

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: NOVEMBER 27–28, 2006

SUBJECT: **REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR
REQUIREMENT FOR AUBURN SCHOOL DISTRICT**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Pat Eirish, Program Manager
State Board of Education

RECOMMENDATION:

Staff does not recommend that the State Board of Education (SBE) approve the waiver request from the minimum 180-day school year for the school district listed above for school year 2006–07.

BACKGROUND:

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement by offering the equivalent in annual minimum instructional hour offerings in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

AUBURN SCHOOL DISTRICT:

King County – 13,870 students
2 waiver days requested

Auburn School District is requesting two waiver days to provide time for staff professional development. Auburn has not utilized late arrivals or early release days in their school calendars. “The district is at a point where additional professional development time is needed in order to have all students progress towards achieving the state standards.”

“School improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only

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180-Day Waiver Request

30 percent of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with standards. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.”

The professional development time will be used for whole staff release to provide more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with English Language Learner (ELL) families is significant. Waiver days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district’s elementary student body qualify for free and reduced lunch.

“The district strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, and development of instructional models that address student mobility and use of technology for differentiated instruction. Almost 600 students in the Class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of math between the seventh and 10th grade as critical for addressing the achievement of students to the high standards of math. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics. Currently, individual School Improvement Plans need time to implement goals and strategies into every classroom structure.”

The waiver time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to state standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

Auburn has the support of the District’s Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members for additional professional development time to further develop instructional practices which support the goal of all students progressing toward achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness. The request for the waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, Parent Teacher Association, and the Classified Inservice Advisory Committee.

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180-Day Waiver Request

While utilizing this waiver, the district will continue to meet the program hour requirements as prescribed in RCW 28A.150.220.

SUMMARY:

The SBE may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria as specified in Chapter 180-18 WAC. This district has met the procedural requirements outlined in SBE policy. However, because Auburn School District currently provides an additional 21 Time/Resources/Incentive (TRI) days, staff does not recommend the waiver be granted for the 2006–07 school year. See attached three pages of TRI activities provided by Auburn staff.

See attachments for further detailed information.

180-18-030 << 180-18-040 >> 180-18-050

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

(1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.150.220(5) and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

180-18-040 << 180-18-050 >> 180-18-055

WAC 180-18-050

Local restructuring plan requirements to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.

(2) The district plan for restructuring the educational program of one or more schools in the district may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (1)(a) through (d) of this section.

(3) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130 (6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

October 25, 2006

State Board of Education
Old Capital Building
Post Office Box 47200
Olympia, Washington 98504-7200

Dear State Board of Education Members:

Enclosed is a copy of Resolution 1078 of the Auburn School District Board of Directors requesting a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year for students in pre-kindergarten through grade 12 and a five-day waiver from the 180-day requirement for the two subsequent school years.

As noted in the enclosed information, the Auburn School District has not used late arrivals or early releases in order to do the significant work of education reform. The district is now at a point where additional professional development time is needed in order to have all students progress towards achieving the state standards. The school board recognizes that this reduction of student days does result in a waiver request but is confident that assessment results will show enhanced student learning.

Thank you for your consideration of this waiver. Please feel free to contact me should you have any questions or concerns.

Sincerely



Linda S. Cowan
Superintendent and Secretary, Board of Directors

rj
Enclosures

AUBURN SCHOOL DISTRICT NO. 408
KING COUNTY, WASHINGTON

RESOLUTION NO. 1078
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Auburn School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

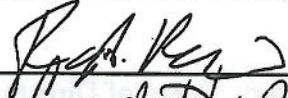
WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and


WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

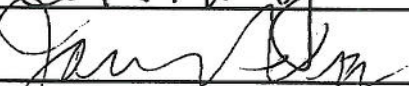
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Auburn School District No. 408 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve; and a five-day waiver from the minimum 180-day school year for students pre-kindergarten through grade twelve for the 2007-08 school year and the 2008-09 school year.

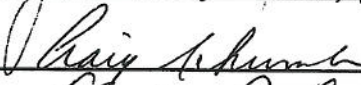
Adopted at a regular open public meeting of the Board of Directors held on October 23, 2006, the following Directors being present and voting therefore.

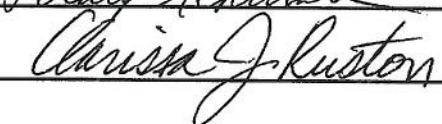
AUBURN SCHOOL DISTRICT NO. 408













Secretary, Board of Directors

**AUBURN SCHOOL DISTRICT No. 408
STATE BOARD OF EDUCATION WAIVER APPLICATION**

Introduction and Identification of Requirement to be Waived

The Auburn School District, pursuant to WAC 180.18.040 requests a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The Auburn School District requests two (2) student waiver days during the spring of the 2006-2007 school year, five (5) waiver days during the 2007-2008 school year, and five (5) days during the 2008-2009 school year, for a total of twelve (12) days over the next three years, with specific dates to be determined. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the Auburn School Board submits a resolution for waiver requests and a district plan for restructuring district programming.

Auburn School District Education Reform Background and Progress

The Auburn School District has completed several curricular and instructional alignments to State goals and Grade Level Expectations and has developed a long-range strategic plan for educational reform, Futurescape – The Next Generation. Additionally, district and classroom-based assessments were developed and adopted that ensure that each student is progressing to the high standards of educational reform in reading, writing, math and science. Teachers also work to implement Goal 2 curriculum-based assessments, including social studies, arts and health and fitness.

School Improvement Plans are developed and implemented through school-based leadership teams that address the learning demographics of each school. Follow-up and revision of these plans have resulted in steady progress in student achievement despite dramatic increases in populations of ELL and low socioeconomic learners. This progress has been accomplished without compromise to the total instructional hour requirement or the 180-day school year requirement by utilizing district designated, building determined and individualized teacher days.

To this point, school improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with high standards. The request for twelve (12) waiver days over the next three (3) years is central to the development of restructured delivery models at grade level, across grade level and in individual classrooms. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.

Statement of Need for Waiver Days to Restructure the Auburn School District Delivery Model

Schools need time to implement School Improvement Plans that call for deep alignment of instruction to State standards. The Auburn School District provides systemic assessment that monitors academic progress and produces diagnostic data for teachers to use in the classroom. Aligning classroom instruction to State standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans call for the restructuring of school time towards recommended OSPI models of tiered interventions. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver Days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district's elementary student body qualify for free and reduced lunch.

Waiver Day Targets for Restructure and Plan for Reform

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, development of instructional models that address student mobility and use of technology for differentiated instruction. Over the next three years, waiver days will be utilized in these targeted areas for restructuring.

The implementation of school math and science improvement plans is paramount. Almost 600 students in the class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of mathematics between the seventh and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics.

A different system of delivering math instruction is warranted to address not only the class of 2008 but all future classes of students who need a better system that addresses their mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with grade-level expectations and addresses the episodic learning needs of a transitory, low-income demographic. Currently, individual School Improvement Plans need the time to implement goals and strategies into every classroom structure.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focus on literacy, result in significant gains and close achievement gap. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of low-income populations is significant in the district's local restructuring plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction and parent communication is important in the individualization of student learning and involvement of parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great import for the development of individualized learning plans for student performance as well as frequent communication with parents on student progress towards achievement standards.

Restructure Process

As mentioned previously, the Auburn School District has invested in a school improvement plan process that incorporates the characteristics of high-performing schools. These school plans provide opportunities for parent, community and teacher involvement in decision-making that drives improvement in student performance. The request for waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, PTA, the District Advisory Inservice Committee, the Classified Inservice Advisory Committee, principals and the district Curriculum Instruction and Assessment Committee. These committee and community components represent stakeholder leadership across the Auburn School District and community. The School Board resolution for Waiver Days Plan is a culmination of faculty, staff and community support for improvement of student learning via a restructuring effort.

Evaluation of Restructure

The utilization of MAPs assessments, in conjunction with other standardized assessments and WASL, will provide ongoing data on the academic progress of students. The MAPs assessment provides feedback within 24 hours on the progress of students. Given the high mobility of student populations of students in the Auburn School District, it is critical that accurate placement and diagnosis of new student learners be expeditious and targeted.

Restructuring efforts will require strategic interventions at the classroom level that address Tier 2 and Tier 3 student learners and the development of intensive efforts for Tier 1 learners. The Washington Assessment of Student Learning will be the ultimate measurement of restructuring success via intense restructuring efforts in reading and math for ELL and low socioeconomic learners. Student performance on the WASL will demonstrate dramatic improvements in the low socioeconomic and highly mobile segments of district populations, with significant progress made in closing the achievement gap.

Teachers will develop their skills by restructuring the OSPI collection of evidence and curriculum-based assessments to align with graduation required culminating portfolios, alternative learning and Goal 2 content achievement. Individual teachers will create instructional plans that are differentiated and targeted for learners below grade level expectations. Student work will reflect vestiges of the changes in classroom culture that not only address the core goals of learning but also the supplemental and individualized demands for all students to achieve high standards. The Auburn School District will formalize the development of these restructures to promote sustainability for future years.

Parents will be surveyed on an annual basis to assess the success and improvement of restructuring. Parents will articulate high levels of satisfaction with the Auburn School District restructuring efforts as a measure of their involvement and success in student achievement.

Summary

In summary, for the purpose of local restructure, the Auburn School Board requests a waiver of twelve (12) school days to be implemented over a three-year period, with two days in the school year of 2006-2007, five days in the school year of 2007-2008, and five days in the school year 2009-2010. School Improvement Plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction and assessments to State standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

Time/Responsibility/Incentive (TRI) Hours and Days

At the July 2006 board meeting a member asked the question: "How are TRI hours or days typically used in schools and districts?" The following information is provided for clarification.

Time: Used for such things as parent conferences, chess club, drama coach, sports coach, and curriculum development.

Responsibility: Not time driven. Used for such things as committee work or serving as head of a department.

Incentive: Used for such things as special skills or qualifications that a district may find valuable. An example of incentive pay would be a National Board Certified individual.

These hours/days are supplemental payment beyond the base 182 days provided by the State (180 school day plus two Learning Improvement Days).

Reference: RCW 28A.400.200 (4). *"Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time, additional responsibilities, or incentives. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240, shall not exceed one year, and if not renewed shall not constitute adverse change in accordance with RCW 28A.405.300 through 28A.405.380. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program required by Article IX, section 3 of the state Constitution."*

August 2006

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Hi Pat,

Attached please find the information requested regarding Auburn School District's use of TRI days. The district has 21 TRI days. Please let me know if there are additional information needs or questions. Thank you for your assistance in facilitating this process. It is most appreciated. If there are any changes, I will apprise you this afternoon. Thank you.

Linda Cowan
11-9-06

TRI Day Activities by Auburn Educators

- Hazardous materials training
- Blood Born Pathogens training
- First Aid
- CPR
- Safe Interactions with Students
- Restraint Training
- Computerized IEP's
- Aligning IEP's with Washington State EALR's and GLE's
- Training in Adaptive PE Techniques
- Developmentally Appropriate WASL Implementation
- Classroom Based Assessments for Social Studies
- Classroom Based Assessments for Health, PE
- Classroom Based Assessments for Music and Arts
- Six Trait Writing Training
- Scoring student writing on rubrics
- Developing Writing Lessons aligned with Writing EALR's and GLE's
- FOSS Science Kits
- Harcourt Reading Materials
- Implementation of WA State Tiered Reading Model
- Individual Reading Assessments
- Dynamic Indicators Basic Early Literacy Skills (DIBELS)
- Reading Group Planning- instruction
- Meeting with grade level teams to discuss Tier I, II and III student placements
- Intervention Strategies-instruction planning for students at Tier I
- WASL Stem questions, aligning with reading materials
- Accelerated Reader
- WASL Math Stems, aligning with district adopted materials
- Math Tool Kit
- Math -a- Minute Training and implementation
- Every Day Math Material implementation
- Collection of Evidence of Learning
- Portfolio Assessment
- School to Home Connection; parent newsletter; parent training preparation
- Adapting materials for English Language Learners

- Training for “WASLettes” in secondary
- Integration of Advanced Placement coursework with state EALRs
- Math coaching training
- Training and Implementation of Anti-Bullying Curriculum
- Training and Implementation of technology into lesson design (Avervisions)
- Monitoring academic progress assessments of student learnings
- Diversity book clubs for educators
- Development and implementation of functional behavior plans
- Curriculum nights
- Open houses
- Attendance area committees
- Ad Hoc citizen committees
- School board and community presentations
- District-wide training on “Every Teacher, A Teacher of Reading and Writing”
- Video conferencing on OSPI topics related to education reform
- Participation in OSPI range finding, item writing, scoring and assessment leadership teams including WALT, RALT, and SALT
- District, building, and community advisory committee participation
- Planning and preparing for student advisory (secondary- ROAR, etc)
- Aligning instruction from “School to Work” with WA state EALR’s and GLE’s
- Student Learning Plans
- Planning and Preparation for 9th Grade Academy
- Implementing Best Practices for Guidance and Counseling
- Planning and Preparing High School and Beyond Plans
- Preparing, planning, implementing culminating projects
- Aligning Career and Technical Educational coursework with WA State EALR’s and GLE’s
- Helping students with career guidance or Running Start options
- Planning professional development for the year
- Planning and preparing for Home-Based Instruction
- DARE curriculum
- Planning and preparing for the Washington Language Proficiency Test
- Specialized assessments for highly capable students
- Development and implementation of the culminating project
- Student-led conferences
- Alignment of GLE with grading systems
- Development and maintenance of OSPI required technology plans
- Extended learning activity alignment with WASL
- Teacher training for Promoting Academic Success (PAS) program
- Instructional support model training
- Implementing WASL-release items
- Emergency preparedness training and plan development
- On-line parent involvement project
- Grade level and department team meetings

- On-line grading systems
- 504 student learning plan training
- Second year teacher induction program
- New educator orientation
- Early learning projects with community daycare providers
- Full day kindergarten training
- Grant writing
- Development of community partnership (career conferences, Junior Achievement, Camp Auburn, White River Museum)
- After-school tutoring
- Set up of classrooms prior to start of school year in August
- Attendance at OSPI conferences during the summer
- Summer school improvement plan meetings
- Summer school set up and design



Summary | WASL | AYP | WAAS

Summary Auburn School District

> Washington State



Tools: Compare My School

Search: School District

Print Friendly

Office of Superintendent of Public Instruction OSPI Web site

Superintendent Dr. Terry Bergeson
(360) 725-6000

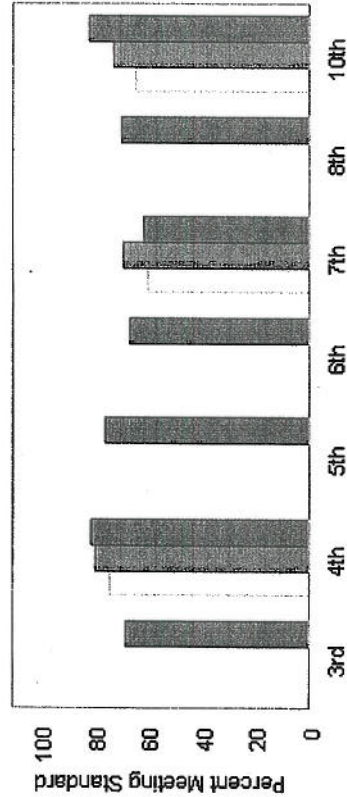
Old Capitol Building 600 South Washington Olympia 98504

Select year: 2005-06

2005-06 WASL Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	68.3%	64.2%		
4th Grade	81.2%	58.9%	60.4%	
5th Grade	76.3%	55.8%		35.7%
6th Grade	66.7%	49.5%		
7th Grade	61.5%	48.5%	64.6%	
8th Grade	70.1%	48.9%		42.9%
10th Grade	82.0%	51.0%	79.8%	35.0%

Reading

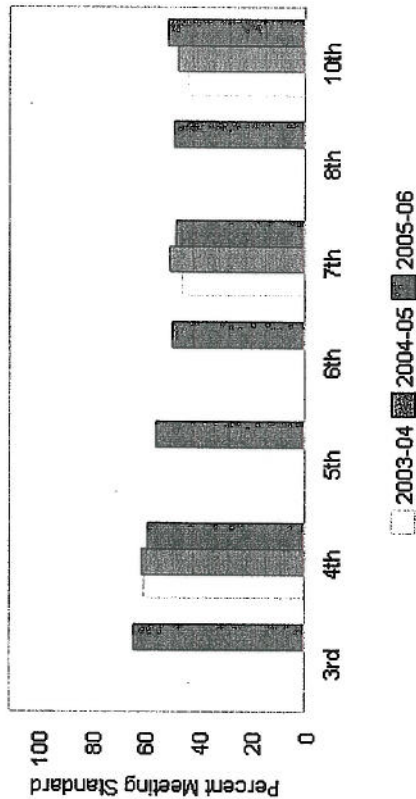


Student Demographics

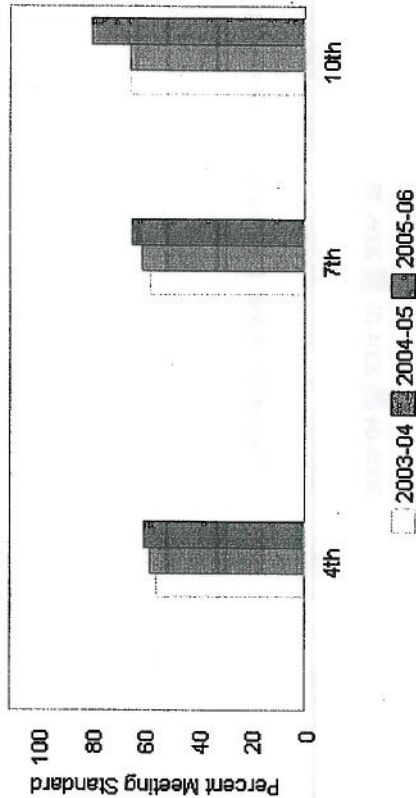
Enrollment	
October 2005 Student Count	1,013,189
Gender (October 2005)	
Male	51.8%
Female	48.8%
Ethnicity (October 2005)	
American Indian/Alaskan Native	2.8%
Asian	7.9%
Black	5.7%
Hispanic	13.7%
White	69.2%
Special Programs	
Free or Reduced-Price Meals (May 2006)	36.7%
Special Education (May 2006)	12.4%
Transitional Bilingual (May 2006)	7.4%
Migrant (May 2006)	2.0%
Other Information (more info)	
Unexcused Absence Rate (2005-06)	0.4%
Annual Dropout Rate (2004-05)	5.1%
On-Time Graduation Rate (2004-05)	74%
Extended Graduation Rate (2004-05)	79%

Teacher Information (2005-06) (more info)

Math



Writing

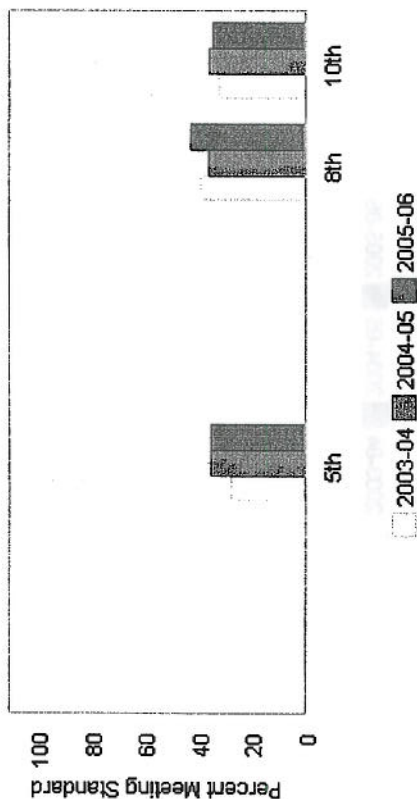


Classroom Teachers	58,011
Students per Teacher	17.4
Average Years of Teacher Experience	13.5
Teachers with at least a Master's Degree	61.4%
Total number of teachers who teach core academic classes	N/A
% of teachers teaching with an emergency certificate	N/A
% of teacher teaching with a conditional certificate	N/A
Total number of core academic classes	N/A
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	N/A
% of classes taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Financial Data (2004-05)

	Per Student Amounts	Percent
Total Revenues	\$7897	100%
State	5470	69%
Federal	798	10%
Local Tax	1283	16%
Other Sources	346	4%
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Total Expenditures	\$7876	100%
Central Administration	533	7%
Building Administration	479	6%
Maintenance and Operations	680	9%
Food Services	259	3%
Transportation Services	289	4%
Teaching	5452	69%
Other	184	2%

Science



Frequently Asked Questions Contact Us

Glossary Data Files OSPI Home

Standardized Data (2003-02)

Standard	2003-04	2004-05	2005-06
1.1.1.1	35%	35%	35%
1.1.1.2	35%	35%	35%
1.1.1.3	35%	35%	35%
1.1.1.4	35%	35%	35%
1.1.1.5	35%	35%	35%
1.1.1.6	35%	35%	35%
1.1.1.7	35%	35%	35%
1.1.1.8	35%	35%	35%
1.1.1.9	35%	35%	35%
1.1.1.10	35%	35%	35%
1.1.1.11	35%	35%	35%
1.1.1.12	35%	35%	35%
1.1.1.13	35%	35%	35%
1.1.1.14	35%	35%	35%
1.1.1.15	35%	35%	35%
1.1.1.16	35%	35%	35%
1.1.1.17	35%	35%	35%
1.1.1.18	35%	35%	35%
1.1.1.19	35%	35%	35%
1.1.1.20	35%	35%	35%
1.1.1.21	35%	35%	35%
1.1.1.22	35%	35%	35%
1.1.1.23	35%	35%	35%
1.1.1.24	35%	35%	35%
1.1.1.25	35%	35%	35%
1.1.1.26	35%	35%	35%
1.1.1.27	35%	35%	35%
1.1.1.28	35%	35%	35%
1.1.1.29	35%	35%	35%
1.1.1.30	35%	35%	35%
1.1.1.31	35%	35%	35%
1.1.1.32	35%	35%	35%
1.1.1.33	35%	35%	35%
1.1.1.34	35%	35%	35%
1.1.1.35	35%	35%	35%
1.1.1.36	35%	35%	35%
1.1.1.37	35%	35%	35%
1.1.1.38	35%	35%	35%
1.1.1.39	35%	35%	35%
1.1.1.40	35%	35%	35%
1.1.1.41	35%	35%	35%
1.1.1.42	35%	35%	35%
1.1.1.43	35%	35%	35%
1.1.1.44	35%	35%	35%
1.1.1.45	35%	35%	35%
1.1.1.46	35%	35%	35%
1.1.1.47	35%	35%	35%
1.1.1.48	35%	35%	35%
1.1.1.49	35%	35%	35%
1.1.1.50	35%	35%	35%