	6	0.1%	4	0.1%
Male	38	0.7%	36	0.7%	21	0.4%	14	0.3%	19	0.4%
TOTAL	54	0.5%	46	0.5%	26	0.3%	20	0.2%	23	0.2%

**Percent of Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



**Expulsions by Ethnic Group
Regular and Alternative Elementary Schools
2001-2002 to 2005-2006**



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

ETHNIC GROUP	2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	Number	%	Number	%	Number	%	Number	%	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%	4	0.08%	0	0.00%	0	0.00%	1	0.02%
Chicano/Latino										
Latino Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Latino Black	0	0.00%	1	0.52%	0	0.00%	0	0.00%	0	0.00%
Latino Indian	1	0.07%	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	1	0.04%	1	0.04%	0	0.00%	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	1	0.80%	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%
Samoaan	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%	1	0.18%	0	0.00%
Vietnamese	1	0.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summary	2	0.04%	0	0.00%	0	0.00%	1	0.02%	0	0.00%
White										
Gypsy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	2	0.02%	0	0.00%	0	0.00%	0	0.00%
Summary	0	0.00%	2	0.02%	0	0.00%	0	0.00%	0	0.00%
Gender										
Female	0	0.00%	1	0.01%	0	0.00%	1	0.01%	0	0.00%
Male	5	0.04%	6	0.05%	0	0.00%	0	0.00%	1	0.01%
TOTAL	5	0.02%	7	0.03%	0	0.00%	1	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 7 or more days a month 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

The number and percentage of truant students at the high school level rose in 2005-2006 to the highest level in the six years shown. There was a 17.5% increase in the number of high school trancies from 2004-2005 to 2005-2006. An additional 297 trancies in 2005-2006, involving all ethnic groups, raised the total number of trancies from 1,700 in 2004-2005 to 1,997 in 2005-2006.

Middle schools exhibited a decrease of 70 trancies from 2004-2005 to 2005-2006, a 0.4 percentage point drop. At the elementary student level, truancy rates had been on the decrease since 2001-2002, but the number of trancies rose by 16 from 2004-2005 to 2005-2006 (a 0.1 percentage point increase).

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 was 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	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	52	11.7%	62	13.7%	65	13.8%	93	20.8%	81	18.4%	97	24.4%
African American	677	17.3%	580	14.7%	546	13.7%	535	13.4%	615	15.5%	734	18.8%
Chicano/Latino	203	13.6%	184	11.7%	197	11.9%	216	12.8%	249	14.0%	279	16.3%
Asian	412	10.9%	369	9.7%	314	8.3%	309	8.3%	370	10.0%	415	11.4%
White	407	6.6%	326	5.1%	366	5.5%	329	4.9%	385	5.7%	472	7.3%
GENDER												
Female	805	10.4%	693	8.9%	698	8.6%	690	8.6%	825	10.2%	936	11.9%
Male	946	11.7%	828	9.9%	790	9.3%	792	9.4%	875	10.2%	1061	12.8%
TOTAL	1751	11.1%	1521	9.4%	1488	9.0%	1482	9.0%	1700	10.2%	1997	12.4%

Middle Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	39	12.7%	41	13.1%	43	13.9%	34	10.6%	35	11.7%	33	12.7%
African American	314	12.3%	234	9.1%	245	9.4%	196	7.5%	250	9.9%	209	8.7%
Chicano/Latino	116	11.1%	92	8.3%	99	8.6%	56	4.8%	101	7.9%	125	9.7%
Asian	161	6.3%	111	4.3%	109	4.3%	87	3.5%	111	4.6%	94	4.0%
White	150	3.4%	116	2.6%	118	2.6%	84	1.9%	119	2.8%	85	2.1%
GENDER												
Female	383	7.2%	278	5.1%	274	5.1%	214	4.0%	295	5.7%	250	5.1%
Male	397	7.1%	316	5.6%	340	6.0%	243	4.3%	321	5.7%	296	5.4%
TOTAL	780	7.2%	594	5.4%	614	5.6%	457	4.1%	616	5.7%	546	5.3%

Elementary Schools

ETHNIC GROUP	2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	22	3.1%	23	3.6%	18	3.1%	10	1.9%	10	1.9%	8	1.6%
African American	110	1.9%	133	2.3%	107	1.9%	94	1.8%	70	1.3%	97	1.9%
Chicano/Latino	36	1.2%	42	1.4%	38	1.3%	25	0.8%	14	0.5%	29	1.0%
Asian	39	0.7%	29	0.5%	17	0.3%	18	0.3%	21	0.4%	14	0.3%
White	27	0.3%	36	0.4%	38	0.4%	35	0.4%	27	0.3%	10	0.1%
GENDER												
Female	93	0.8%	109	0.9%	97	0.8%	88	0.8%	61	0.5%	67	0.6%
Male	141	1.1%	154	1.2%	121	1.0%	94	0.8%	81	0.7%	91	0.8%
TOTAL	234	0.9%	263	1.1%	218	0.9%	182	0.8%	142	0.6%	158	0.7%

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 used by the Seattle Public Schools allows the complete tracking of cumulative data of each class starting as 9th graders entering in 1992 or later for four full years. To be consistent with other State reports, students who are confirmed transfers out of the District are subtracted from the total number of students who were enrolled at any time during previous years in a graduating class to determine the Adjusted Number in Class. Rates are computed for completers, dropouts, and still enrolled students as a percentage of the Adjusted Number in Class.

The dropout and graduation rates reported in this section are different from those reported for the Seattle School District on the OSPI web page (which can be accessed at <http://www.k12.wa.us/DataAdmin/default.aspx#dropoutgrad>). These differences are primarily attributable to different methodologies, differences in how students are defined as being in a “cohort”, definitions of what constitutes “dropping out,” and the denominators used to compute the rates.

The following table shows the educational status for the year of graduation classes of 2004 through 2006 based on cumulative data from September 2000 to September 2006. 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 2005-2006 school year, the day before classes started in September 2006. "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 currently classified as dropouts. Dropouts may occur in some cases because the student or parents leave the District and do not indicate why they are leaving or where they are going. In some cases, schools may not get a request for records from the new school district. In other cases, the last school of record may get a request for records, but fail to update the withdrawal code in the student database to indicate "confirmed transfer to a school outside Seattle". Students whose last status is unknown are listed as dropouts, although it is likely that some students termed dropouts may be enrolled at another school district. A student who did not graduate was considered "still enrolled" if he or she attended classes in June 2006 or was enrolled in summer school in 2006.

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 2004 through 2006 were: 2004, 35.5%; 2005, 32.8%; and 2006, 29.0%. The cumulative graduation rates for these three classes were: 2004, 63.7%; 2005, 64.4%; and 2006, 60.8%. 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 2000 to September 2006

Class of 2004	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2006	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	144	55	38.2%	86	59.7%	3	2.1%
African American	1017	572	56.2%	437	43.0%	8	0.8%
Chicano/Latino	421	237	56.3%	179	42.5%	5	1.2%
Asian	918	676	73.6%	231	25.2%	11	1.2%
White	1831	1220	66.6%	604	33.0%	7	0.4%
Gender							
Female	2128	1463	68.8%	653	30.7%	12	0.6%
Male	2203	1297	58.9%	884	40.1%	22	1.0%
Total	4331	2760	63.7%	1537	35.5%	34	0.8%

Class of 2005	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2006	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	116	55	47.4%	54	46.6%	7	6.0%
African American	956	521	54.5%	392	41.0%	43	4.5%
Chicano/Latino	445	223	50.1%	209	47.0%	13	2.9%
Asian	908	663	73.0%	223	24.6%	22	2.4%
White	1665	1174	70.5%	462	27.7%	29	1.7%
Gender							
Female	2000	1369	68.5%	587	29.4%	44	2.2%
Male	2090	1267	60.6%	753	36.0%	70	3.3%
Total	4090	2636	64.4%	1340	32.8%	114	2.8%

Class of 2006	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2006	
		Number	%	Number	%	Number	%
Ethnicity							
American Indian	110	38	34.5%	58	52.7%	14	12.7%
African American	944	489	51.8%	332	35.2%	123	13.0%
Chicano/Latino	436	193	44.3%	184	42.2%	59	13.5%
Asian	968	675	69.7%	173	17.9%	120	12.4%
White	1625	1089	67.0%	436	26.8%	100	6.2%
Gender							
Female	2011	1297	64.5%	538	26.8%	176	8.8%
Male	2072	1187	57.3%	645	31.1%	240	11.6%
Total	4083	2484	60.8%	1183	29.0%	416	10.2%

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 fell from 14.9% in 2004-2005 to 13.2% in 2005-2006. The decrease of 245 high school dropouts in 2005-2006 from 2004-2005 occurred across all five ethnic groups.

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 0.7 percentage points lower in 2005-2006 from 2004-2005, falling to 4.8%. The dropout rate at the alternative high schools was also fell compared to previous years, decreasing 5.6 percentage points to 75.7% in 2005-2006 from 81.3% in 2004-2005. 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, 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 rose from 5.5% in 2004-2005 to 6.8% in 2005-2006. While the number and percent of American Indian middle school dropouts was lower from the previous year, both categories rose for the other four ethnic groups from 2004-2005 to 2005-2006. The largest increases occurred in the African American (50 students, or +2.9 percentage points), Asian and Latino ethnic groups (both rising 22 students, or +1.0 and +1.8 percentage points, respectively) from 2004-2005 to 2005-2006.



**Annual Dropout Rate
Regular vs. Alternative High Schools
2000-2001 to 2005-2006**

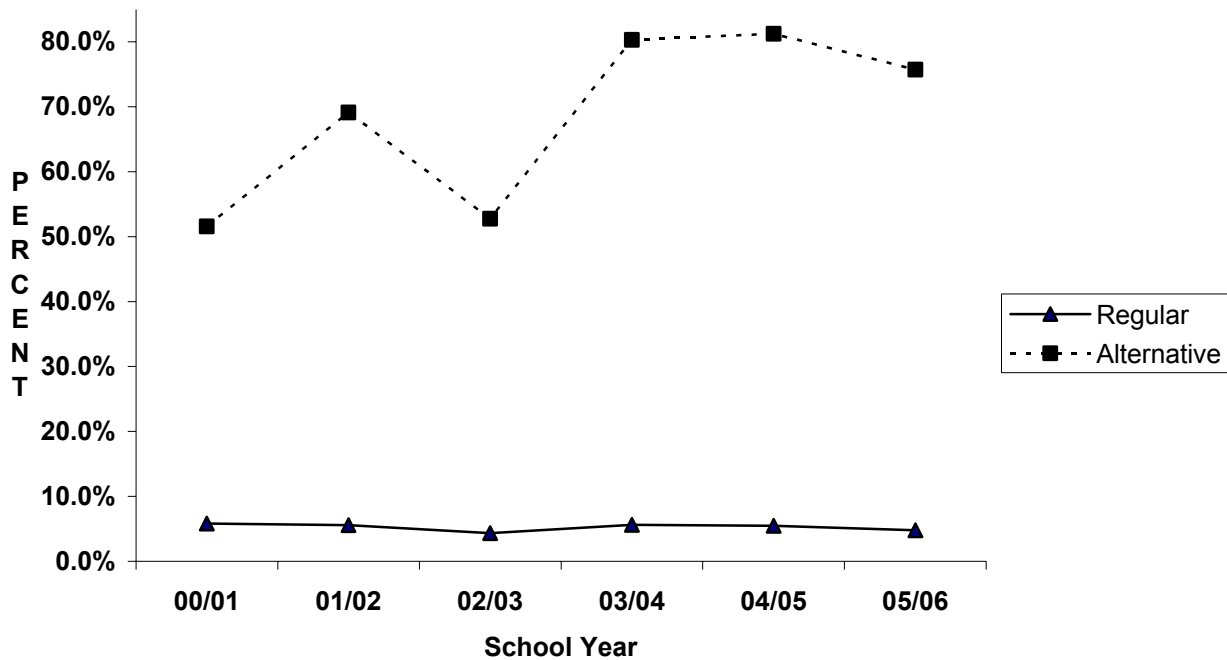
	October 1 Enrollment					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Regular (1)	12,231	12,468	12,598	12,764	12,643	12,683
Alternative (2)	1,487	1,509	1,764	1,653	1,788	1,705
Total	13,718	13,977	14,362	14,417	14,431	14,388

	Yearly Dropouts					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Regular (1)	706	693	549	714	691	608
Alternative (2)	768	1,043	931	1,328	1,453	1,291
Total	1,474	1,736	1,480	2,042	2,144	1,899

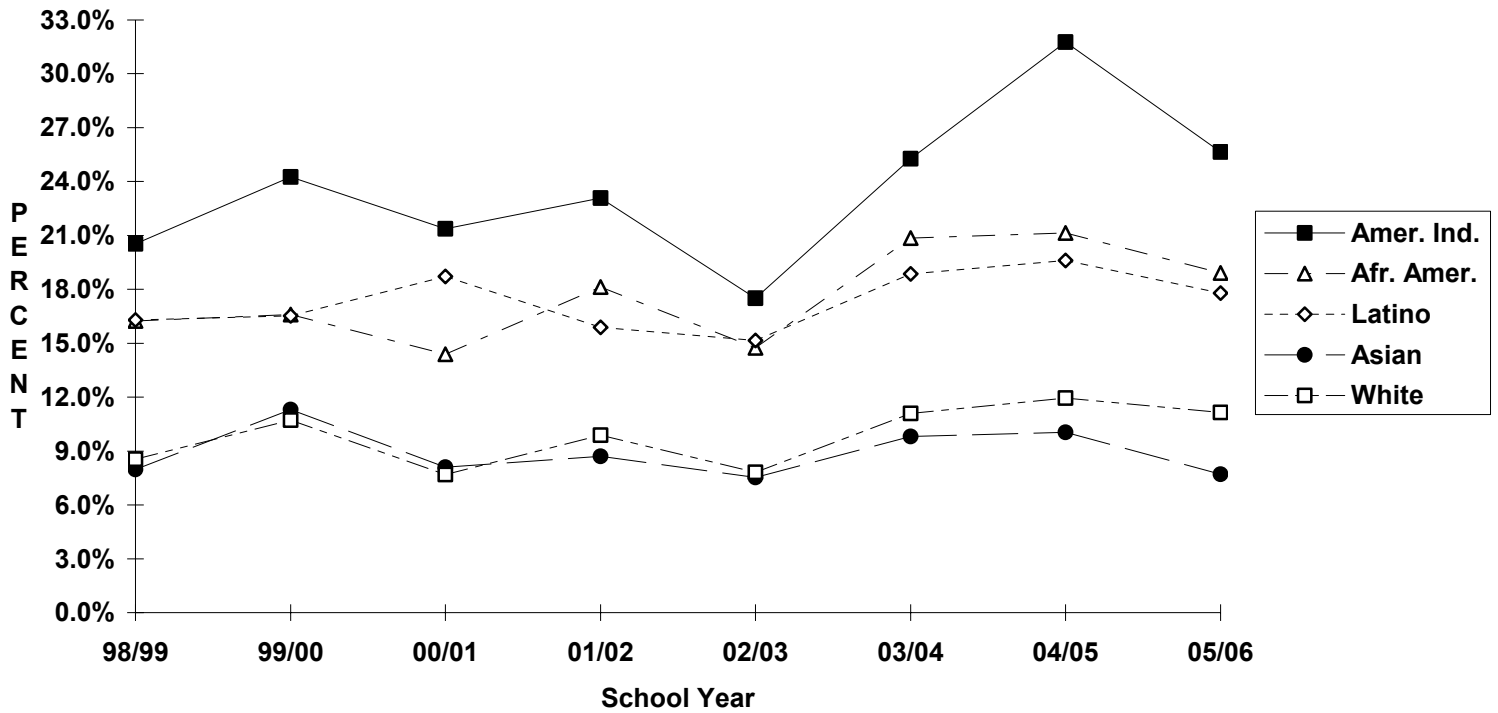
	Dropout Rate					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Regular (1)	5.8%	5.6%	4.4%	5.6%	5.5%	4.8%
Alternative (2)	51.6%	69.1%	52.8%	80.3%	81.3%	75.7%
Total	10.7%	12.4%	10.3%	14.2%	14.9%	13.2%

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

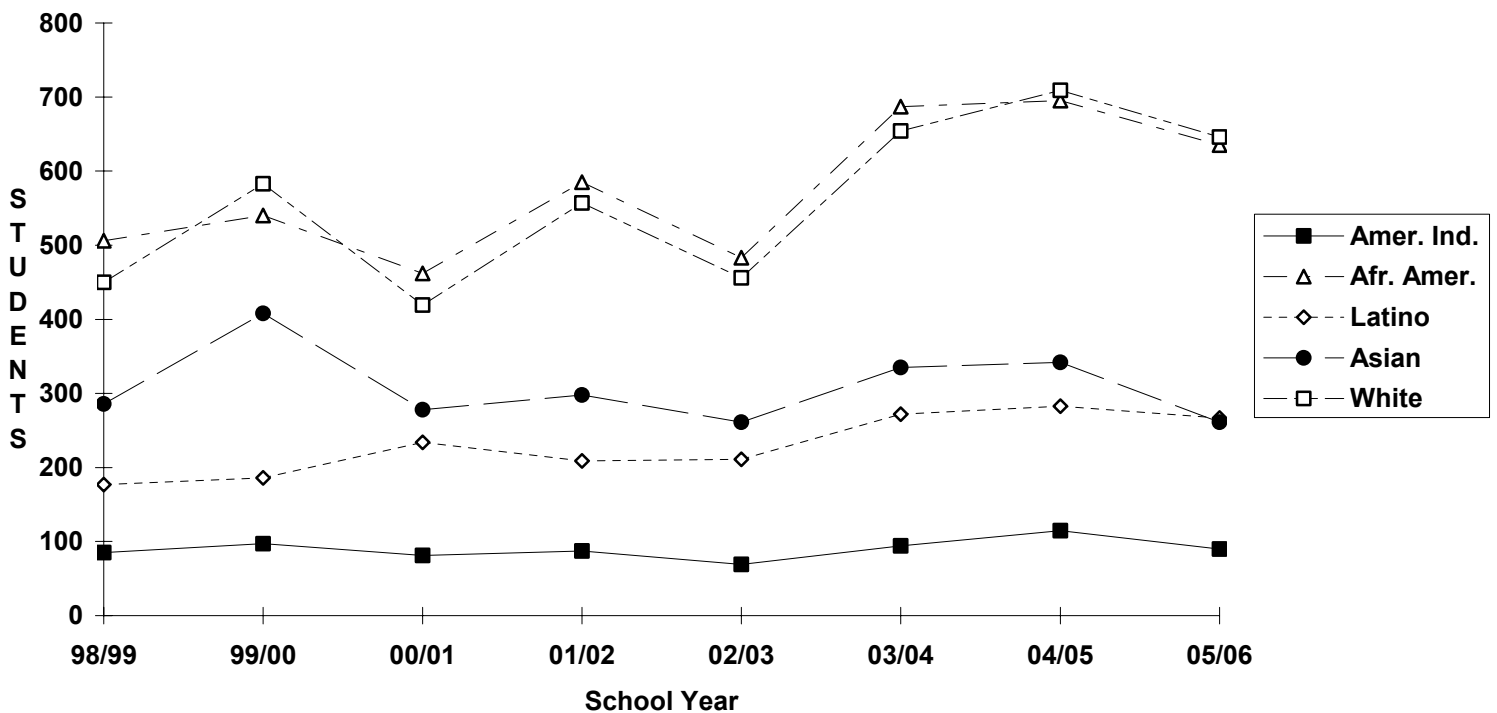
**Annual Dropout Rate by Regular vs. Alternative High Schools
2000-2001 to 2005-2006**



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



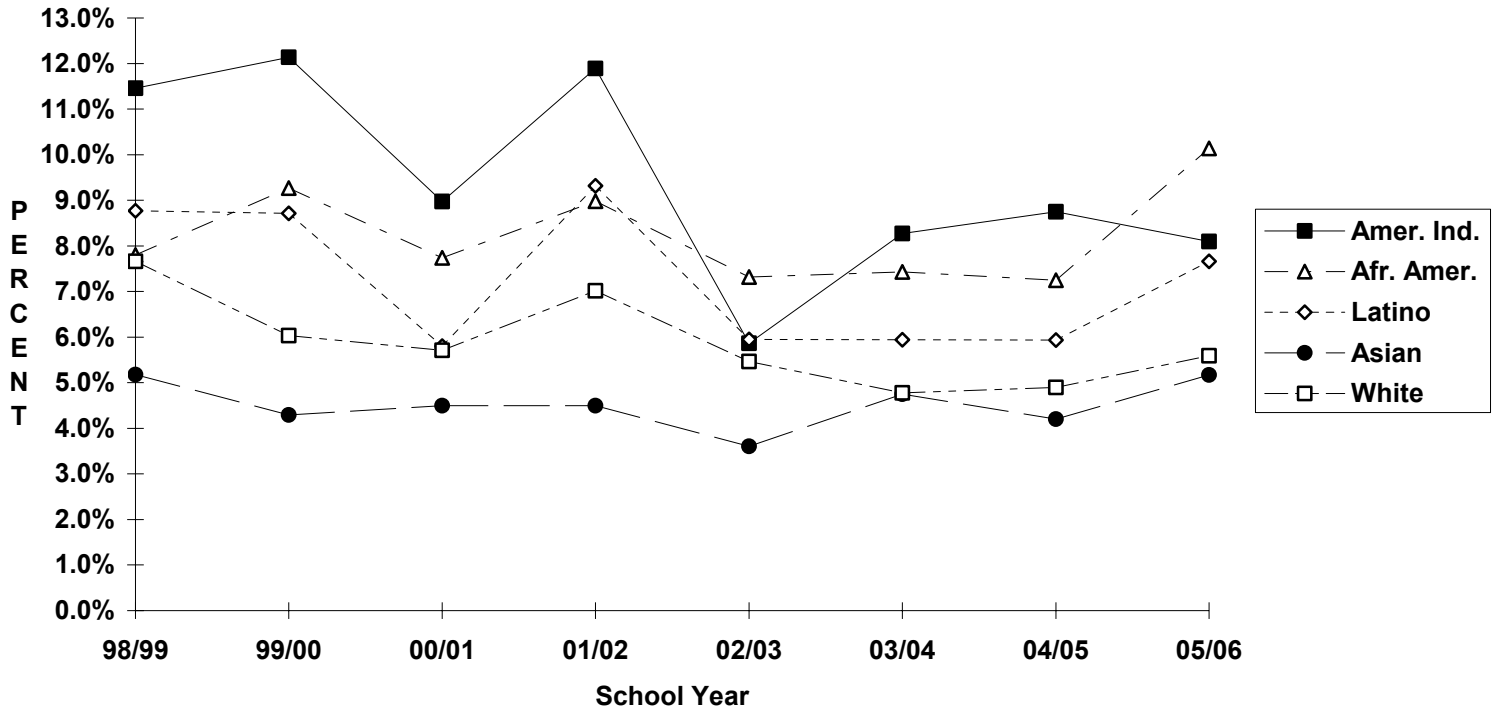
**Distribution of Dropouts by Ethnic Group
Regular and Alternative High Schools
1998-1999 to 2005-2006**



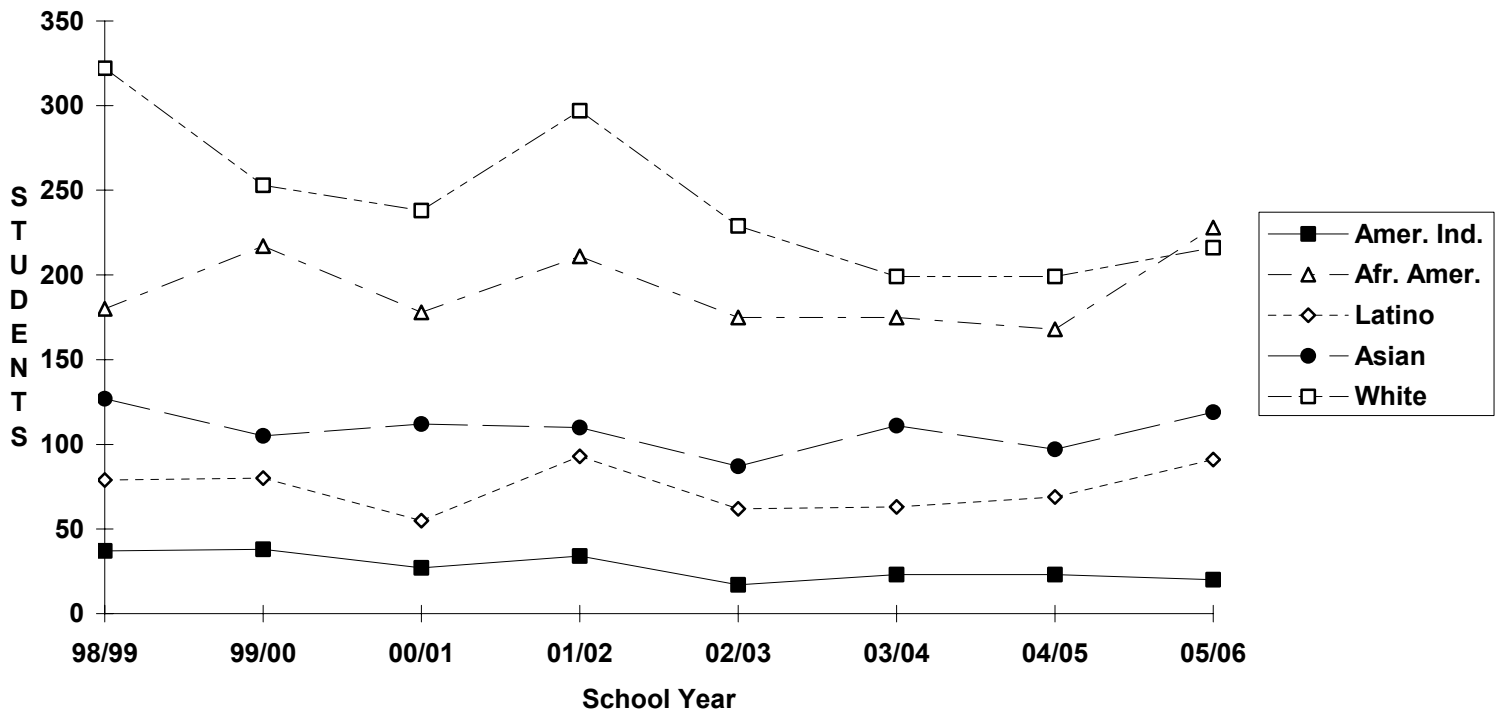
District Summary
Number and Percent of Dropouts in each Ethnic Group
All Regular and Alternative High Schools

ETHNIC GROUP	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		2005/2006	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	51	16.4%	65	21.5%	58	20.6%	67	23.8%	45	16.2%	58	22.0%	76	29.5%	53	21.7%
Alaska Native	15	24.6%	10	17.5%	11	19.6%	9	18.4%	12	22.6%	14	32.6%	20	47.6%	17	47.2%
Native American	19	45.2%	22	55.0%	12	28.6%	11	23.9%	12	19.0%	22	33.8%	19	30.6%	20	28.2%
Summary	85	20.5%	97	24.3%	81	21.4%	87	23.1%	69	17.5%	94	25.3%	115	31.8%	90	25.6%
African American																
African American	506	16.2%	540	16.6%	462	14.4%	585	18.1%	483	14.8%	687	20.8%	695	21.1%	635	18.9%
Chicano/Latino																
Latino Asian	12	12.6%	10	10.5%	11	12.1%	13	13.1%	13	14.4%	11	13.3%	15	16.9%	15	17.9%
Latino Black	16	17.4%	23	21.5%	21	20.2%	22	21.0%	19	17.1%	18	17.6%	26	27.1%	26	24.5%
Latino Indian	112	19.3%	112	18.4%	149	22.3%	113	16.5%	110	15.2%	157	20.8%	158	22.0%	146	19.4%
Latino White	37	11.6%	41	13.1%	53	13.7%	61	14.3%	69	14.7%	86	17.1%	84	15.6%	80	14.3%
Summary	177	16.3%	186	16.5%	234	18.7%	209	15.9%	211	15.1%	272	18.9%	283	19.6%	267	17.8%
Asian																
Chinese	25	3.6%	31	4.6%	25	3.9%	27	4.1%	20	2.8%	25	3.3%	23	2.9%	22	2.7%
East Indian	5	5.0%	8	8.2%	5	5.1%	6	6.1%	6	6.1%	8	8.4%	8	8.1%	9	8.6%
Filipino	48	7.0%	86	12.2%	62	9.1%	62	9.2%	46	6.6%	65	9.4%	70	9.9%	56	8.2%
Japanese	6	3.3%	6	3.2%	11	5.4%	6	2.5%	6	2.6%	18	7.9%	8	3.7%	5	2.3%
Korean	13	9.8%	3	2.3%	8	6.2%	9	6.6%	7	5.3%	6	5.1%	12	11.8%	8	8.5%
Other Asian	13	11.3%	21	17.8%	11	11.2%	18	16.8%	16	12.2%	22	18.2%	26	18.1%	23	16.7%
Samoan	25	17.9%	40	24.4%	22	14.6%	21	13.8%	33	20.6%	43	26.7%	33	22.1%	27	17.3%
Other Southeast	104	13.9%	156	21.8%	73	11.2%	92	14.9%	85	13.9%	100	16.7%	115	20.0%	80	15.0%
Vietnamese	47	6.0%	57	7.0%	61	7.9%	57	7.7%	42	6.1%	48	7.4%	47	7.5%	31	4.7%
Summary	286	8.0%	408	11.3%	278	8.1%	298	8.7%	261	7.5%	335	9.8%	342	10.0%	261	7.7%
White																
Gypsy	1	14.3%	4	50.0%	0	0.0%	0	0.0%	1	8.3%	1	9.1%	3	27.3%	1	9.1%
White	449	8.5%	579	10.7%	419	7.7%	557	9.9%	455	7.8%	653	11.1%	706	11.9%	645	11.2%
Summary	450	8.5%	583	10.7%	419	7.7%	557	9.9%	456	7.8%	654	11.1%	709	12.0%	646	11.1%
TOTAL																
TOTAL	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%	1,899	13.2%

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



**Distribution of Dropouts by Ethnic Group
Regular and Alternative Middle Schools
1998-1999 to 2005-2006**



District Summary
Number and Percent of Dropouts in each Ethnic Group
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.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indians																
American Indian	28	11.8%	31	13.5%	19	9.0%	23	11.2%	11	5.5%	13	7.0%	18	10.7%	14	8.9%
Alaska Native	4	11.4%	2	7.7%	4	11.1%	2	6.3%	2	5.9%	3	10.0%	1	3.4%	3	10.3%
Native American	5	9.8%	5	8.8%	4	7.5%	9	18.4%	4	7.1%	7	11.5%	4	6.1%	3	4.9%
Summary	37	11.5%	38	12.1%	27	9.0%	34	11.9%	17	5.9%	23	8.3%	23	8.7%	20	8.1%
African American																
African American	180	7.8%	217	9.3%	178	7.7%	211	9.0%	175	7.3%	175	7.4%	168	7.2%	228	10.1%
Chicano/Latino																
Latino Asian	7	9.5%	4	6.0%	5	10.4%	9	17.3%	2	3.4%	3	4.5%	4	6.5%	4	6.9%
Latino Black	11	13.8%	6	7.3%	2	2.9%	5	8.2%	3	4.5%	4	4.4%	6	6.4%	11	11.3%
Latino Indian	39	8.1%	48	9.5%	30	5.6%	53	9.7%	37	6.6%	37	6.9%	40	6.8%	55	9.2%
Latino White	22	8.4%	22	8.3%	18	6.1%	26	7.7%	20	5.7%	19	5.2%	19	4.5%	21	4.8%
Summary	79	8.8%	80	8.7%	55	5.8%	93	9.3%	62	6.0%	63	5.9%	69	5.9%	91	7.7%
Asian																
Chinese	8	2.0%	18	3.8%	18	3.5%	12	2.3%	20	3.7%	22	4.2%	15	2.9%	18	3.5%
East Indian	3	4.5%	5	7.4%	2	2.8%	2	2.7%	2	3.2%	5	8.6%	1	2.2%	5	10.0%
Filipino	17	3.6%	17	3.6%	19	3.8%	29	5.8%	19	3.9%	25	5.2%	17	3.9%	23	5.4%
Japanese	9	5.1%	2	1.2%	7	4.4%	3	2.0%	11	6.7%	3	1.9%	6	3.6%	6	3.4%
Korean	8	8.0%	4	4.4%	5	5.9%	3	3.8%	5	6.7%	3	4.8%	3	4.8%	5	7.4%
Other Asian	4	5.4%	4	4.7%	6	7.0%	3	3.3%	6	6.3%	10	10.3%	8	8.5%	6	5.6%
Samoan	15	11.5%	9	6.7%	11	9.6%	9	8.9%	2	2.0%	9	10.2%	5	6.2%	10	14.1%
Other Southeast	39	7.1%	30	5.7%	33	6.3%	28	5.8%	12	2.9%	18	4.9%	23	6.6%	25	8.6%
Vietnamese	24	5.0%	16	3.7%	11	2.5%	21	4.7%	10	2.1%	16	3.2%	19	3.4%	21	3.5%
Summary	127	5.2%	105	4.3%	112	4.5%	110	4.5%	87	3.6%	111	4.8%	97	4.2%	119	5.2%
White																
Gypsy	1	20.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	2	33.3%
White	321	7.6%	252	6.0%	238	5.7%	297	7.0%	229	5.5%	199	4.8%	197	4.9%	214	5.5%
Summary	322	7.7%	253	6.0%	238	5.7%	297	7.0%	229	5.5%	199	4.8%	199	4.9%	216	5.6%
TOTAL																
TOTAL	745	7.3%	693	6.8%	610	6.0%	745	7.2%	570	5.5%	571	5.6%	556	5.5%	674	6.8%