



ANALYSIS OF MINORITY YOUTH PURSUING ADVANCED COURSEWORK

**ARE WASHINGTON STATE'S HIGH SCHOOLS
PREPARING ALL OUR YOUTH FOR THE 21ST CENTURY?**

PREPARED FOR THE WASHINGTON STATE
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Executive Summary

Why This Study Matters

There is general consensus that youth from minority groups are under-represented in pre-college course work and/or gifted/accelerated programs in high schools. This under-representation is one of the major reasons minority youth do not have an equal opportunity to successfully pursue a college education.

Ultimately, this means that fewer youth of color, particularly African American youth, will be equipped to compete in the increasingly technical, information-driven work place. Should this trend hold, it could seriously affect the state's economic future, particularly as minority representation in the work force continues to grow.

About this Study

The Commission on African American Affairs researched and wrote this report with the assistance of the University of Washington Center for Change in Transition. The data presented are from eight Washington State School districts: Seattle, Tacoma, Spokane, Renton, Yakima, Richland, Kennewick, and Pasco.

The goal is to provide information on students of color in Washington state high schools. The data, such as they are, lay the foundation for continuing research on the educational conditions of minority youth. Such research is urgently needed.

Key Preliminary Finding

The current data base from districts and other sources is inadequate for completely and accurately describing the educational condition of the state's minority students. Acquiring data disaggregated by race is exceedingly difficult. Policy makers are necessarily impeded by this lack of information. It is impossible to address low minority achievement and/or under-representation in pre-college studies when the full scope of the problem is unclear and available information is incomplete or unusable.

This lack of readily accessible, disaggregated data certainly must limit the capacity of local districts to accurately forecast potential student needs and formulate solutions to the challenges facing students of color. The Recommendations which follow describe the research urgently needed to fill the information gap which now constrains the development of sound policy to aid minority youth.

Highlights of Study Findings:

The balance of the report displays data summaries and general findings attainable from existing data. These data must be interpreted with caution. Although these data and findings are preliminary and limited in scope, they do paint a bleak picture which demands immediate attention.

- Achievement scores indicate that white students, as a group, tend to score higher than students of color.
- Enrollment in pre-college and accelerated programs is highly variable across all the districts. All of the districts have some type of accelerated program(s). These programs are highly variable across the districts, so we were uncomfortable comparing the data across districts. We converted available data into usable forms to compare enrollments by ethnic group WITHIN (not among) the districts.

- Low percentages of ALL students were enrolled in accelerated programs.
- In general, white and Asian/Pacific Islander students were enrolled in gifted/accelerated programs at higher percentages than youth from the other ethnic groups.
- Minority students are not evenly distributed across districts. African American and Asian/Pacific Islander students are found primarily in Seattle, Tacoma, and Renton, while a higher percentage of Hispanic students are found in Pasco, Yakima, and Kennewick.

General Recommendations:

- School districts must improve their data/information systems to provide relevant information disaggregated by race/ethnicity.
- School districts should ensure that all students are performing at or above their grade level, particularly in kindergarten-5 reading, mathematics, and language.
- A comprehensive analysis of the eight districts should be conducted to attempt to verify the results of this review and to begin to identify possible causes for the under-enrollment of minority youth in pre-college course work. Such analysis is the cornerstone of any effort to develop intervention strategies to reverse current trends.
- School districts should ensure that all students have access to pre-college courses, not just those "traditional" students who know college is an option. All students and parents should be informed about course requirements for high school graduation and college preparation.

Recommendations for Structuring Further Research

The data collected for this report generally confirm what interested observers already knew: too few minority youth are enrolled in pre-college/gifted/accelerated programs in the state's high schools. In light of this finding, further research is warranted both to clarify the scope of the problem and to frame possible solutions.

However, the next round of research, data collection and evaluation, would necessarily be highly rigorous and exhaustive. Such an undertaking is beyond the current scope and funding of the Commission and the Center -- unless partnerships/resources are developed to facilitate the research. Likewise, successfully pursuing further research would require other data collectors to upgrade their methods, including school districts.

Study Recommendation #1

In designing further research, investigators must assume that the reasons for low achievement/under-representation are UNKNOWN. There could be multiple causes for low achievement/under-representation. Likewise, certain of these causes could be entirely unsuspected. Given these possibilities, any research design must allow any and every possible answer to be revealed -- the data collected must not preclude identification of possible causal relationships.

Study Recommendation #2

While certain causes for low achievement/under-representation could be entirely unknown, other causes are highly likely and warrant exploration as follows:

- A) Many students enter the ninth grade with poor basic skills and are therefore unlikely to succeed if enrolled in advanced/college-prep courses.
- B) Some students enter the ninth grade with requisite skills but, for some reason, do not enroll in advanced/pre-college courses.
- C) Some students enter the ninth grade with the requisite skills, enroll in advanced/college prep courses, and subsequently fail.

For categories A, B, and C, further exploration is warranted to quantify the students who might fit each description, to clarify why they are not enrolling and/or succeeding, and to devise solutions to bolster advanced/pre-college enrollment and successful course completion. Likewise, successful students must be studied to identify how and why they are succeeding.

Various interviews must be conducted with students, parents, teachers, counselors, and others to identify the root causes of both excellent and poor academic performance among minority students. Certain likely areas of concern should be considered and evaluated in further reviews as follows:

For Category A: Students with both high and low skill levels should be interviewed to identify possible reasons why basic skills were or were not acquired in elementary and middle school. Possible reasons include: poor instruction; inappropriate instruction; "tracking" at the elementary level; and family issues, including lack of academic support, poverty, mobility which precluded consistent appropriate school attendance.

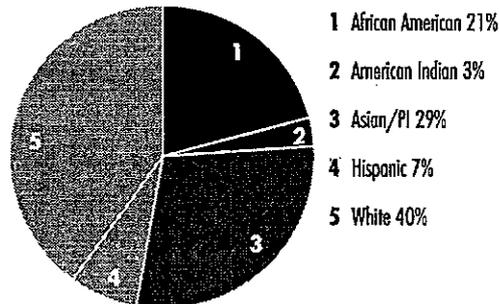
For Category B: Students, parents, teachers, and school counselors should be interviewed to determine why some students possessing requisite skills do not enroll in advanced classes. Possible causes include: low expectations of students held/expressed by teachers, counselors, parents, or students; "tracking" of minority students and/or low-income students; peer pressure which downgrades academic achievement; and student desires to maintain high grade point average by avoiding challenging course work.

For Category C: Various subjects should be interviewed to determine why students possessed of requisite skills ultimately fail. Possible causes include: poor instruction; inappropriate instruction; low expectations of students held/expressed by teachers (even racist views held/expressed); low student self-esteem; poor student work ethic; lack of academic support at home; conflicting options/opportunities, including sports, jobs, and peer activities.

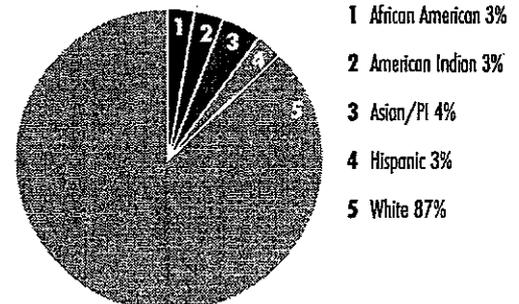
Ethnic Distribution by School District

The pies below show the ethnic distribution of students in each district reviewed. Data were obtained from the Office of the Superintendent of Public Instruction Enrollment Summary for the 1992-93 school year. The graphs show that the African American and Asian/Pacific Islander populations are clustered primarily in three districts; Seattle, Tacoma, and Renton. The Hispanic population is concentrated in Kennewick, Pasco, and Yakima.

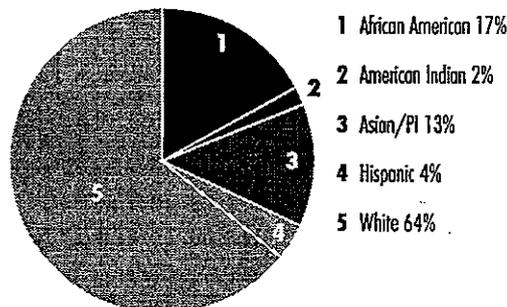
Ethnic Mix of Seattle School District Percent



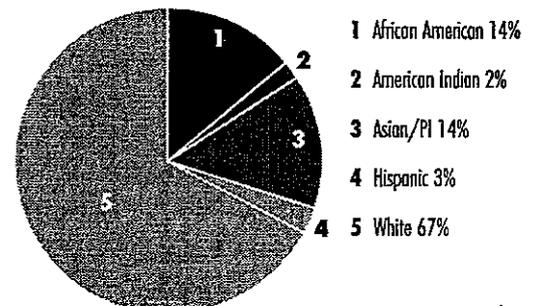
Ethnic Mix of Spokane School District Percent



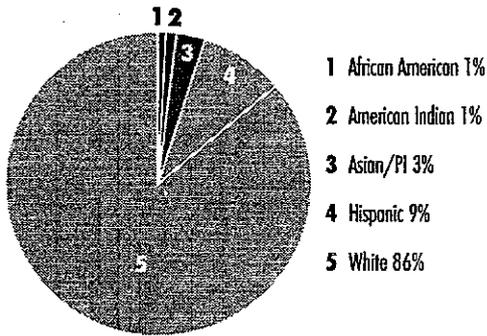
Ethnic Mix of Tacoma School District Percent



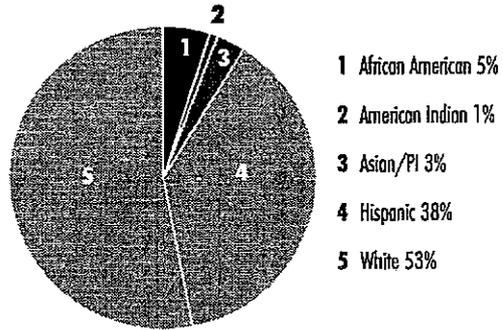
Ethnic Mix of Renton School District Percent



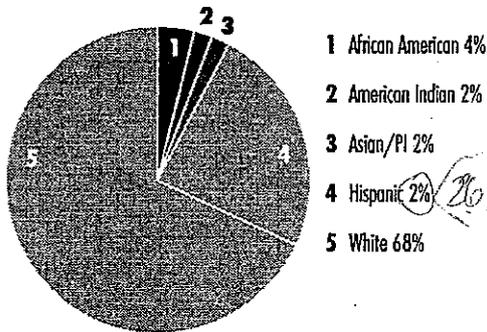
**Ethnic Mix of
Kennewick School District Percent**



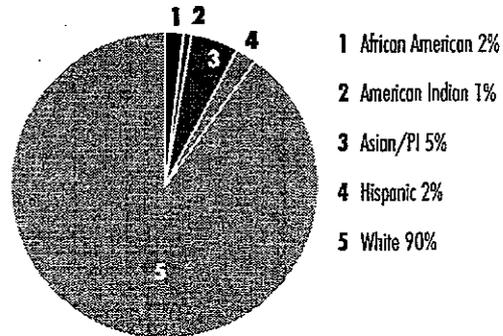
**Ethnic Mix of
Pasco School District Percent**



**Ethnic Mix of
Yakima School District Percent**



**Ethnic Mix of
Richland School District Percent**

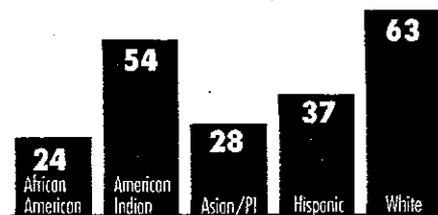


Achievement Levels by District

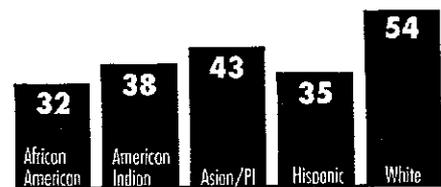
ENGLISH SCORES: The data presented below indicate the English skill levels of youth entering the high school program. In general, the majority of youth from minority backgrounds do not demonstrate the skills necessary to succeed in pre-college coursework (as measured by the Comprehensive Basic Skills Test) .

English Scores/Comprehensive Basic Skills Test 1993 Eleventh Graders' Percentile Scores by District

Seattle School District



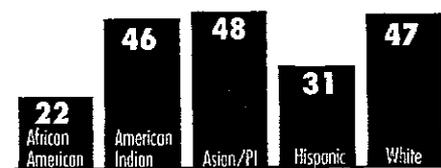
Spokane School District



Tacoma School District



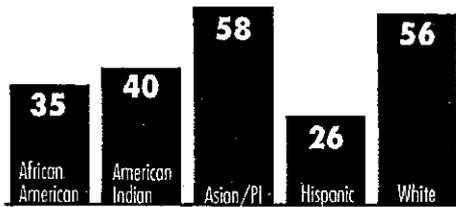
Renton School District



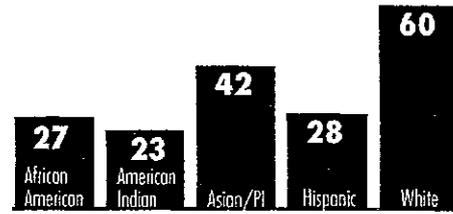
Scores are variable across districts and ethnicity. White students tend to do better than any other group, especially in mathematics as shown on pages 10 and 11. Whites also tend to score better in English, as is most clearly seen on the next two pages. African American students have the lowest scores with no districts reporting scores over the 50th percentile for either English or mathematics.

1993 Eleventh Graders' Percentile Scores by District

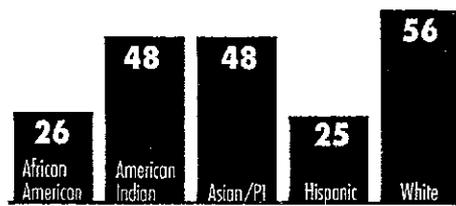
Kennewick School District



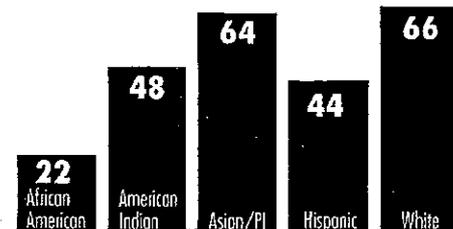
Pasco School District



Yakima School District



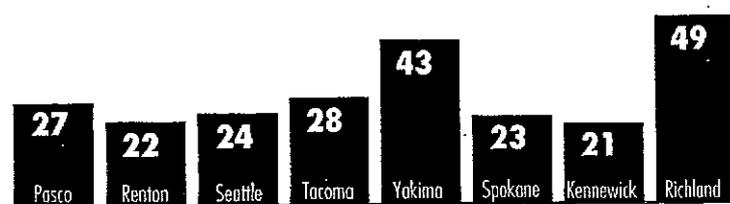
Richland School District



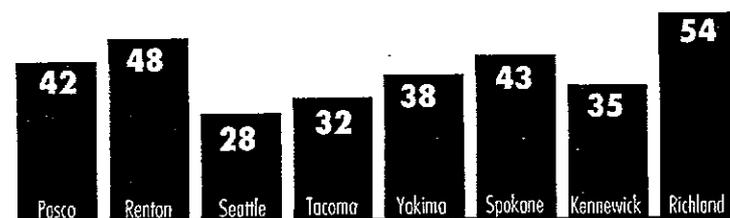
Achievement Levels by Race

English Scores/Comprehensive Basic Skills Test 1993 Eleventh Graders' Percentile Scores by Race

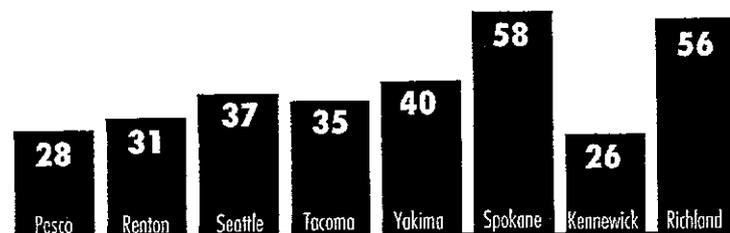
African American



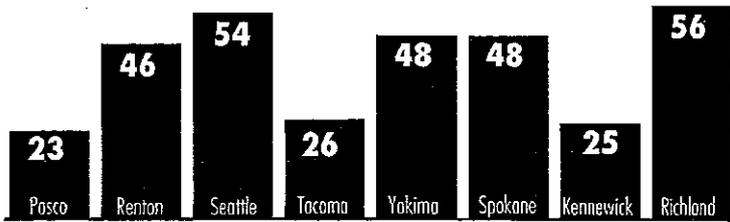
Asian/Pacific Islander



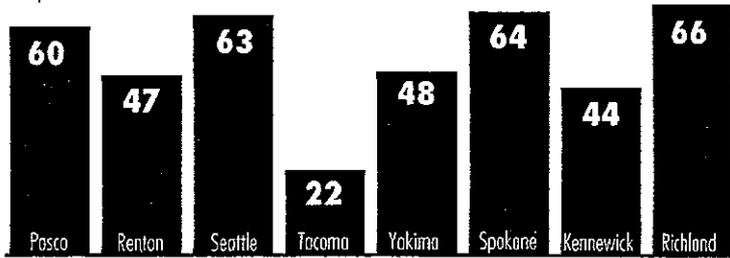
Hispanic



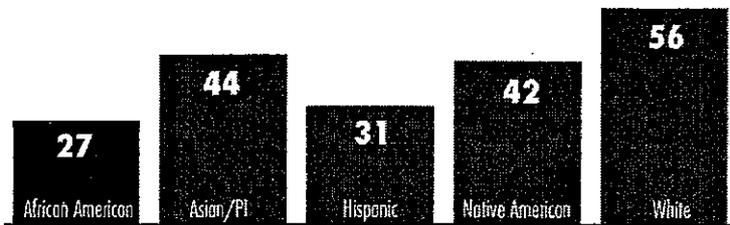
American Indian



White



Mean Average of Percentile English Scores Across the Eight Districts Reviewed

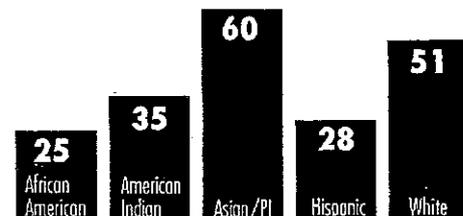


Achievement Levels by District

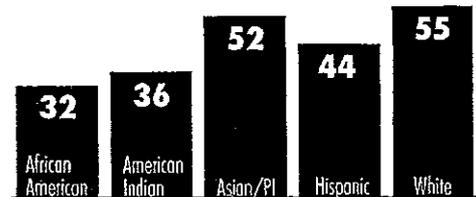
Mathematics Scores/ Comprehensive Basic Skills Test

1993 Eleventh Graders' Percentile Scores by District

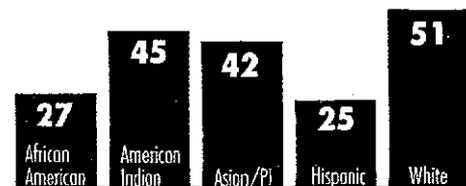
Seattle School District



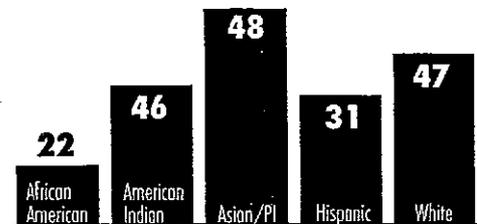
Spokane School District



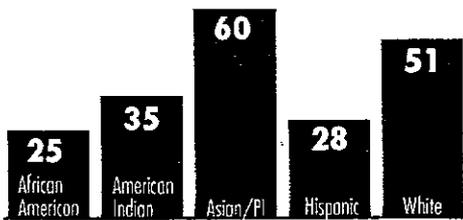
Tacoma School District



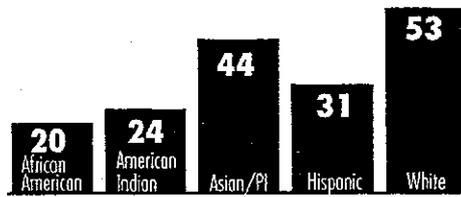
Renton School District



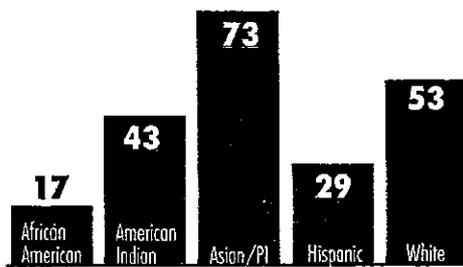
Kennewick School District



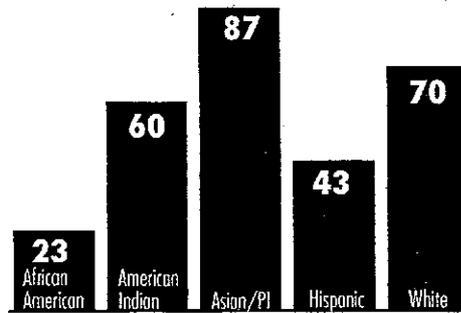
Pasco School District



Yakima School District



Richland School District



Achievement Levels by Race

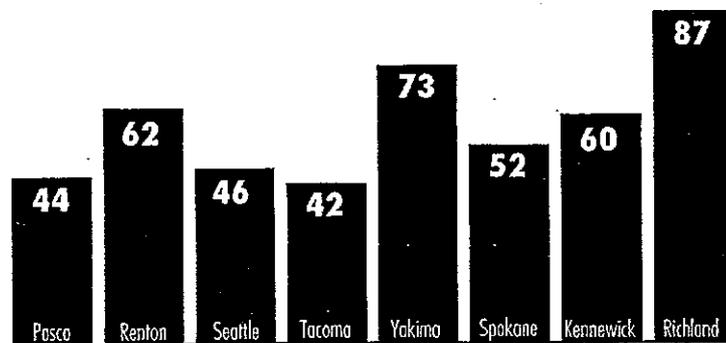
Mathematics Scores/ Comprehensive Basic Skills Test

1993 Eleventh Graders' Percentile Scores by Race

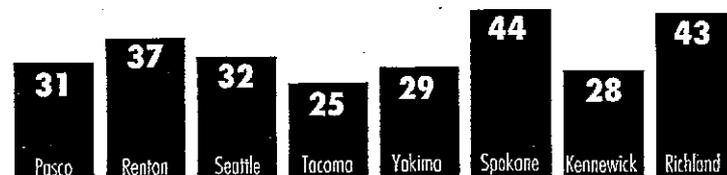
African American



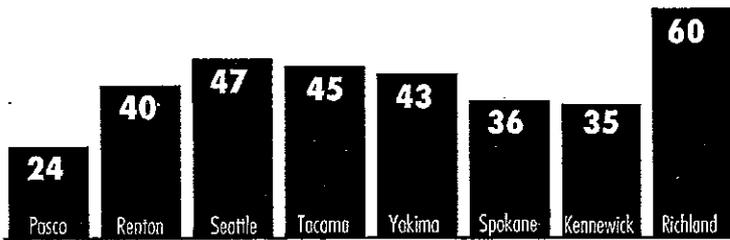
Asian/Pacific Islander



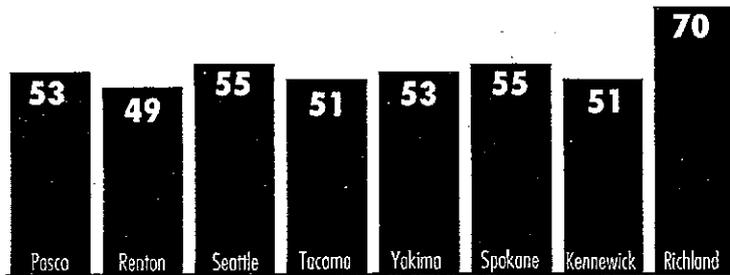
Hispanic



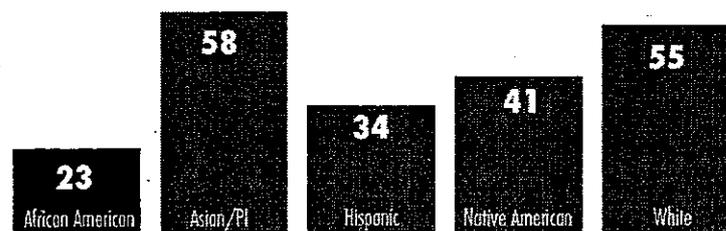
American Indian



White



Mean Average of Percentile Math Scores Across the Eight Districts Reviewed



Program Enrollments by Race

Gifted/Accelerated Programs and Enrollment in Pre-College Classes

Gifted programs at the high school level are variable across the eight districts reviewed. Of the eight, only Seattle uses funds from the Office of Superintendent of Public Instruction Highly Capable Program (gifted program).

The Seattle Gifted Program is located at Garfield High School. Students in the program take specially selected (and sometimes specially designed) classes which may or may not be open to other students. Enrollees of the Seattle program clearly are select students.

Renton operates a similar program called the Excellence in Action Program. It operates at three high schools and does not use SPI Highly Capable Program funds. Like Seattle, Renton's program enrollees attend specially selected classes and receive special attention.

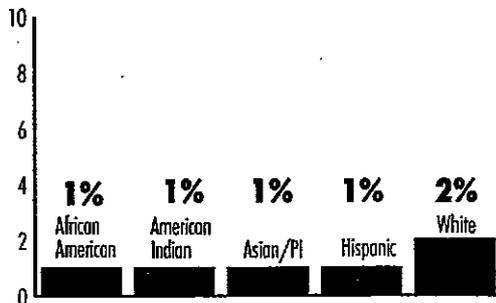
The other districts reviewed operate a variety of programs to cover advanced course work. Most offer advanced placement classes, allowing students to earn college credits. These courses include an end-of-term examination which students must pass in order to earn/apply the college credits. Most districts also offer honors classes designated by individual schools, but consistent standards usually are not applied districtwide or within districts.

Spokane and Tacoma have collected data on the course work pursued by ostensibly college-bound students (advanced mathematics and science classes, for example), but the courses are not expressly designated as honors or accelerated courses.

Yakima, Pasco, Richland, and Kennewick have not disaggregated their gifted/accelerated program data by ethnicity. Data on these districts appear in the appendices.

Seattle 1992-93 School Year/Grades 9-12

Percent of Ethnic Group Enrolled in Highly Capable Program*



Seattle's Ethnic Population Participating in Highly Capable (Gifted) Program

Ethnic Group	Student Population*	Percent of total student population*	Percent of all students in gifted*	Percent of total gifted enrollment*	Percent of ethnic group in gifted program*
African American	2,683	22%	30	16%	1%
American Indian	358	3	3	1	1
Asian	3,425	28	39	21	1
Hispanic	815	7	5	3	1
White	4,842	40	113	59	2

* Total population numbers and percentages were derived from the Data Profile District Summary for November 1993, Student Information Services Office of Seattle Public Schools.

Percent of Ethnic Group Enrolled in Pre-College Classes*

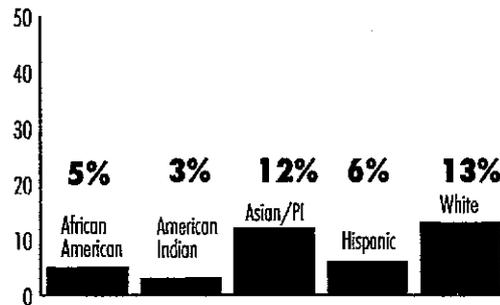
Ethnic Group	'93 Sem. 1,2 Calculus I	'93 Sem. 2 Int. Math 2B	'93 Sem. Int. Math 3A	'93 Sem. 1,2 Chemistry 12	'93 11th Grade Sem. 1 Language Arts 11A	'93 11th Grade Sem. 2 Language Arts 11B	
	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of group enrolled	% of group enrolled
African American	2	1	1	2	2	18	1 9
American Indian	5	7	5	14	10	13	13 15
Asian	47	31	33	36	23	18	22 15
Hispanic	3	4	3	5	4	18	4 15
White	43	58	58	43	60	36	60 32

* Reported from William Kendrick and the Seattle Public Schools Student Information Services to James Kelly, 08/11/94.

Program Enrollments by Race *Continued*

Spokane 1992-93 School Year/Grades 9-12

Percent of Ethnic Group Enrolled in Honors Program



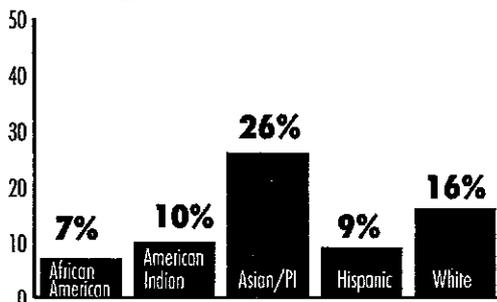
Spokane's Ethnic Population Participating in Honors Program

Ethnic Group	Student Population*	Percent of total student population*	Percent of all students in honors*	Percent of total honors enrollment*	Percent of ethnic group in honors program*
African American	285	4%	13	1%	5%
American Indian	277	3	9	1	3
Asian	312	4	37	4	12
Hispanic	125	1	8	1	6
White	7,121	88	895	93	13

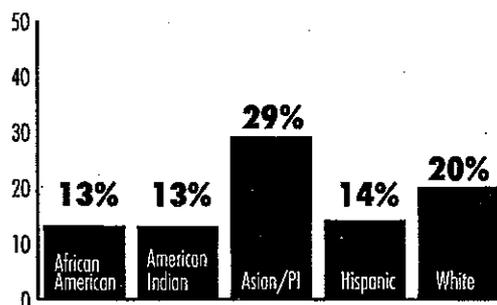
* Total population numbers and percentages were derived from Spokane Schools Planning, Evaluation and Research for 1993.

Tacoma 1992-93 School Year/Grades 9-12

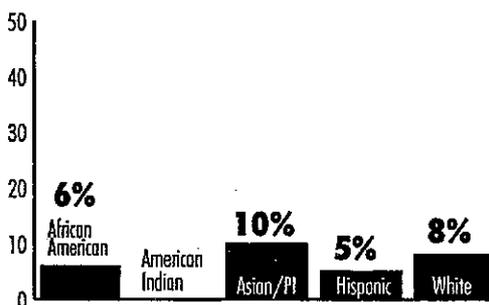
Percent of Ethnic Group Enrolled in Pre-College Mathematics Classes*



Percent of Ethnic Group Enrolled in Pre-College Science Classes*



Percent of Ethnic Group Enrolled in Pre-College English Classes*



Percent of Ethnic Group Enrolled in Pre-College Classes*

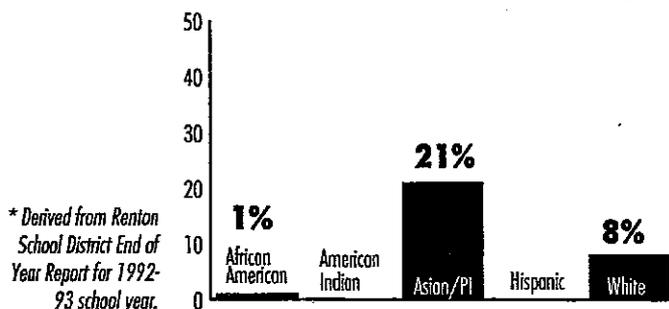
Ethnic Group	Percent of Student Population*	1992-93 9-12th Grade Advanced Math		1992-93 9-12th Grade Advanced Science		1992-93 9-12th Grade Advanced English	
		% of all enrolled	% of group enrolled	% of all enrolled	% of group enrolled	% of all enrolled	% of group enrolled
African American	18	8	7	12	13	14	6
American Indian	2	1	10	1	13		
Asian	13	23	26	19	29	17	10
Hispanic	4	2	9	3	14	3	5
White	63	66	16	64	20	65	8
<i>In Advanced Courses</i>		<i>16% of all students</i>		<i>20% of all students</i>		<i>8% of all students</i>	

*Total population numbers and percentages were derived from Tacoma Public Schools Profile Report for 1992-93 school year.

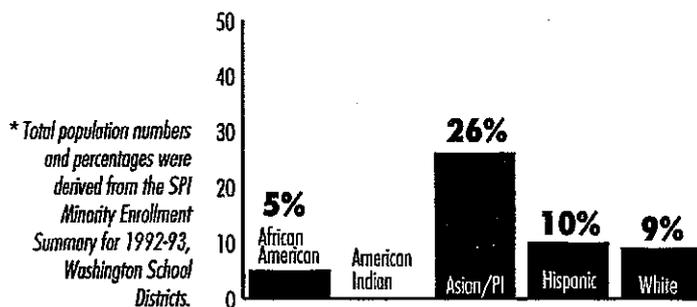
Program Enrollments by Race *Continued*

Renton 1992-93 School Year/Grades 9-12

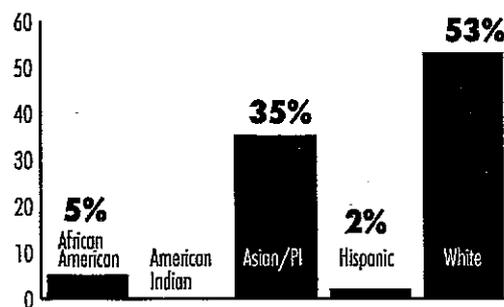
Hazen High School/% of Ethnic Group Enrolled in Excellence in Action Program*



Renton High School/% of Ethnic Group Enrolled in Excellence in Action Program*



Lindbergh High School/% of Ethnic Group Enrolled in Excellence in Action Program* 10th-12th Grade



Percent of Ethnic Group Enrolled in Excellence in Action Program, 1992-93**

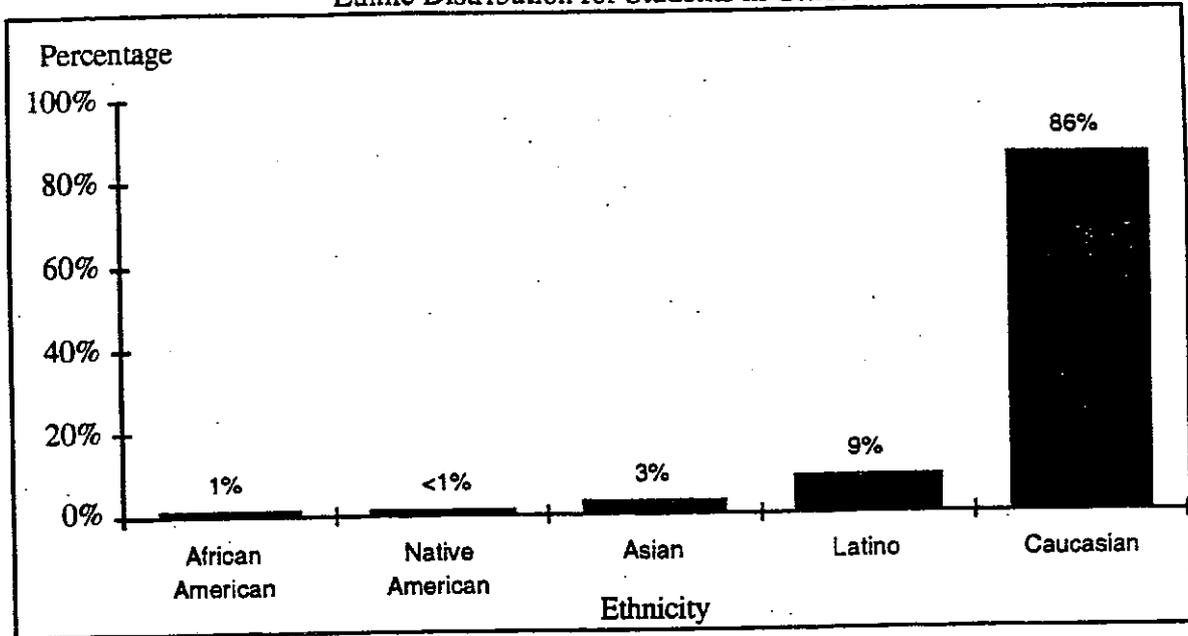
Ethnic Group	Percent of Student Population*	% of Student Population	# of Students in program	% of all Students in program	% of group in program
Renton High School					
African American	270	33%	14	17%	5
American Indian	15	2	0	-	-
Asian	119	15	31	37	26
Hispanic	20	2	2	2	10
White	391	48	36	44	9
Hazen High School					
African American	70	6%	1	1%	1%
American Indian	20	2	0	-	-
Asian	165	15	34	34	21
Hispanic	40	3	0	-	-
White	822	74	65	65	8

** Numbers and percentages derived from Renton School District End of Year Report for the 1992-93 school year.

Appendices

Kennewick School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	43
Native American	9
Asian	98
Latino	292
Caucasian	2915

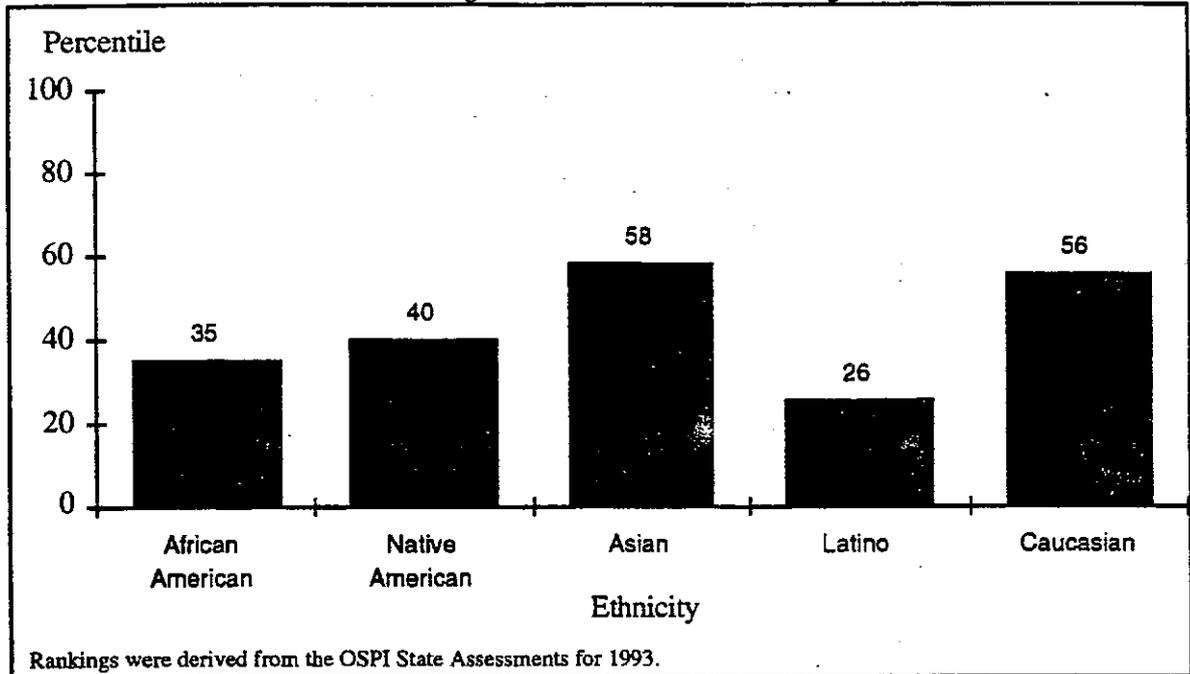
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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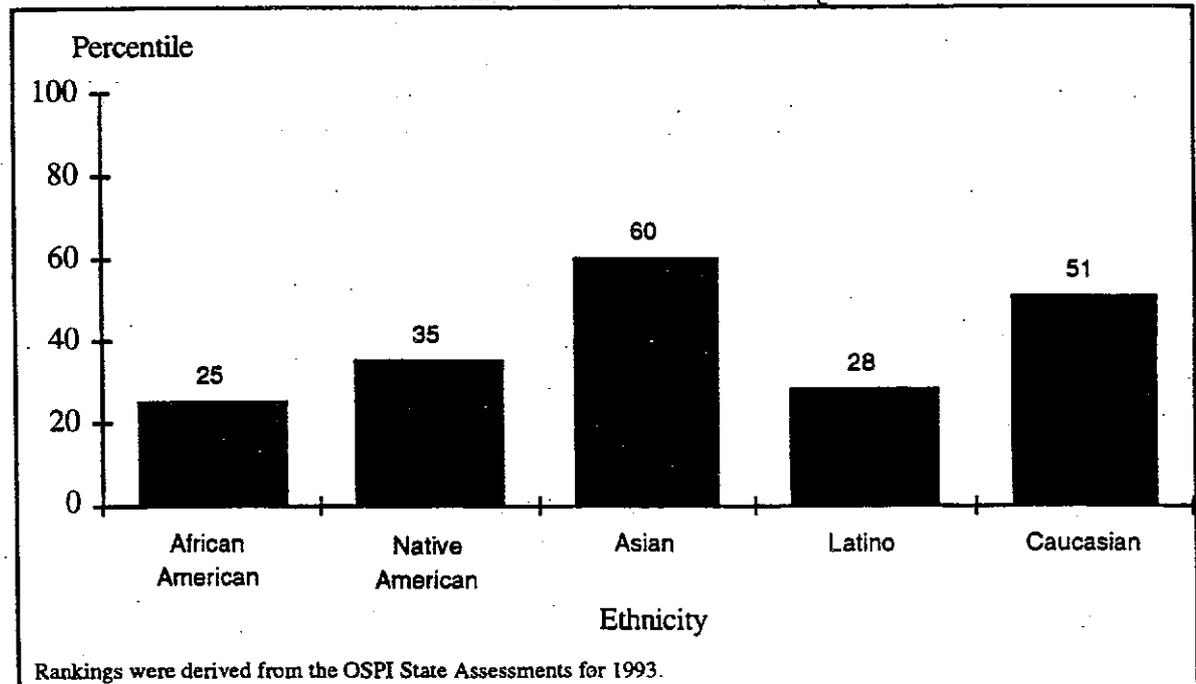
Kennewick, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

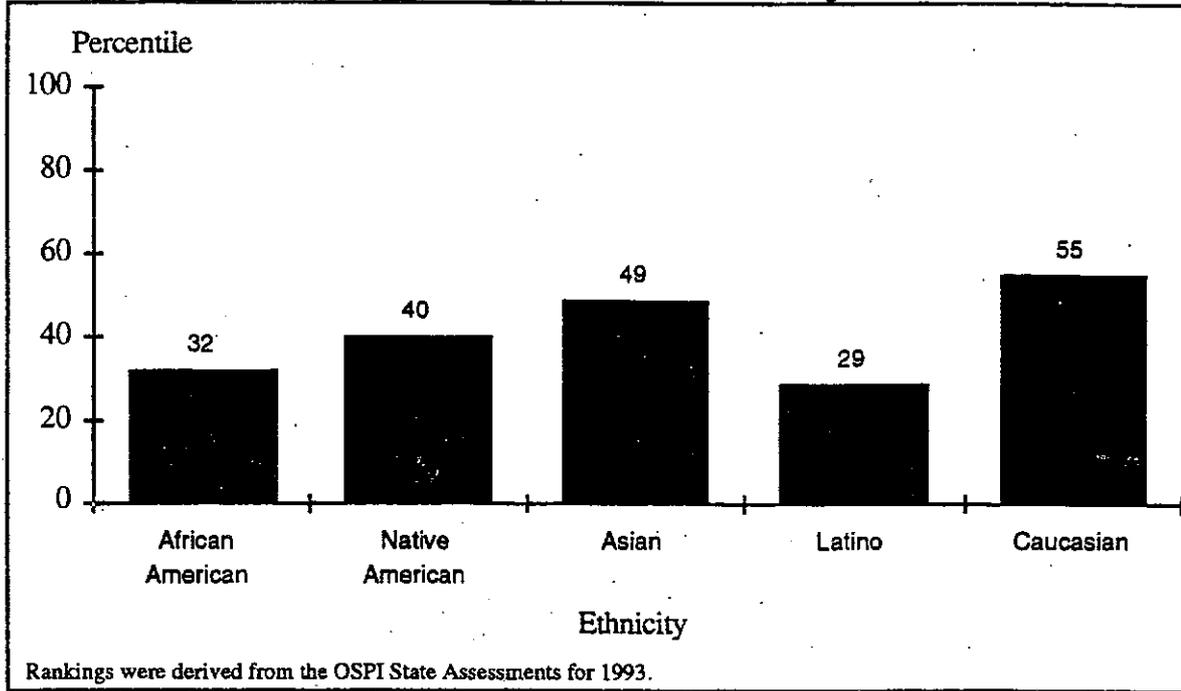


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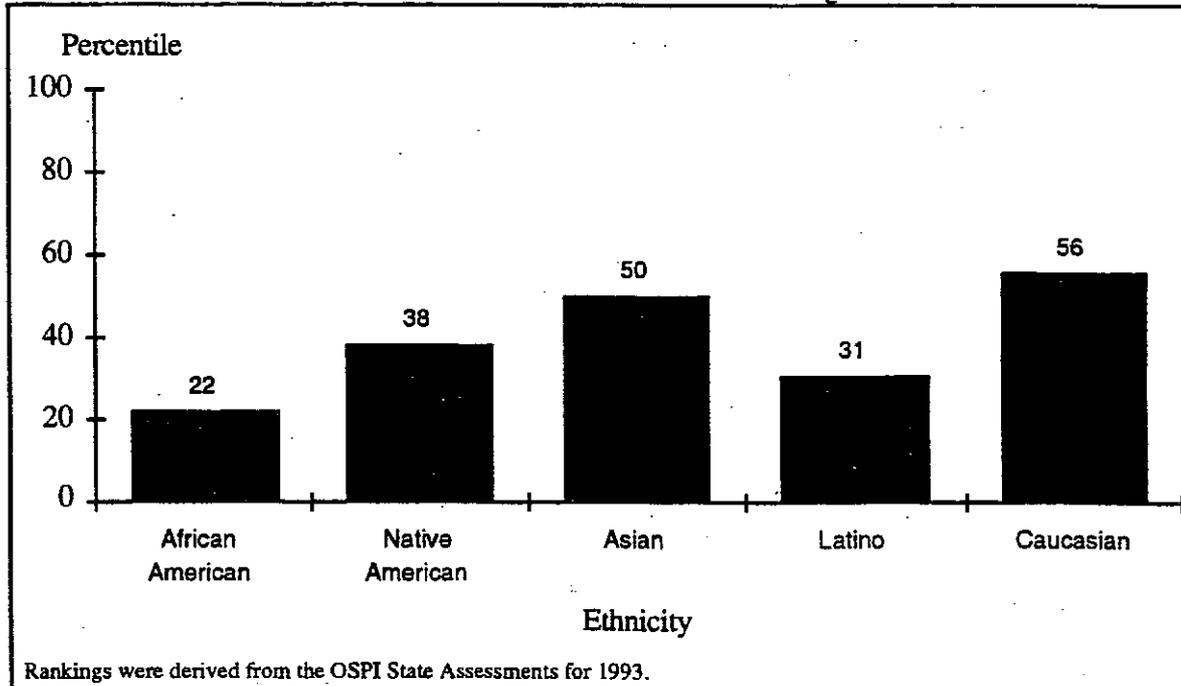
Kennewick, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings

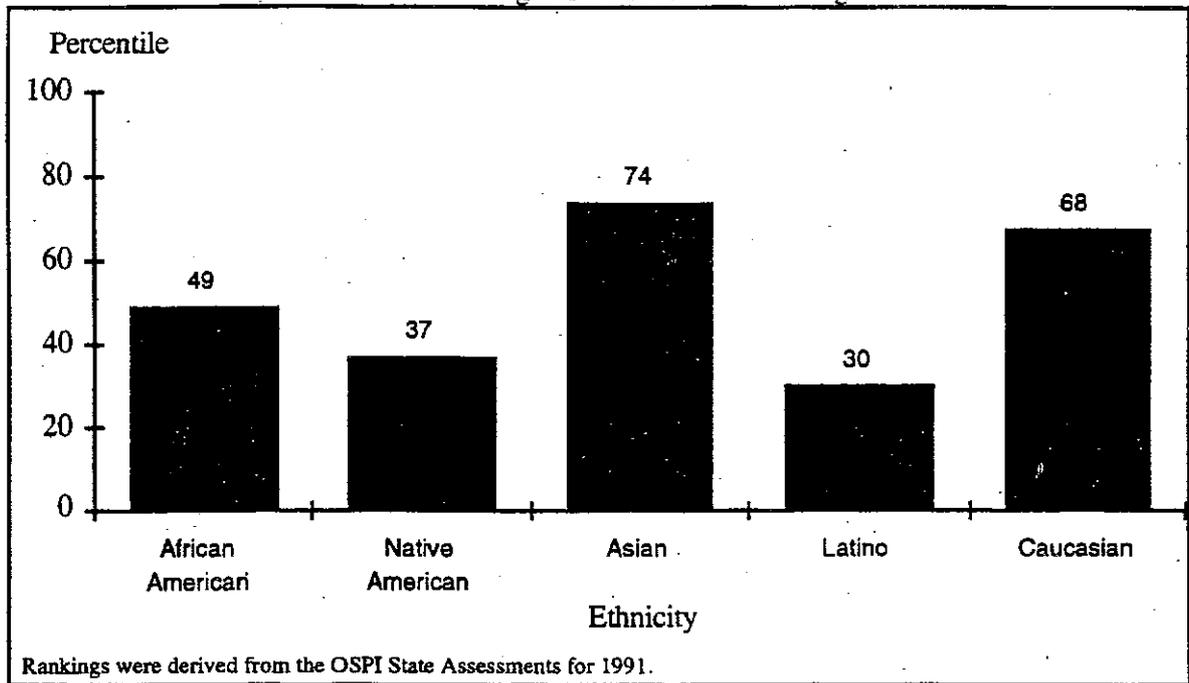


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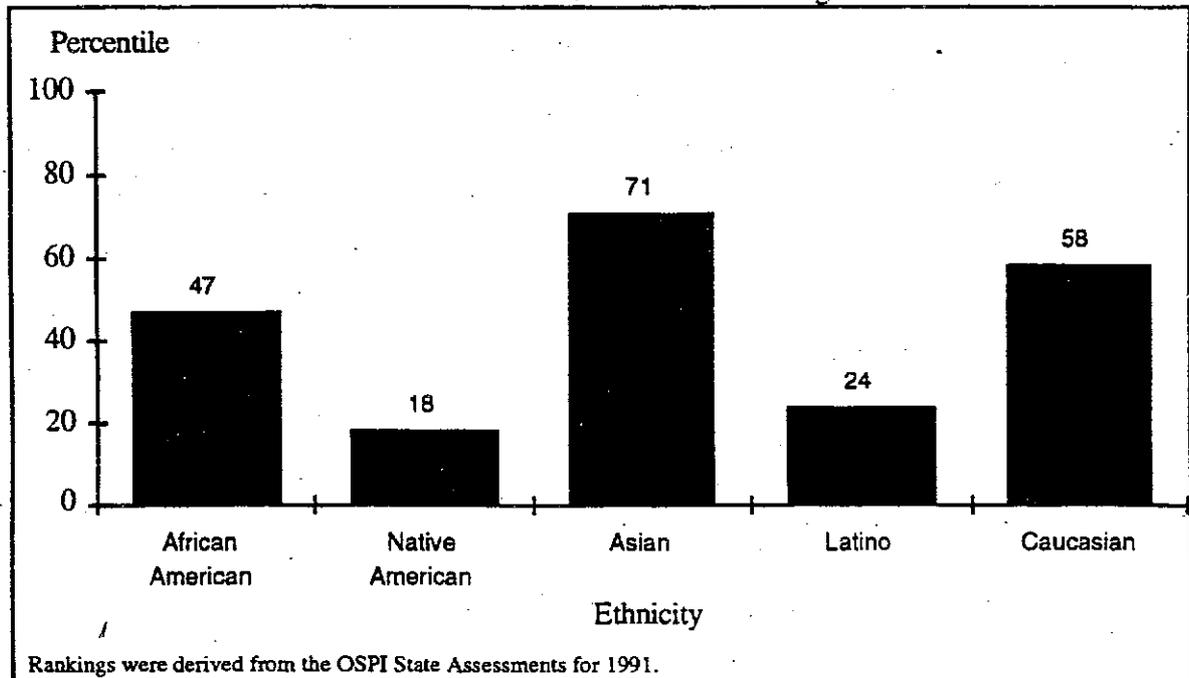
Kennewick, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

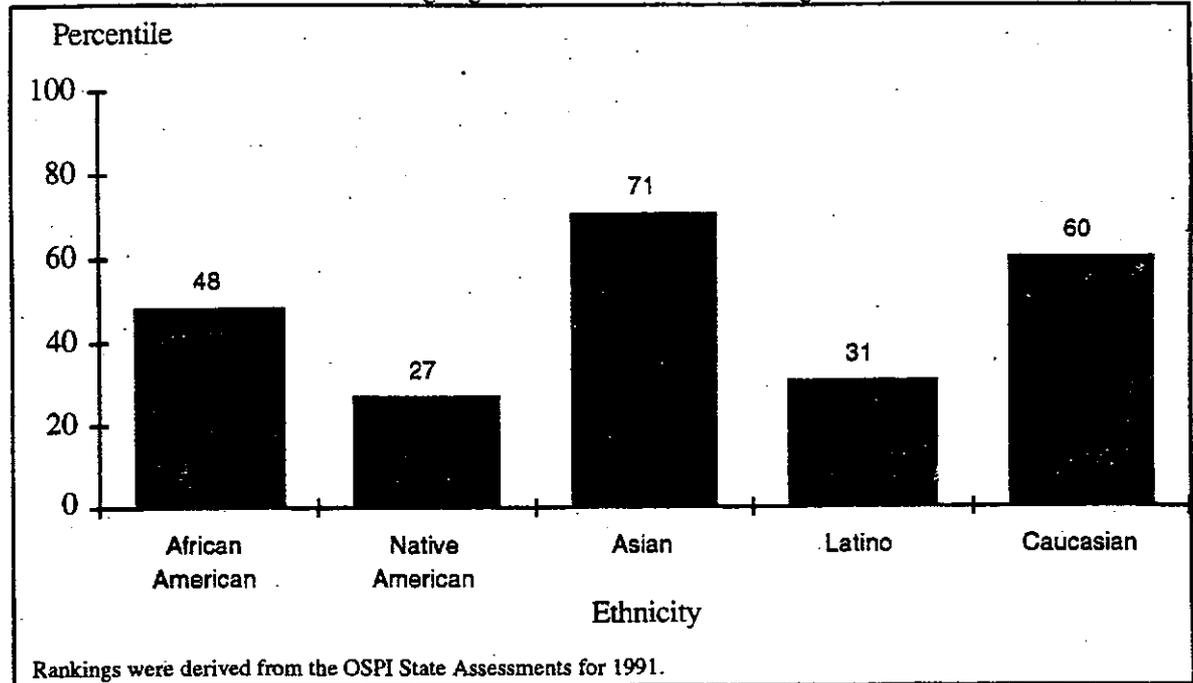


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Kennewick, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)*

Language NCE Percentile Rankings



Enrollment in gifted or honors programs

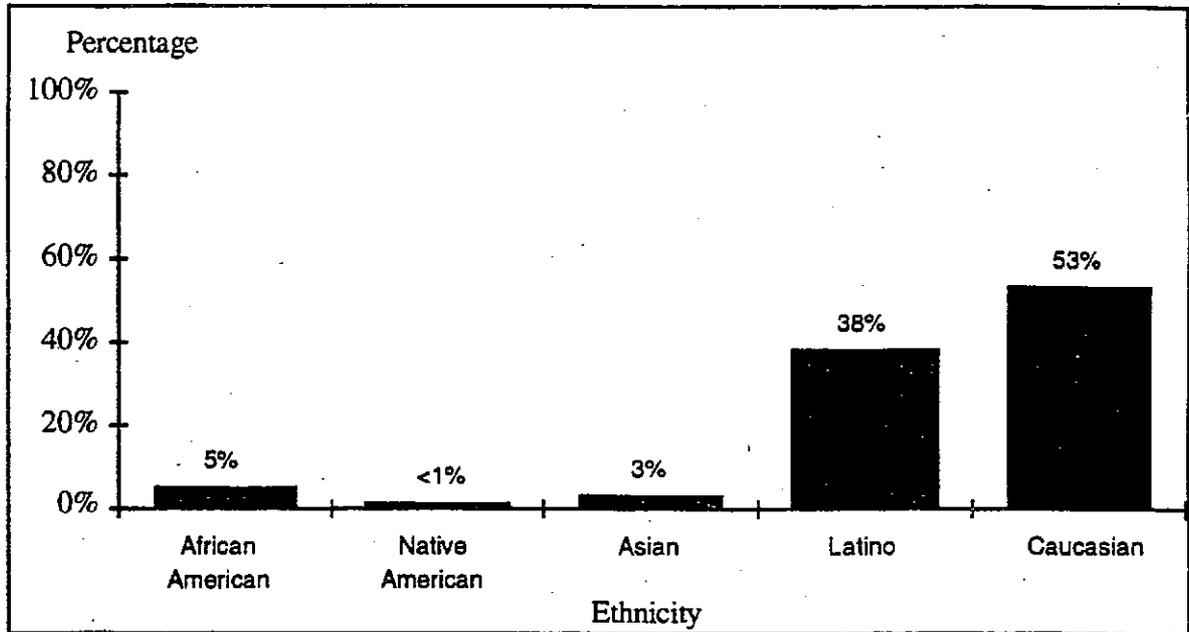
Kennewick uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Kennewick has not maintained a data base on the ethnicity of high school students enrolled in Honors courses, AP courses, or other advanced classes at the high school level.

Highly Capable Program
1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	1-6	182	22 (12%)	\$67,000	0	\$368.00
1993-94	1-7	249	33 (13%)	\$58,100	0	\$233.00

Pasco School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	94
Native American	9
Asian	50
Latino	714
Caucasian	991

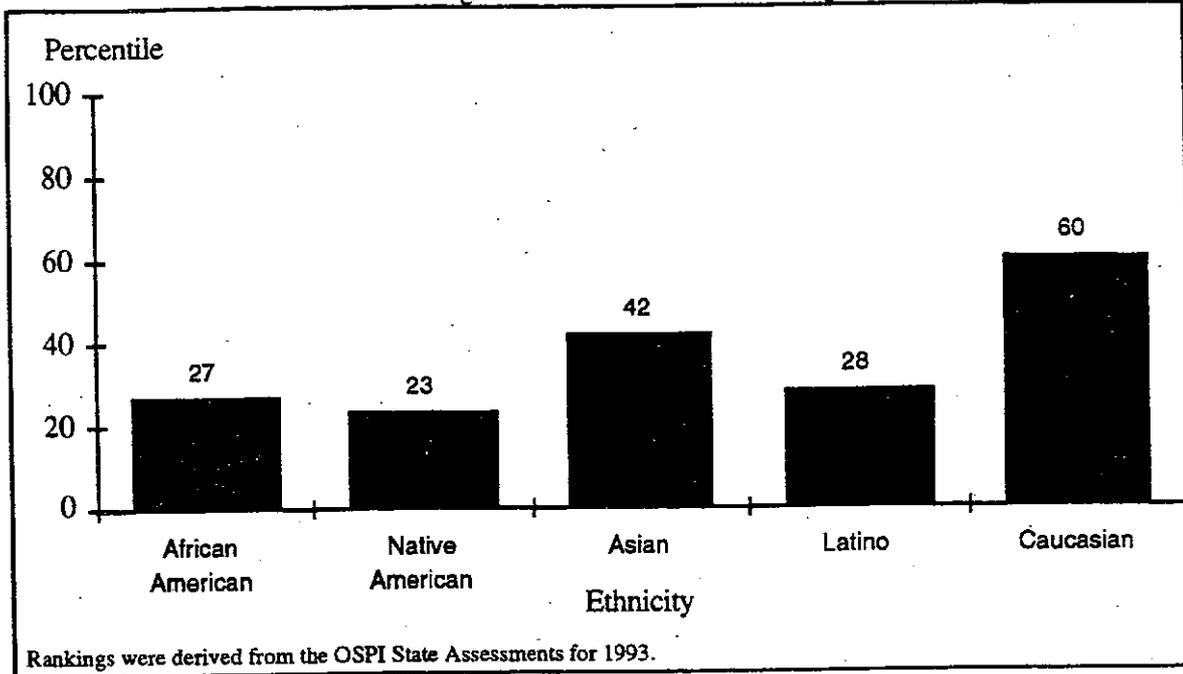
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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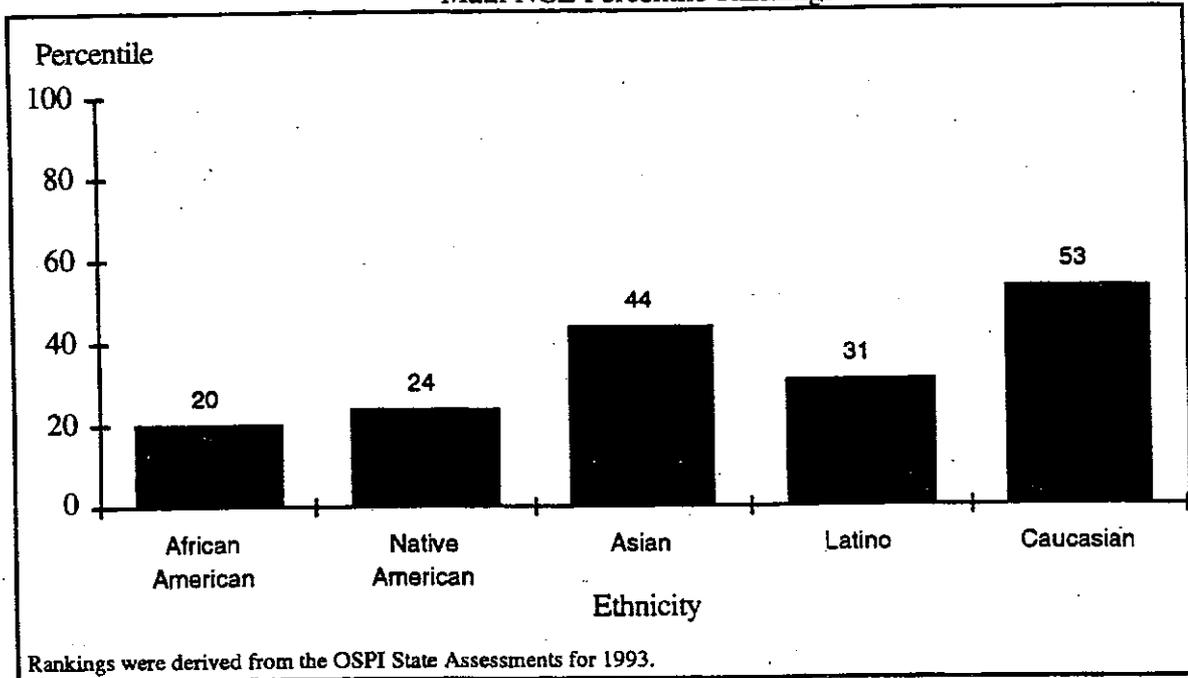
Pasco, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

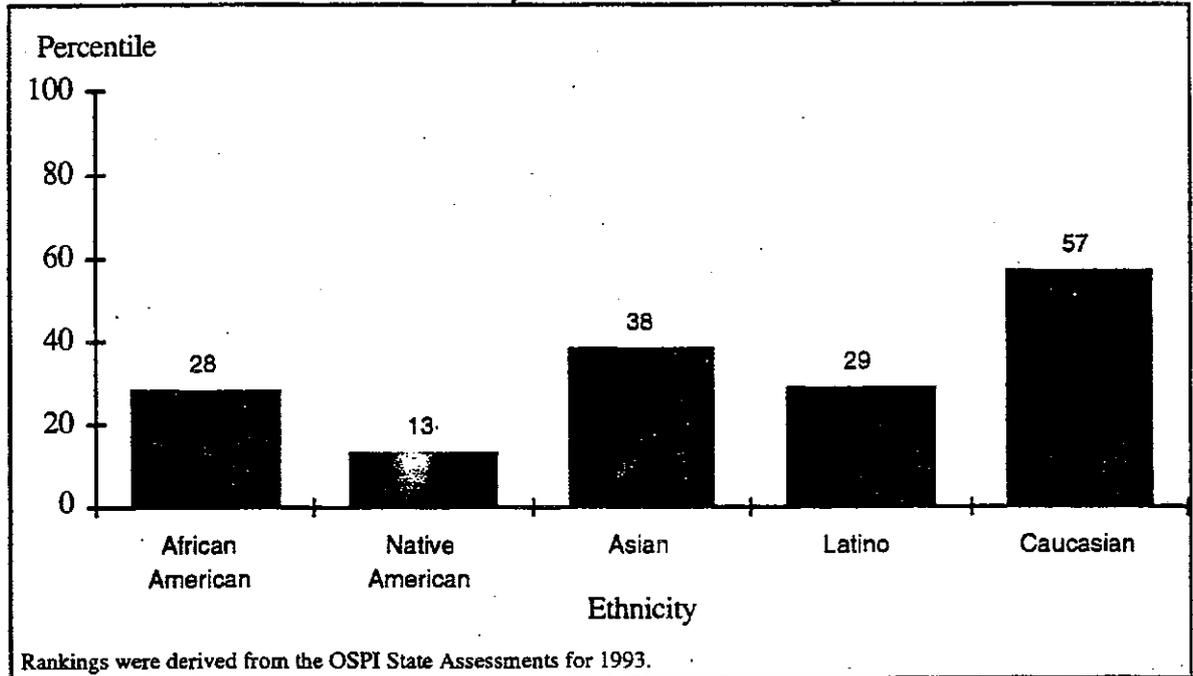


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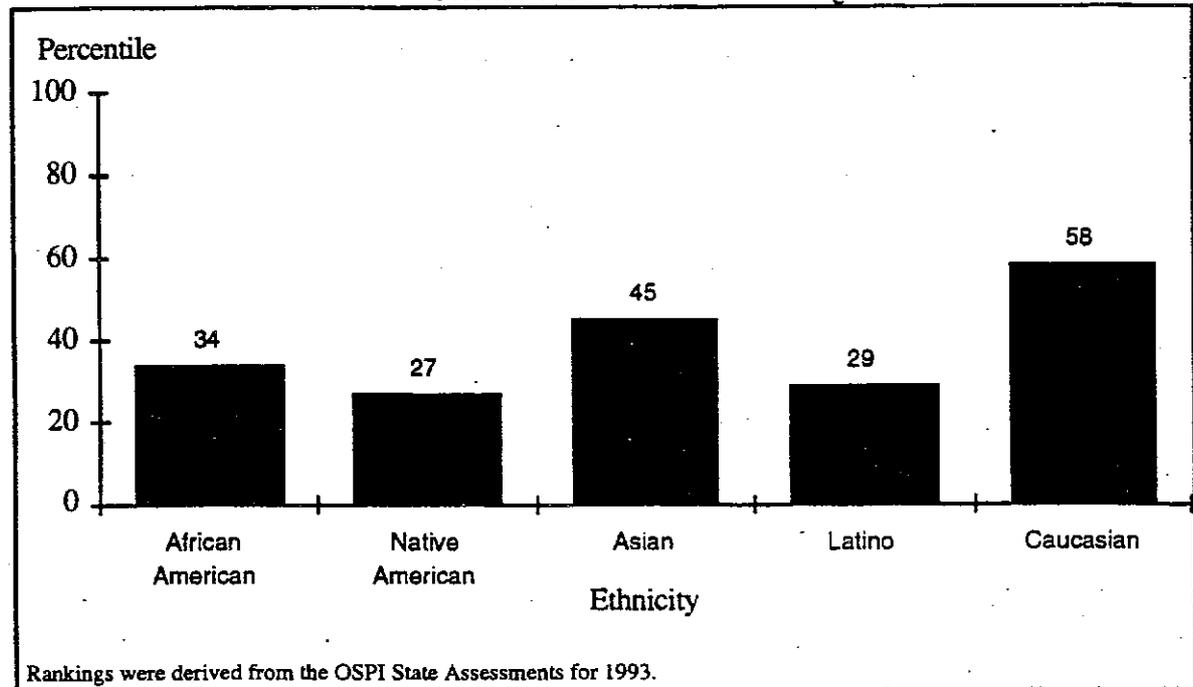
Pasco, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings

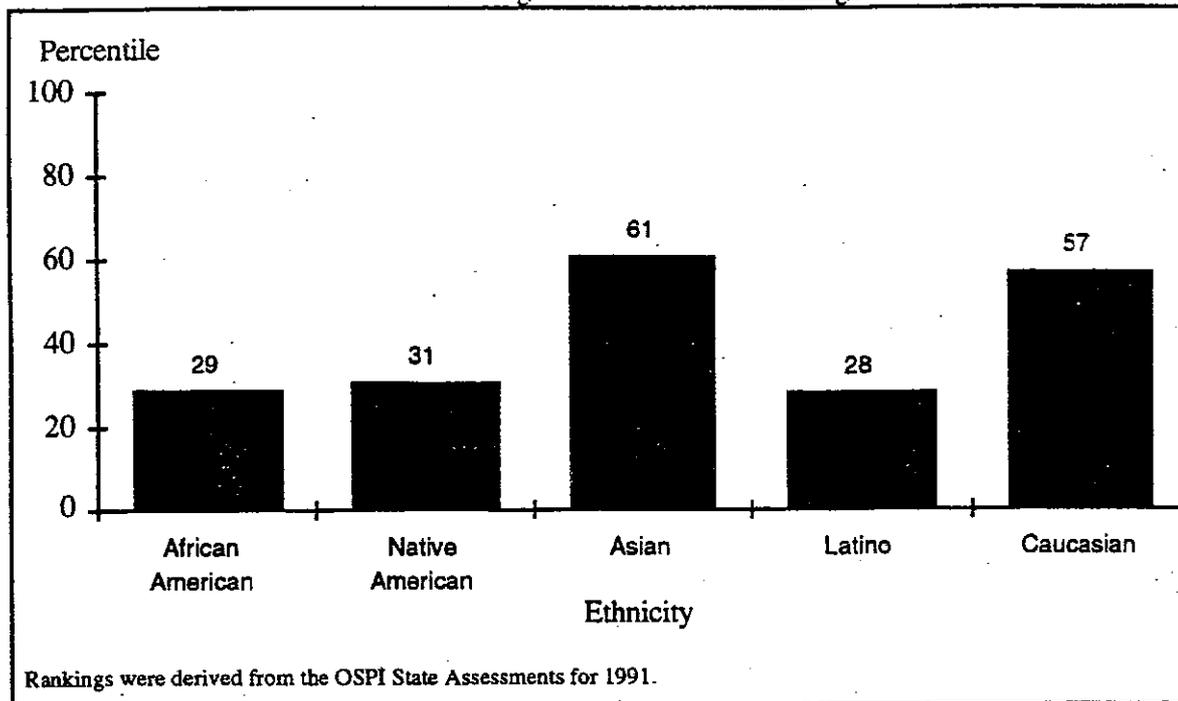


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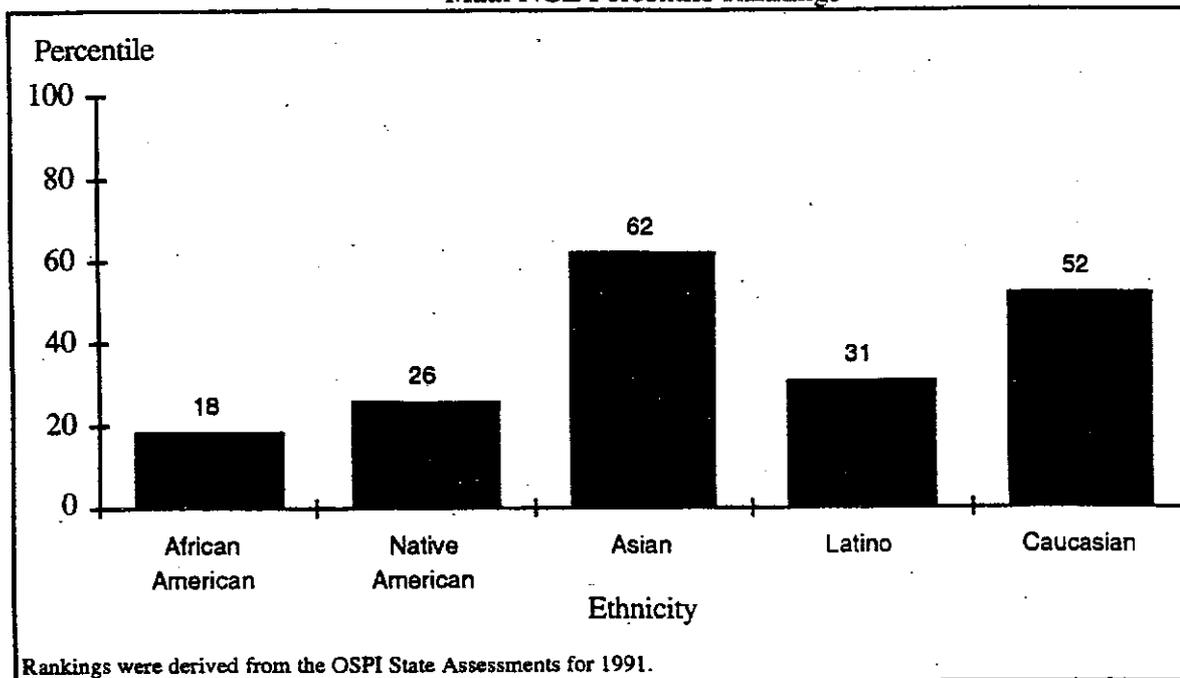
Pasco, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

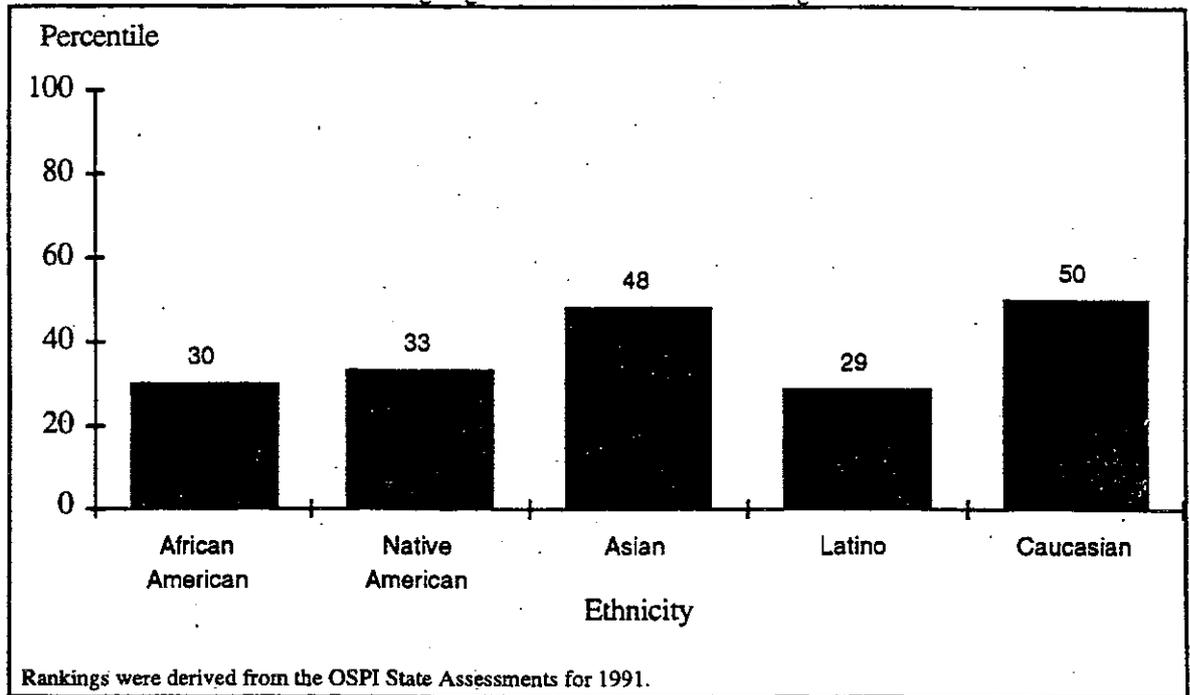


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Pasco, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Language NCE Percentile Rankings



Enrollment in gifted or honors programs

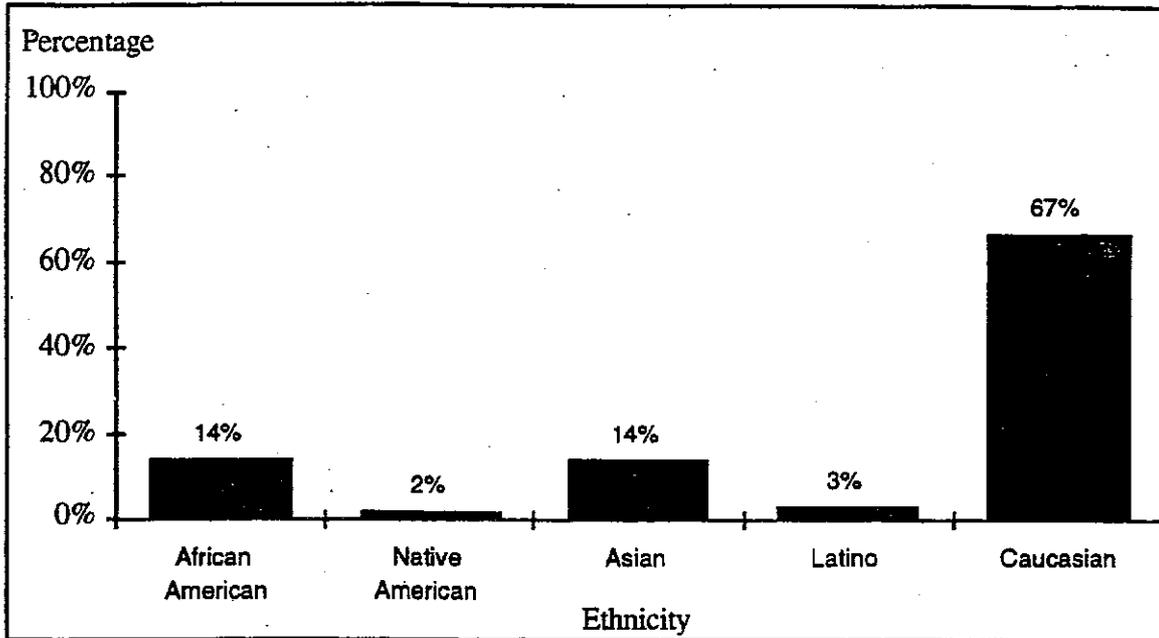
Pasco uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Pasco has not maintained a data base on the ethnicity of high school students enrolled in Honors courses, AP courses, or other advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	2-5	69	8 (12%)	\$89,632	49%	\$1299.00
1993-94	2-5	69	8 (12%)	\$89,632	49%	\$1299.00

Renton School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	431
Native American	50
Asian	424
Latino	99
Caucasian	2050

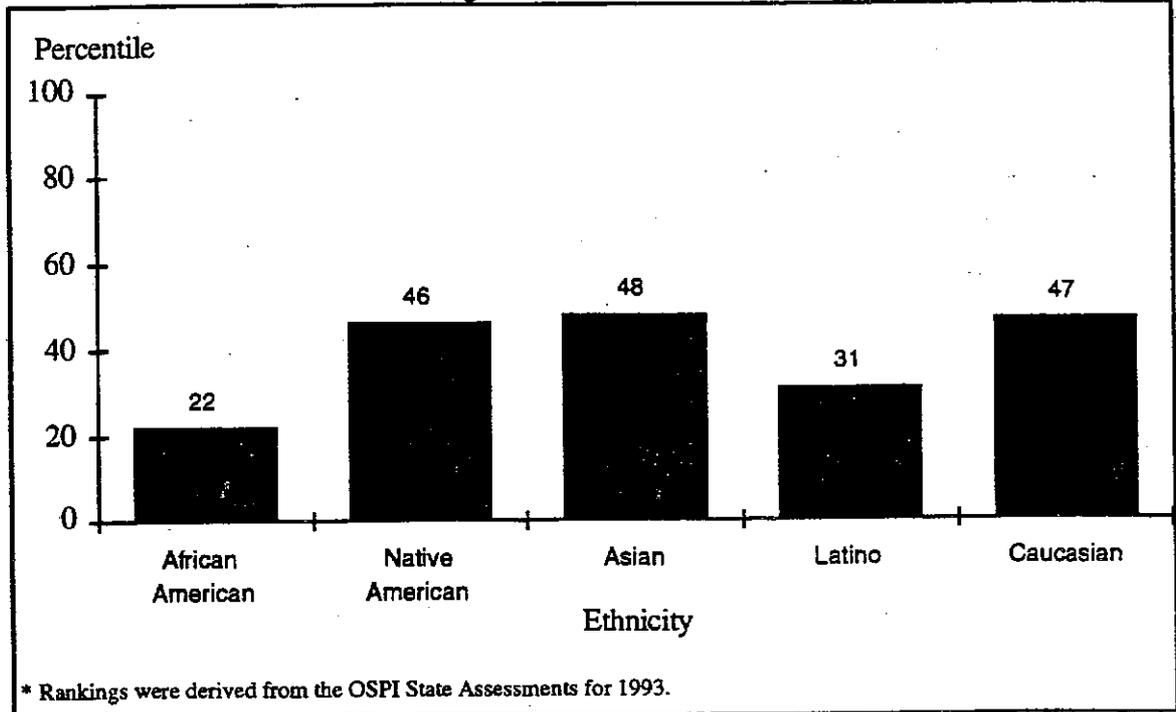
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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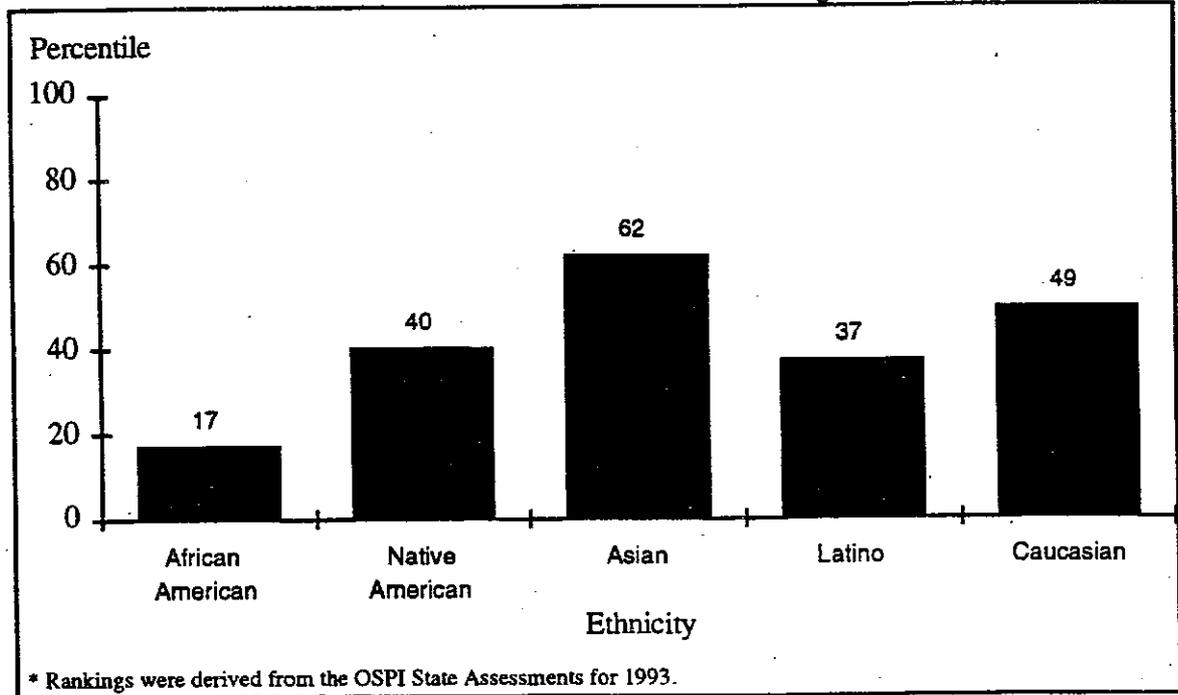
Renton, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

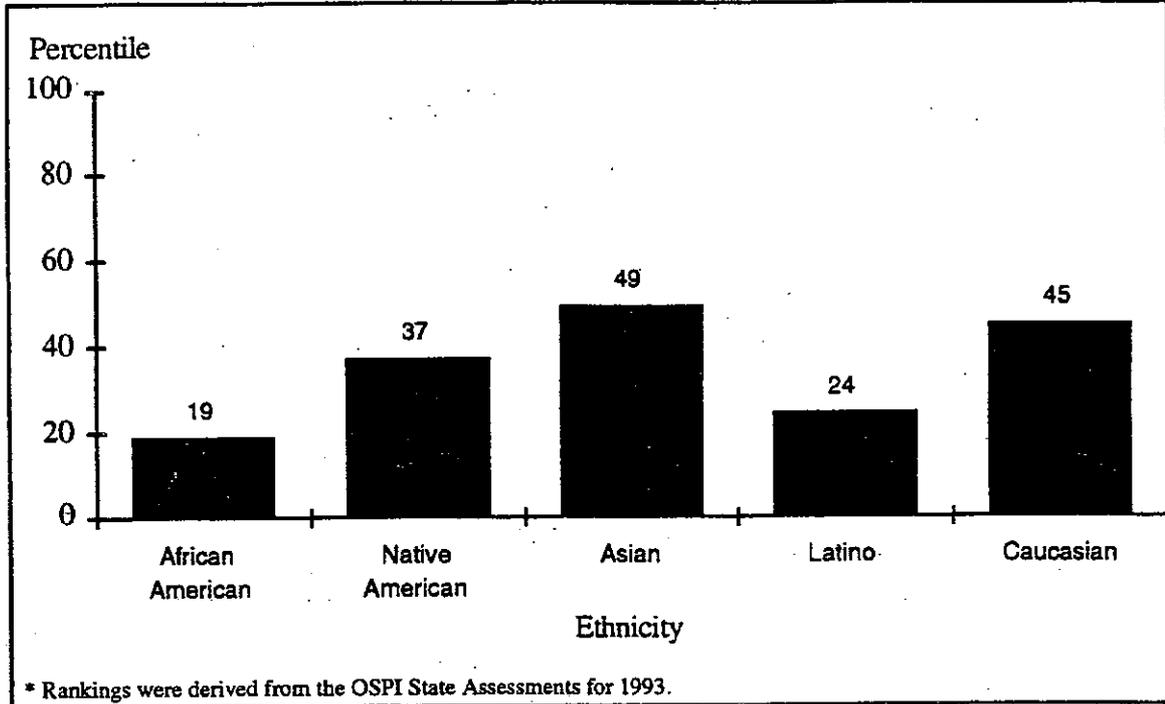


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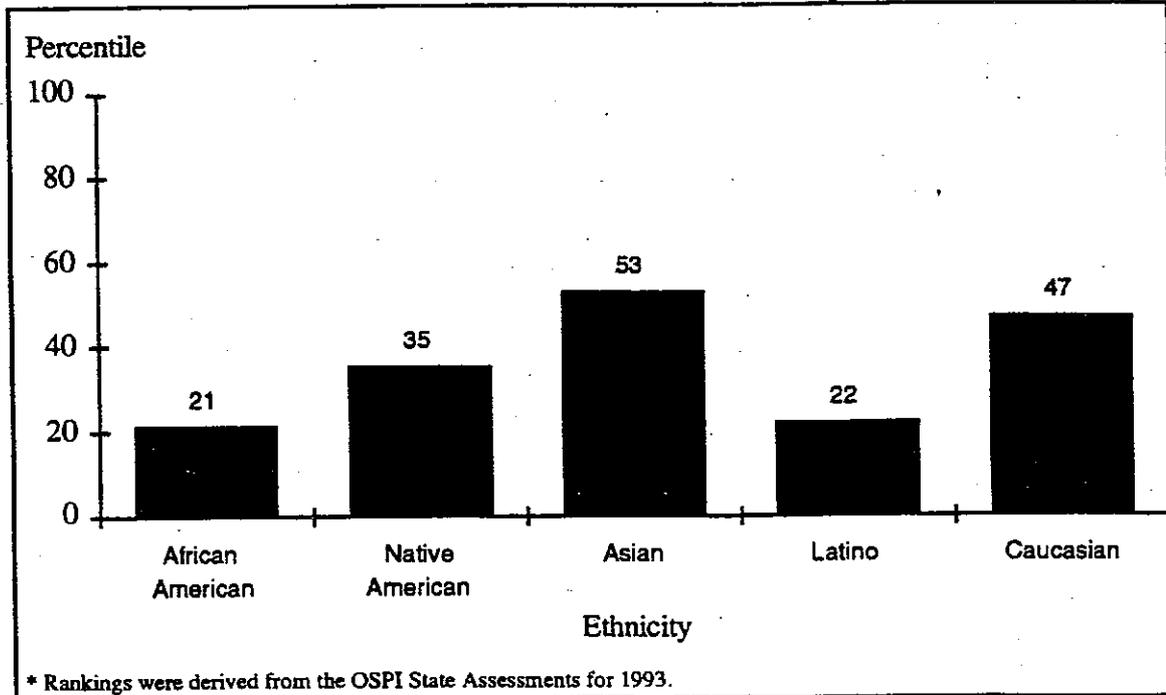
Renton, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings

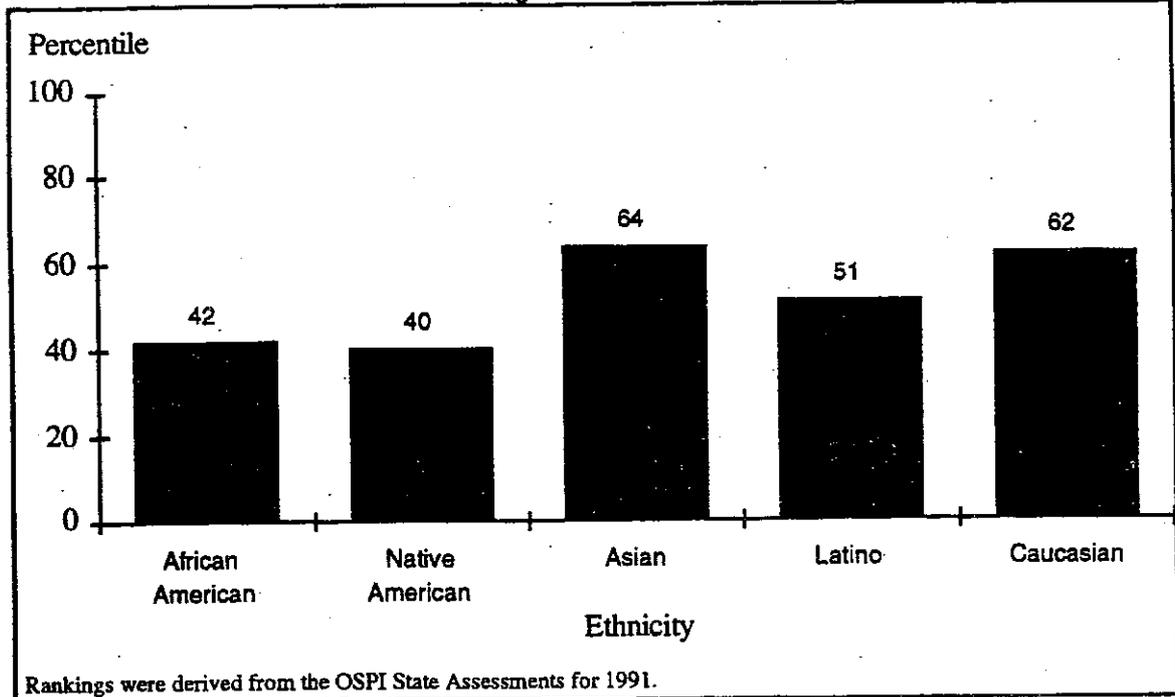


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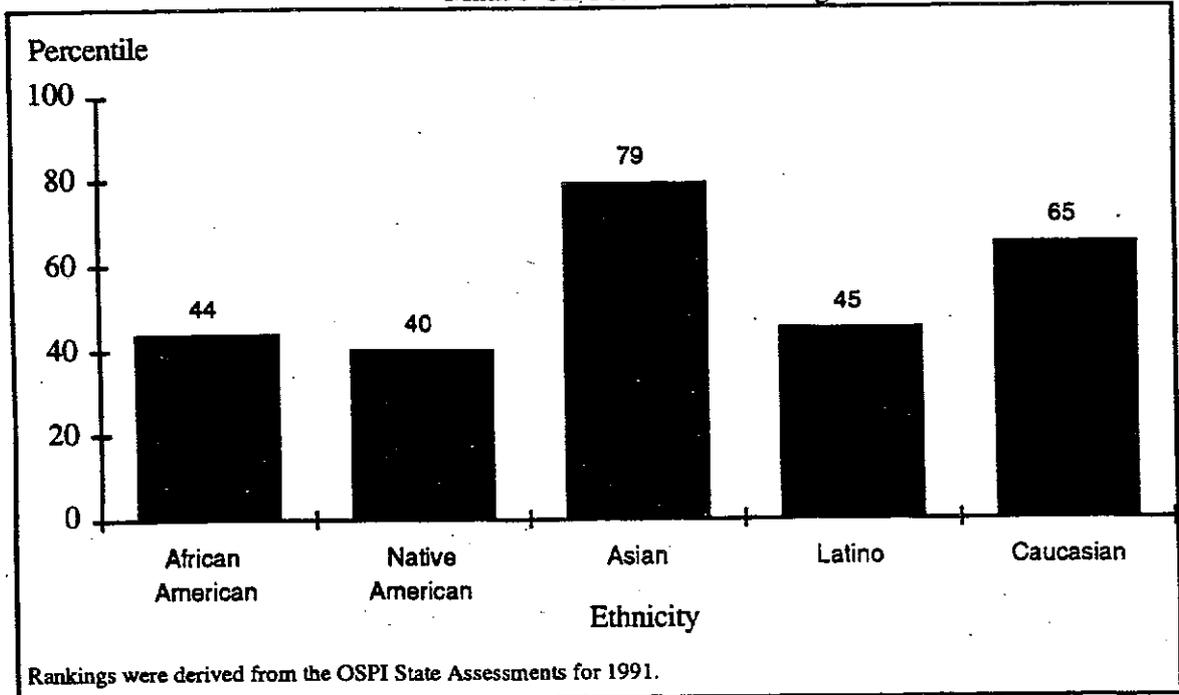
Renton, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

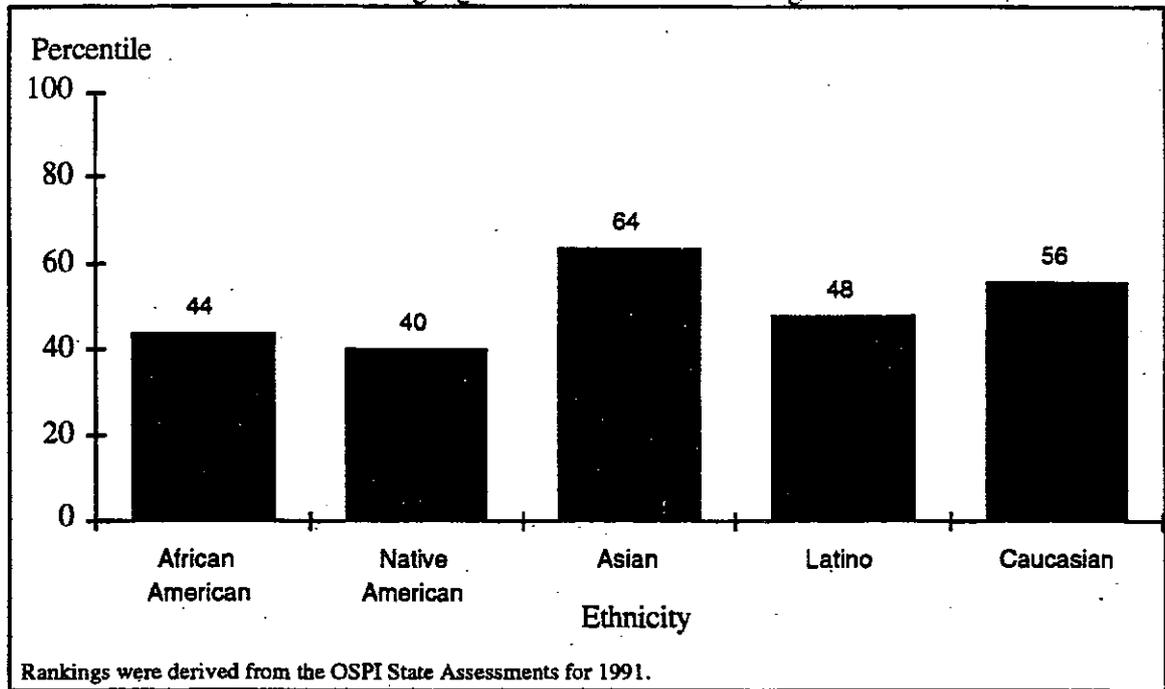


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Renton, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Language NCE Percentile Rankings



(continued)

Renton, continued

Enrollment in gifted or honors program

Renton uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Renton has developed a program which resembles an honors program at three high schools and maintains a data base on the enrollment in these programs by ethnicity. Renton offers other Honors courses, AP courses, and advanced classes at the high school level but has not maintained a data base on enrollment by ethnicity in these classes.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	1-8	226	42 (19%)	\$101,437	38%	\$448.00
1993-94	1-8	190	38 (20%)	\$101,437	38%	\$533.00

Hazen High School

1992-93 9-12th grade students enrolled in the Excellence in Action Program

Ethnic Group	N*	% of student population*	# of students in the Excellence in Action Program**	% of all students in the Excellence in Action Program**	% of ethnic group in the Excellence in Action Program**
Afr. American	70	6%	1	1%	1%
American Indian	20	2%	0	-	-
Asian	165	15%	34	34%	21%
Hispanic	40	3%	0	-	-
White	822	74%	65	65%	8%

* Total population #s and %s derived from OSPI Minority Enrollment Summary for 1992-93 Washington State School Districts.

** Total enrollment #s and %s were derived from the Renton School District End of Year Report for 1992-93

(continued)

Renton, continued

Enrollment in gifted or honors programs

Renton High School

1992-93 9-12th grade students
enrolled in the Excellence in Action Program

Ethnic Group	N*	% of student population*	# of students in the Excellence in Action Program**	% of all students in the Excellence in Action Program**	% of ethnic group in the Excellence in Action Program**
Afr. American	270	33%	14	17%	5%
Native American	15	2%	0	-	-
Asian	119	15%	31	37%	26%
Hispanic	20	2%	2	2%	10%
White	391	48%	36	44%	9%

Lindbergh High School

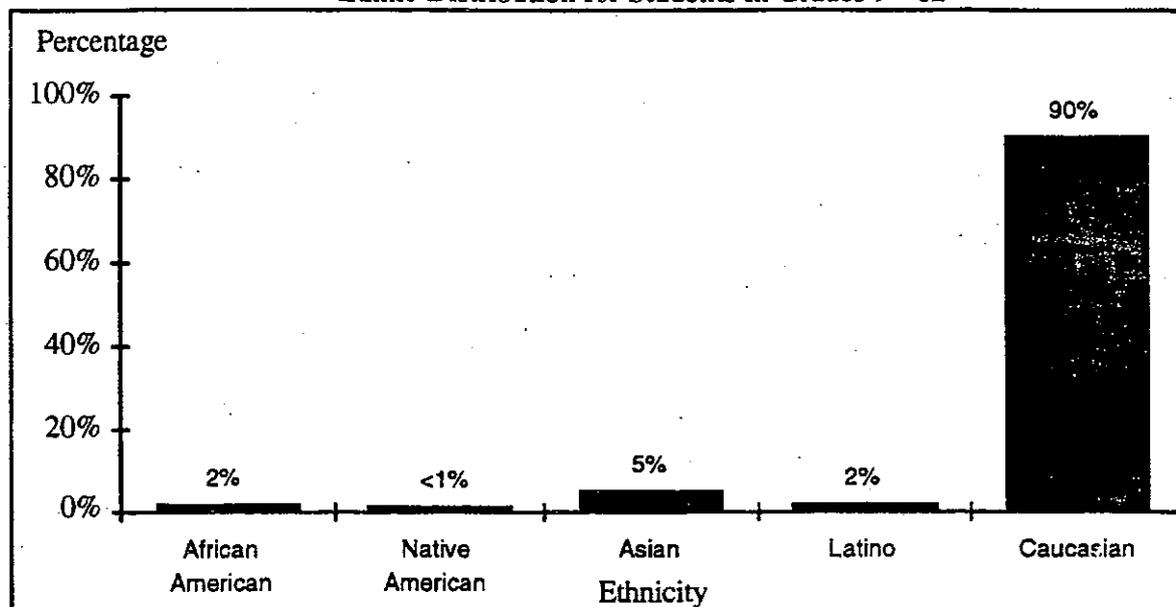
1992-93 10-12th grade students
in the Excellence in Action Program

Ethnic Group	# of students in the Excellence in Action Program**
Afr. American	5
Native American	0
Asian	35
Hispanic	2
White	53

* Total population #s and %s derived from OSPI Minority Enrollment Summary for 1992-93 Washington State School Districts.
** Total enrollment #s and %s were derived from the Renton School District End of Year Report for 1992-93

Richland School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	44
Native American	18
Asian	153
Latino	61
Caucasian	2525

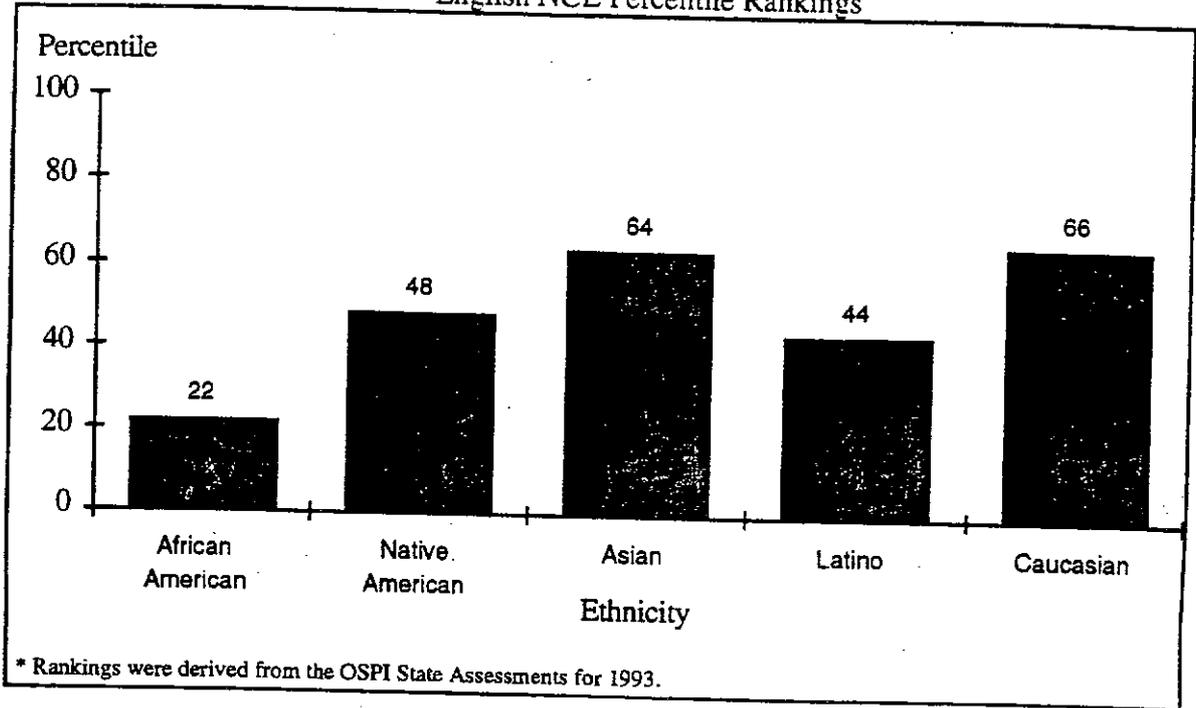
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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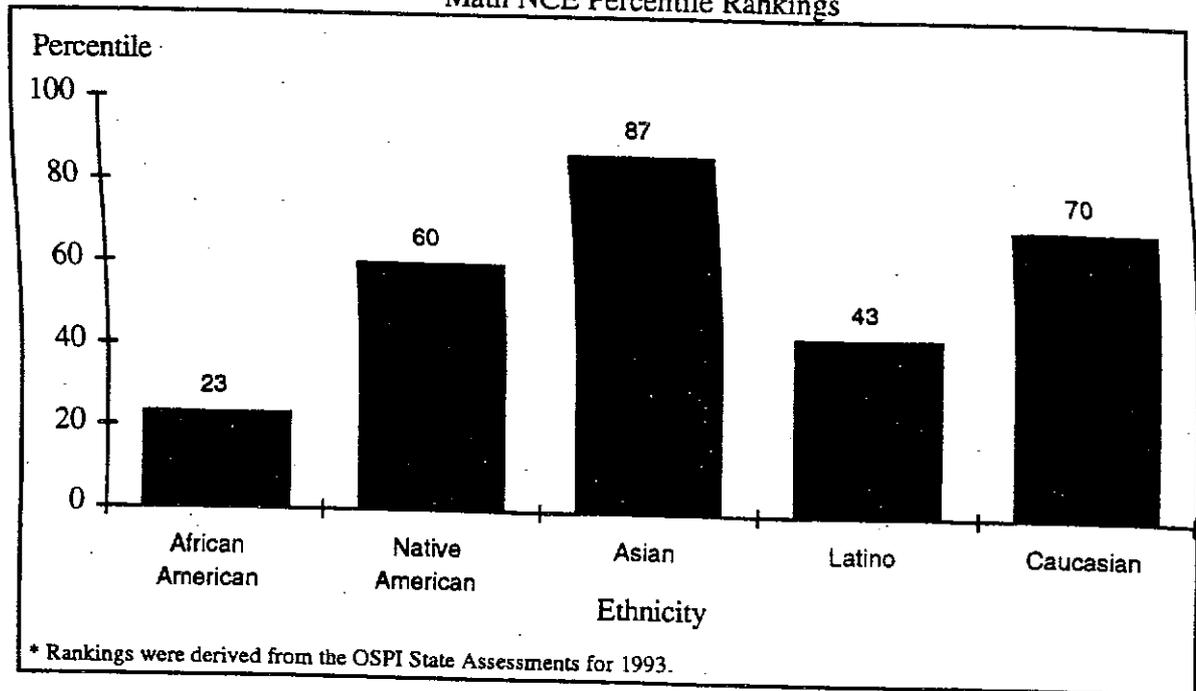
Richland, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



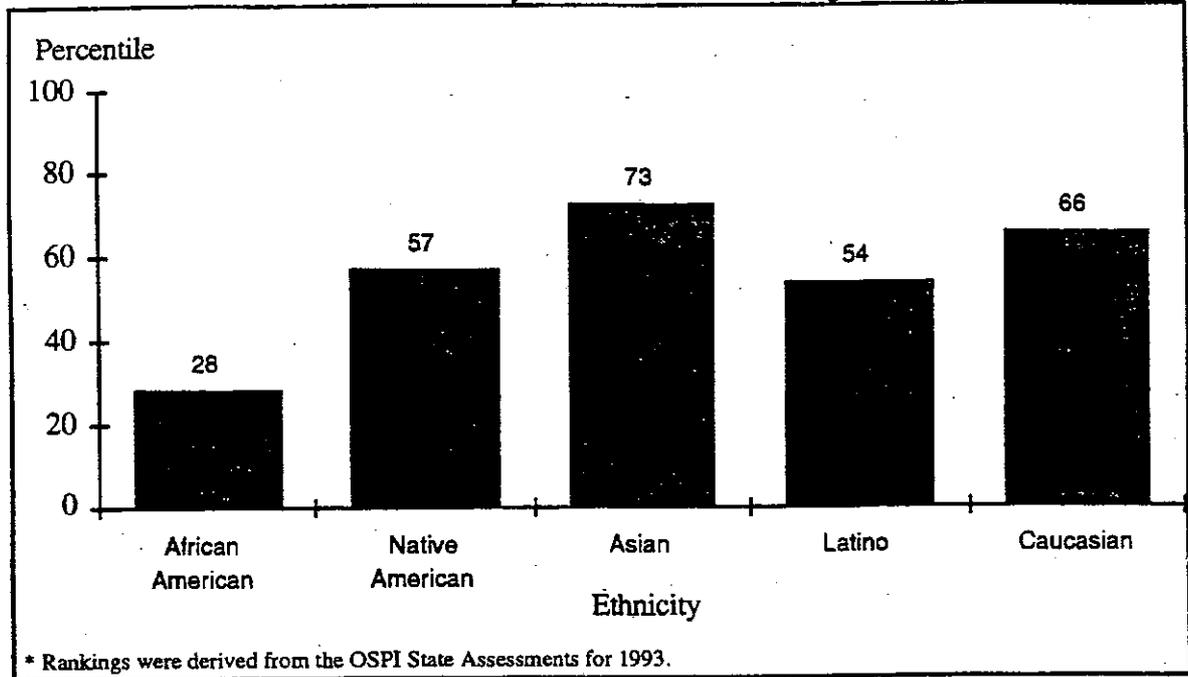
Math NCE Percentile Rankings



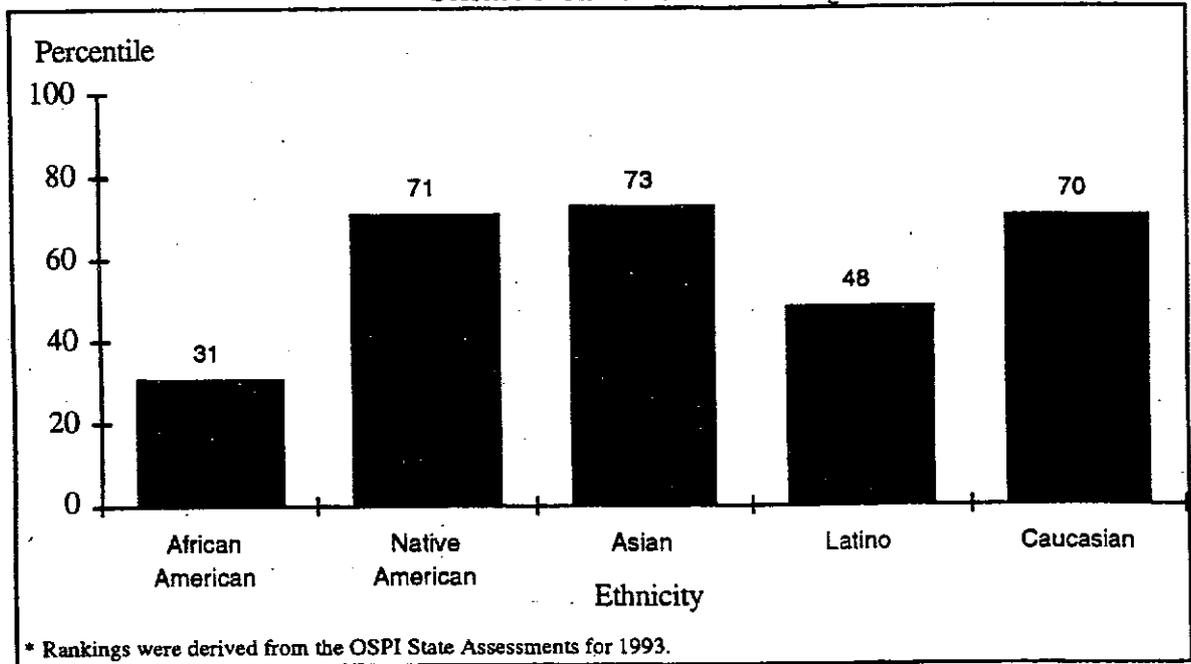
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Richland, continued

History NCE Percentile Rankings



Science NCE Percentile Rankings

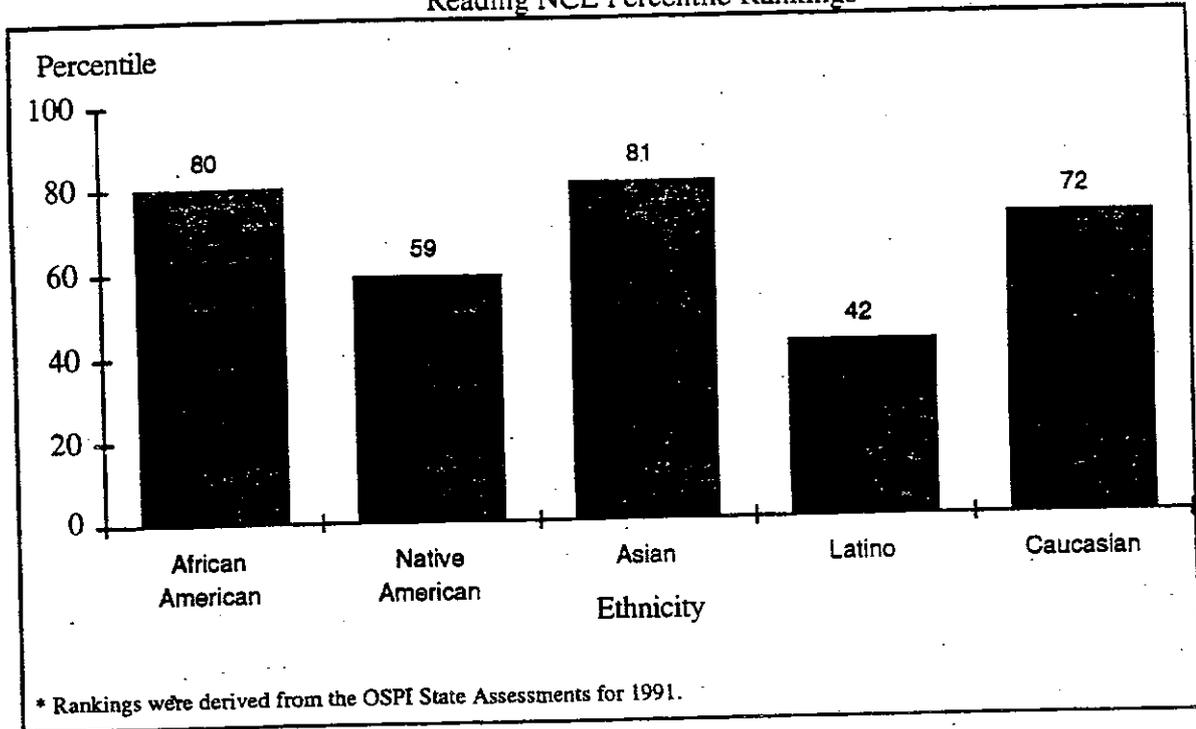


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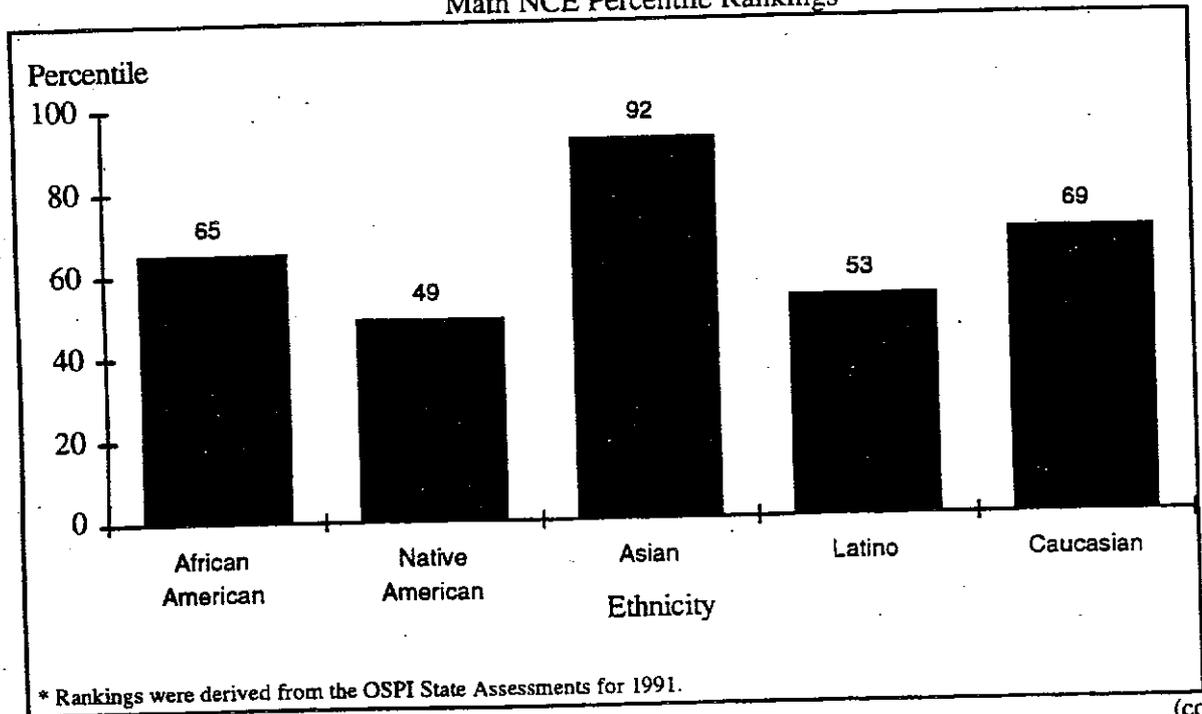
Richland, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

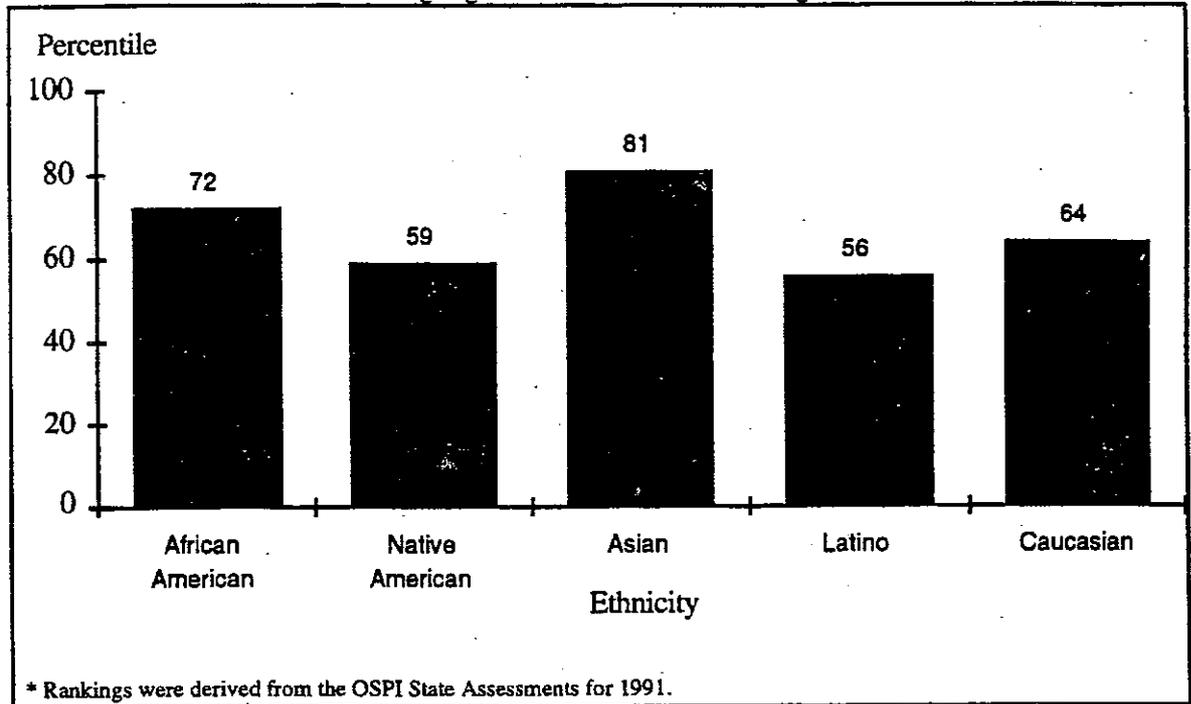


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Richland, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Language NCE Percentile Rankings



Enrollment in gifted or honors programs

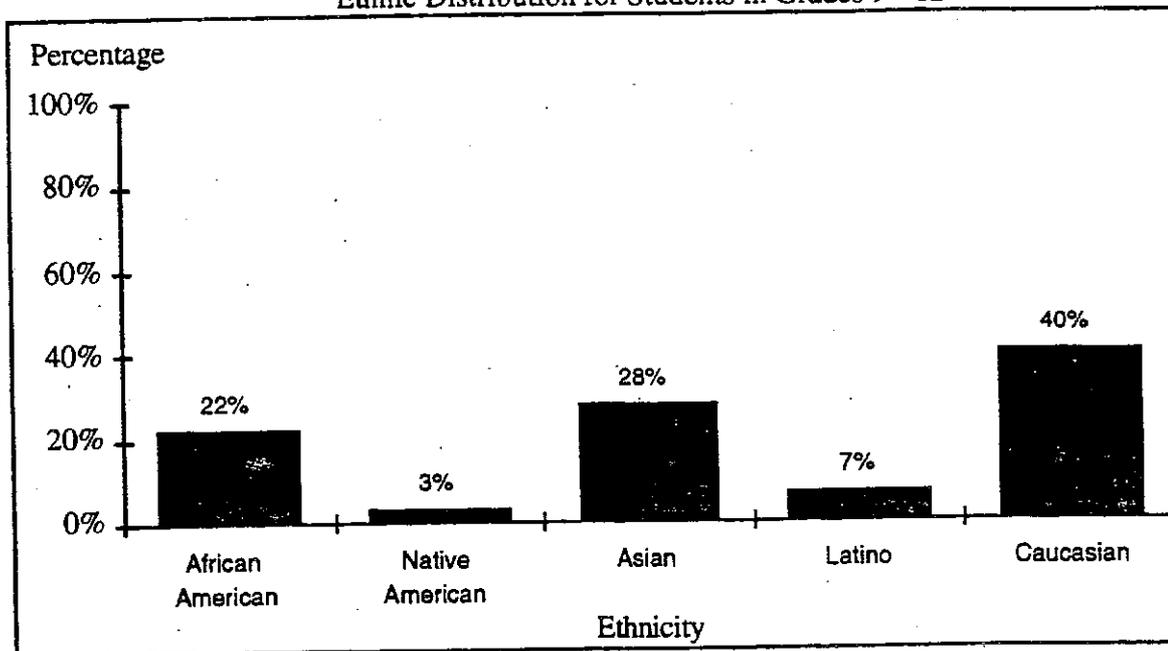
Richland uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Richland has not maintained a data base on the ethnicity of high school students enrolled in Honors courses, AP courses, or other advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	3-7	118	16 (14%)	\$276,885	84%	\$2346.00
1993-94	3-7	101	10 (10%)	\$276,885	84%	\$2741.00

Seattle School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	2683
Native American	358
Asian	3425
Latino	815
Caucasian	4842

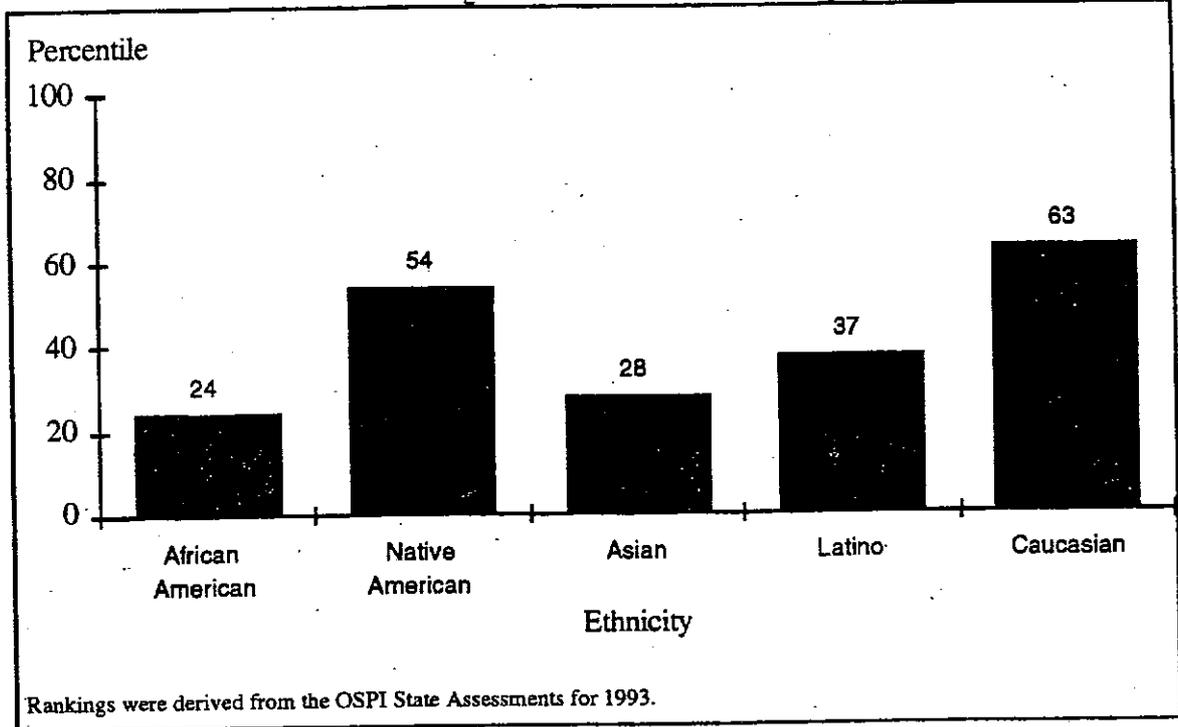
* Total population #s were derived from the Data Profile District Summary for November 1993 - Student Information Services Office of Seattle Public Schools.

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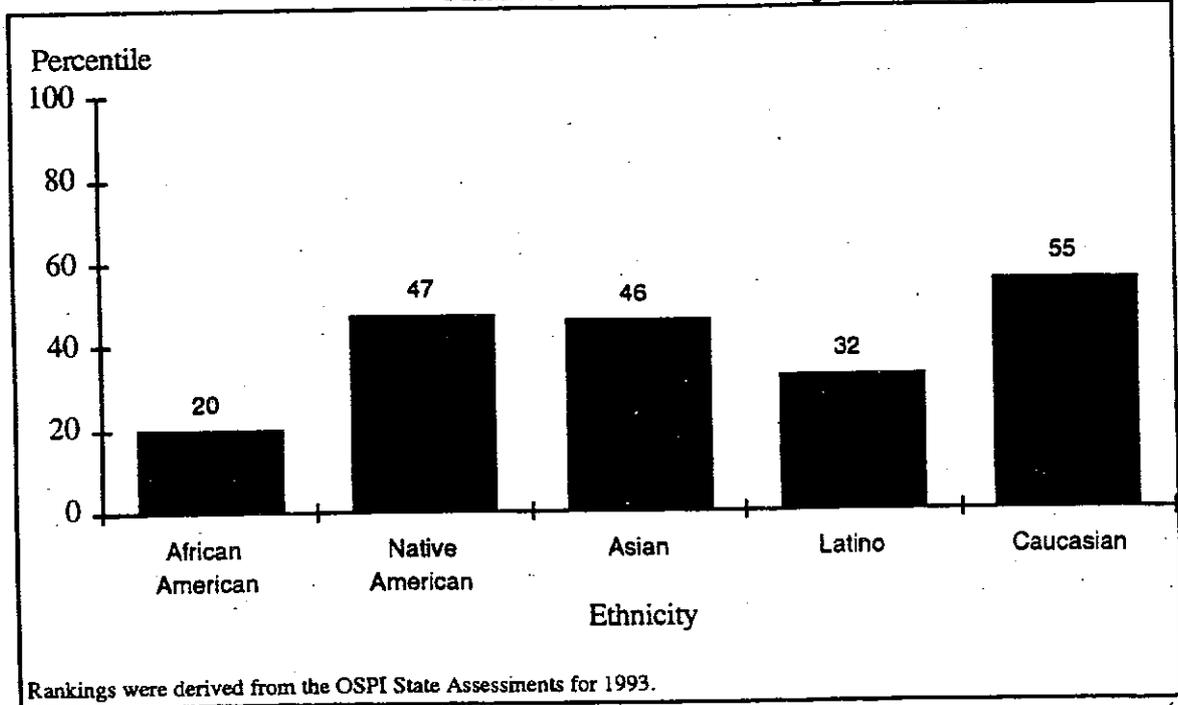
Seattle, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

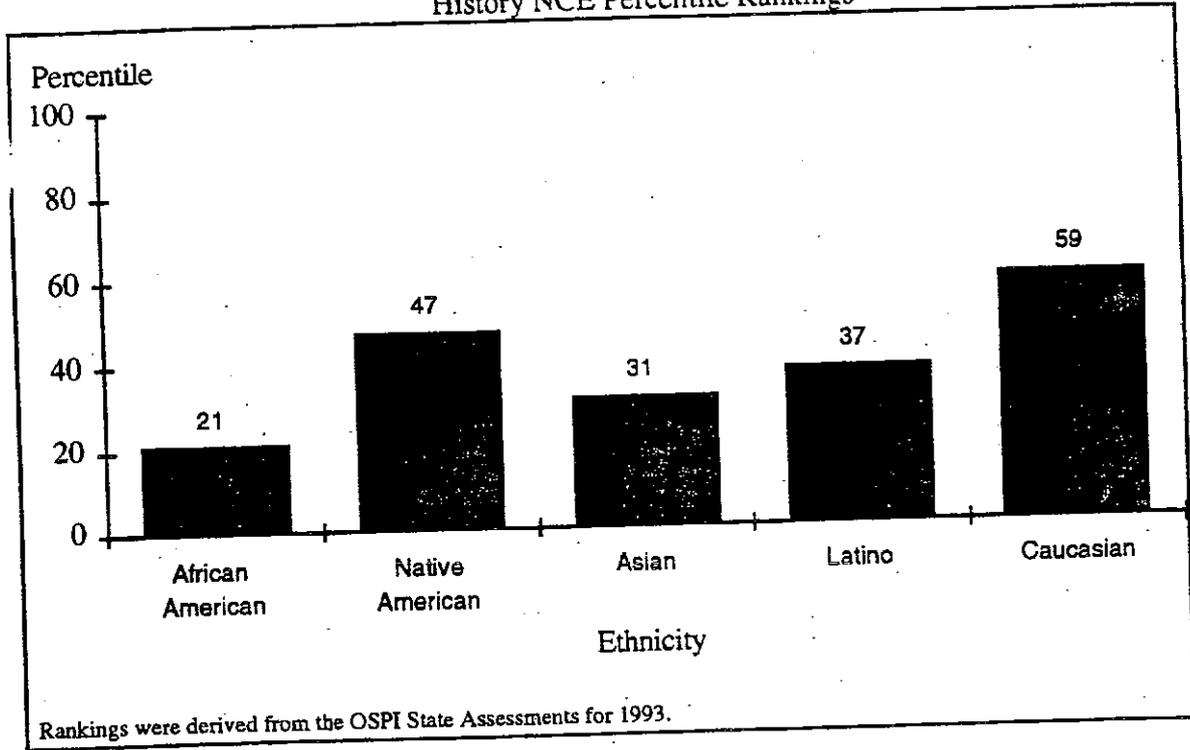


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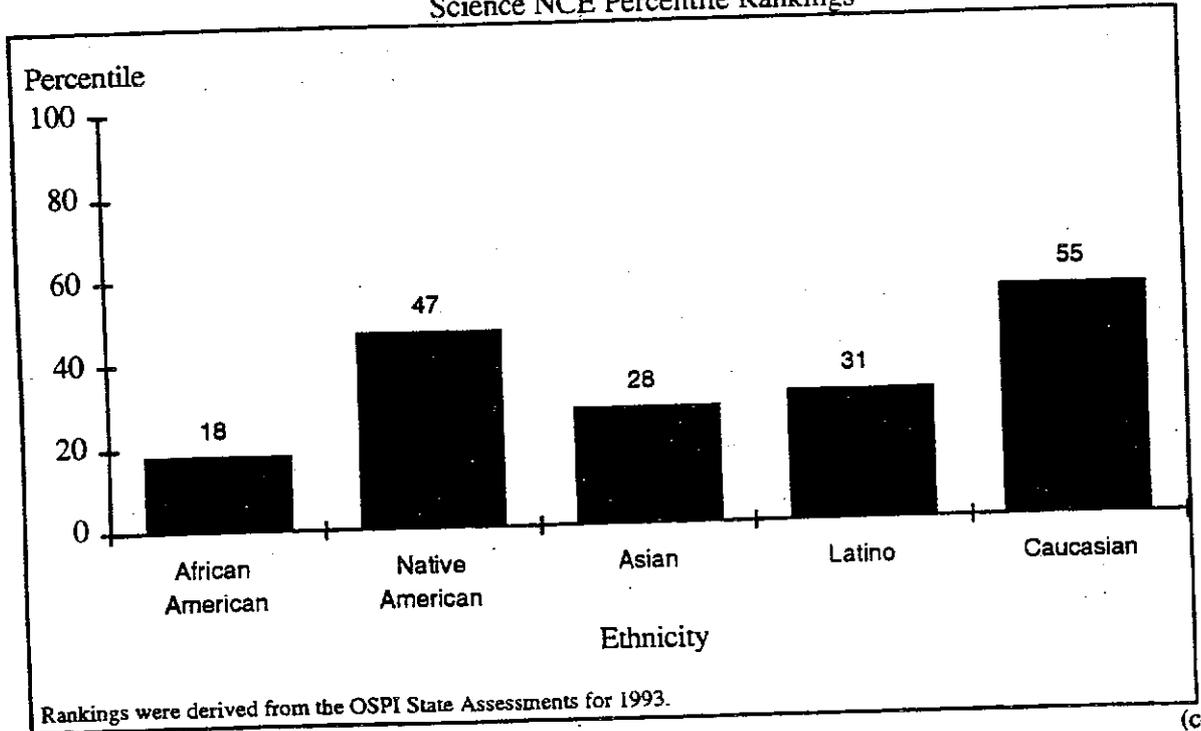
Seattle, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings

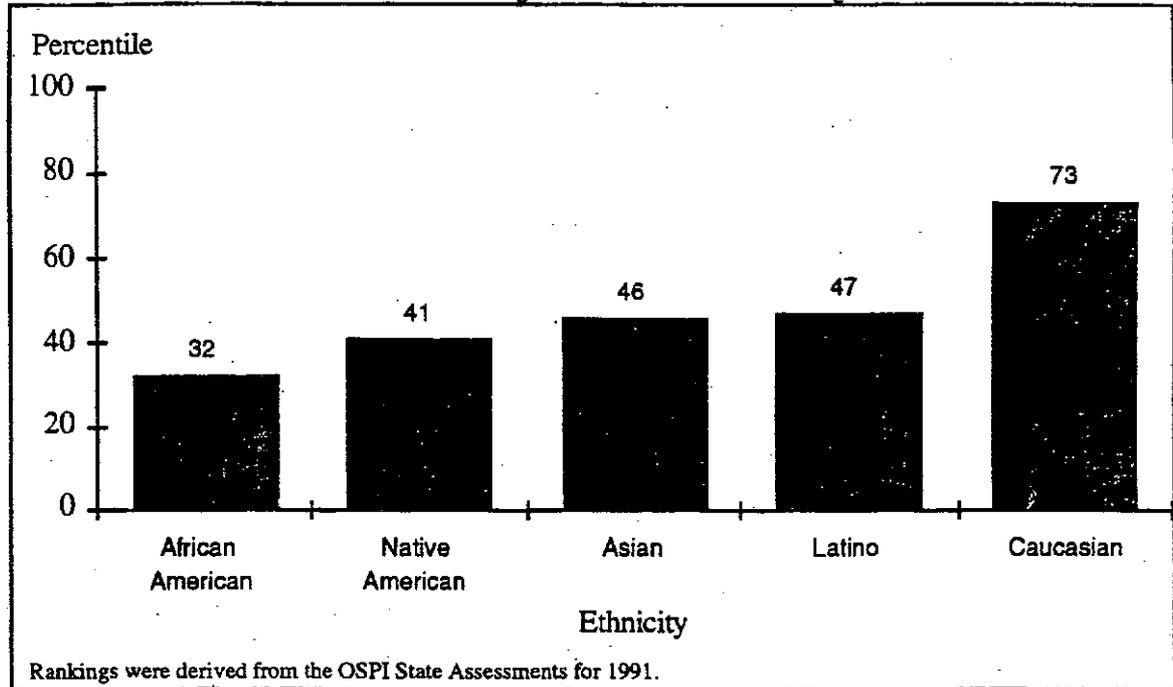


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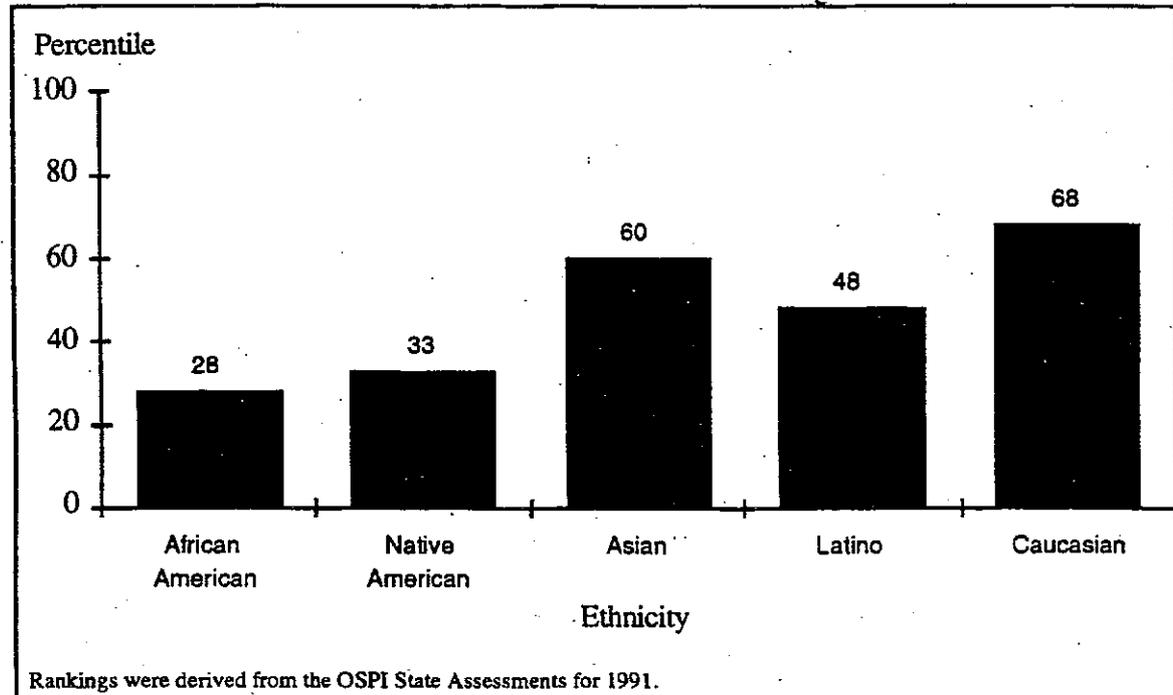
Seattle, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

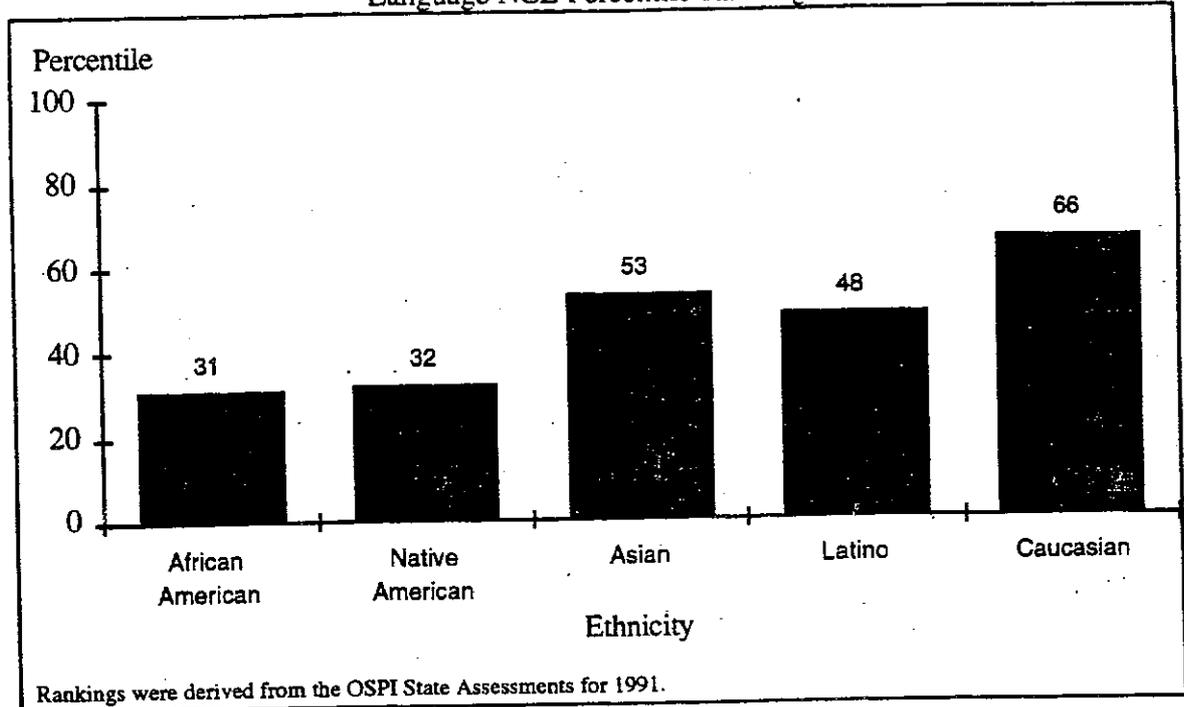


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Seattle, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Language NCE Percentile Rankings



Percentage of 11th grade students in each ethnic group who were in the lowest quartile of the Spring 1993 Standardized Tests.*

Ethnic Group	% who were tested	1992-93 Math-11th		1992-93 Language-11th		1992-93 Reading-11th	
		% of all who took the test	% of ethnic group tested	% of all who took the test	% of ethnic group tested	% of all who took the test	% of ethnic group tested
Afr. American	16%	34%	37%	26%	38%	19%	24%
Native American	2%	2%	16%	2%	27%	1%	9%
Asian	16%	32%	21%	46%	41%	58%	44%
Latino	3%	6%	23%	6%	38%	7%	32%
Caucasian	63%	26%	13%	19%	13%	15%	8%

In lower quartile: 21% of all students 28% of all students 24% of all students

* Reported in the district summary for all regular and alternative schools.

(continued)

Seattle, continued

Enrollment in gifted or honors programs

Seattle uses funds from the Highly Capable Program to fund programs in the elementary through high school programs. Seattle has maintained a data base on the ethnicity of high school students enrolled in advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	1-12	901	308 (34%)	\$238,677	0	\$265.00
1993-94	1-12	922	285 (31%)	\$201,182	0	\$218.00

PERCENT OF ETHNIC GROUP ENROLLED IN HIGHLY CAPABLE PROGRAM

Ethnic Group	N*	% of student population*	# of students enrolled in the gifted/honors program*	% of all students enrolled in the gifted program*	% of ethnic group enrolled in the gifted program*
African American	2683	22%	30	16%	1%
Native American	358	3%	3	1%	1%
Asian	3425	28%	39	21%	1%
Latino	815	7%	5	3%	1%
Caucasian	4842	40%	113	59%	2%

* Total population #s and %s were derived from the Data Profile District Summary for November 1993 - Student Information Services Office of Seattle Public Schools.

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Seattle, continued

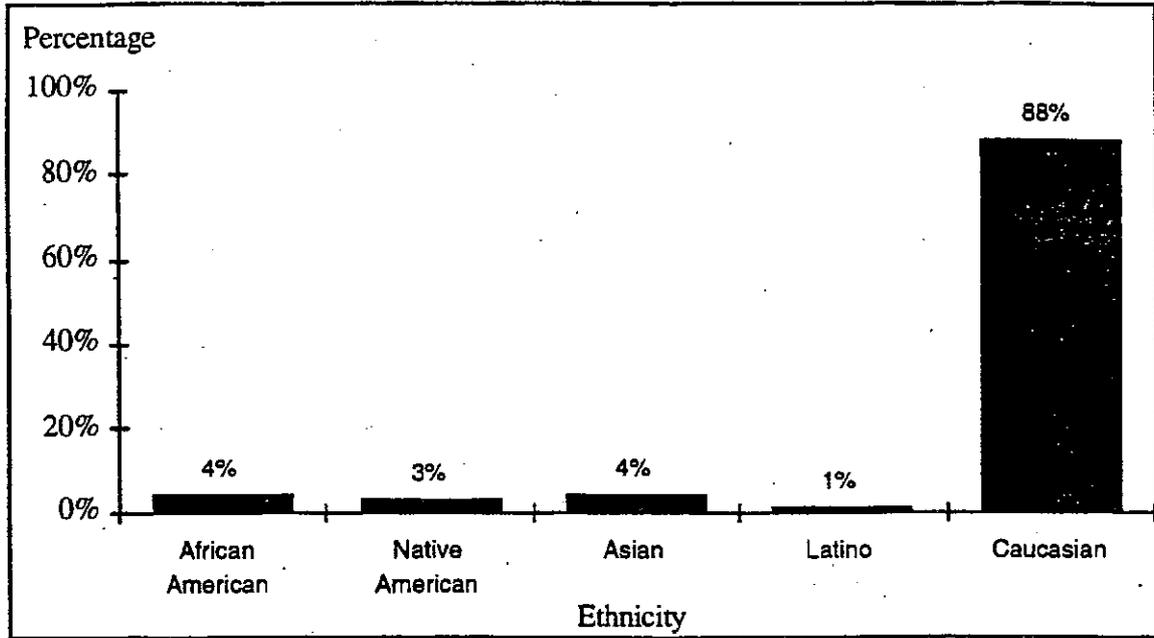
PERCENT OF ETHNIC GROUP ENROLLED IN PRE-COLLEGE CLASSES

Ethnic Group	1993 1st & 2nd Semester Calculus 1	1993 2nd Semester Integrated Math 2B	1993 1st Semester Integrated Math 3A	1993 1st & 2nd Semester Chemistry 1	1993 11th Grade 1st Semester Language Arts 11A	1993 11th Grade 2nd Semester Language Arts 11B	% of ethnic group enrolled	% of ethnic group enrolled
	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of all enrolled	% of ethnic group enrolled
Afr. Amer.	5%	7%	5%	14%	10%	13%	13%	15%
Nat. Amer.	2%	1%	1%	2%	2%	18%	1%	9%
Asian	47%	31%	33%	36%	23%	18%	22%	15%
Latino	3%	4%	3%	5%	4%	18%	4%	15%
Caucasian	43%	58%	58%	43%	60%	36%	60%	32%

* Reported from William Kendrick and the Seattle Schools Student Information Services to James Kelly, 08/11/94.

Spokane School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	285
Native American	277
Asian	312
Latino	125
Caucasian	7121

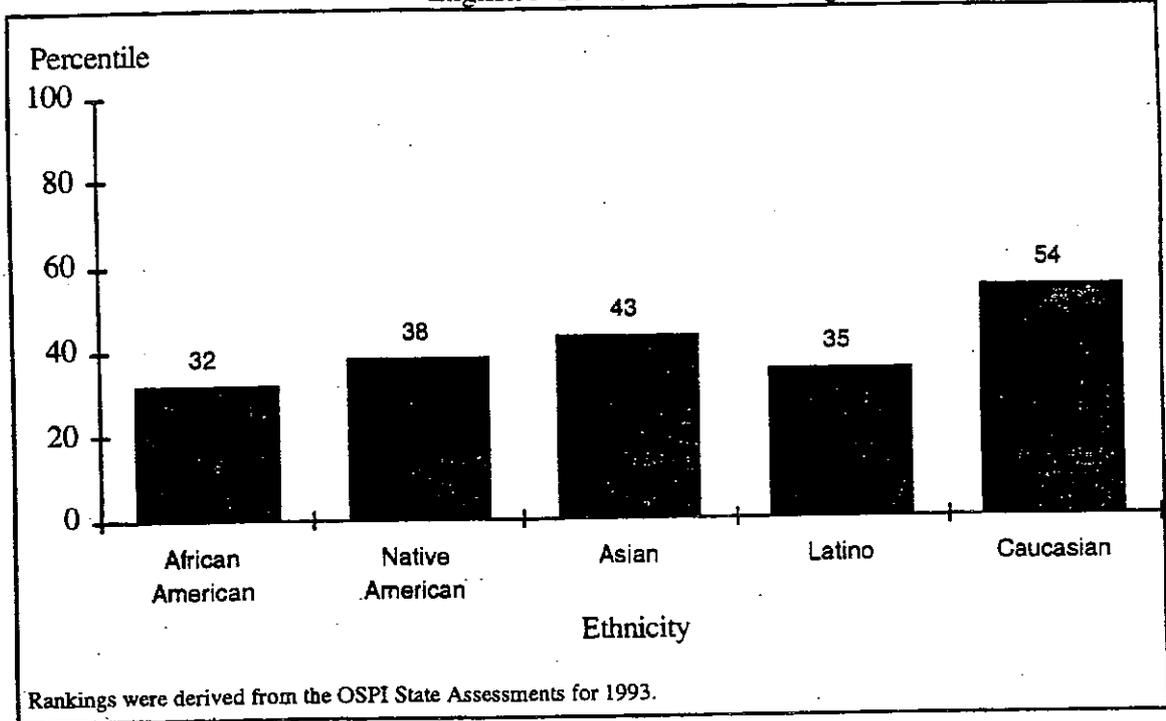
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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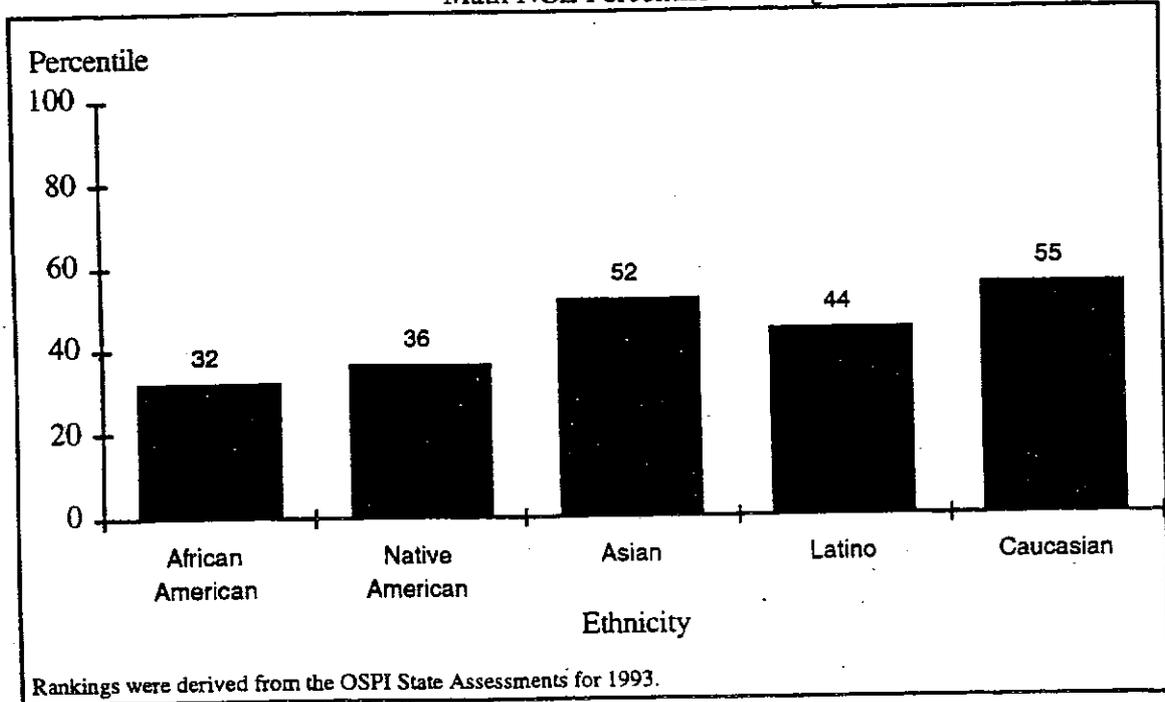
Spokane, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

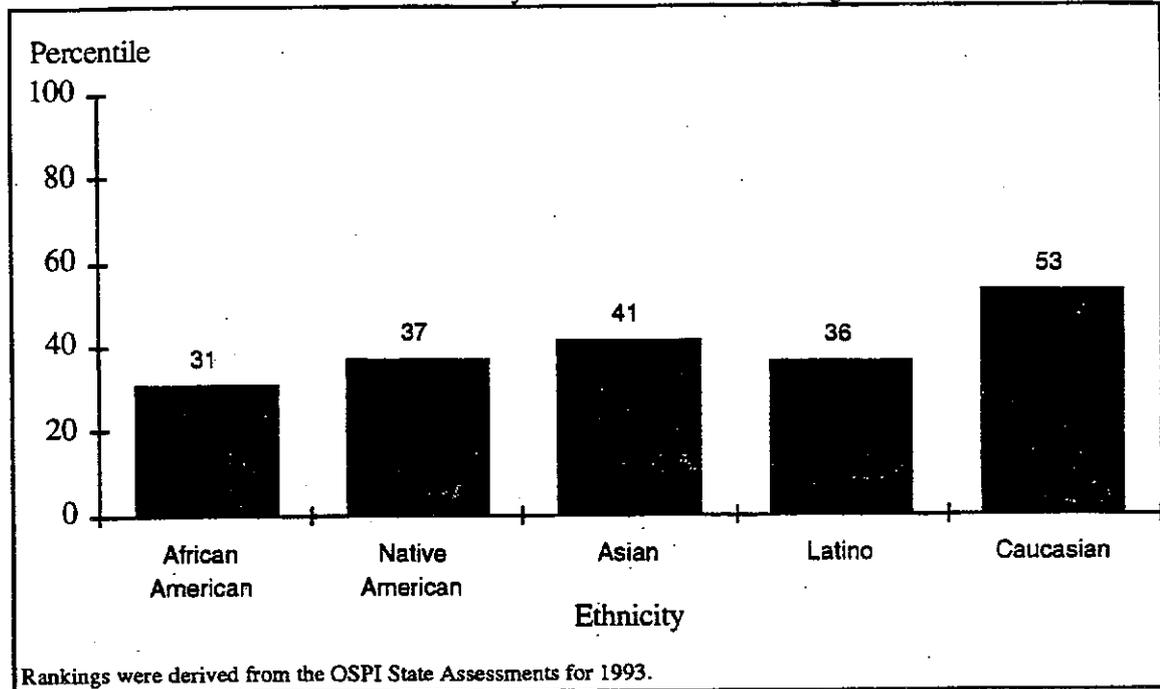


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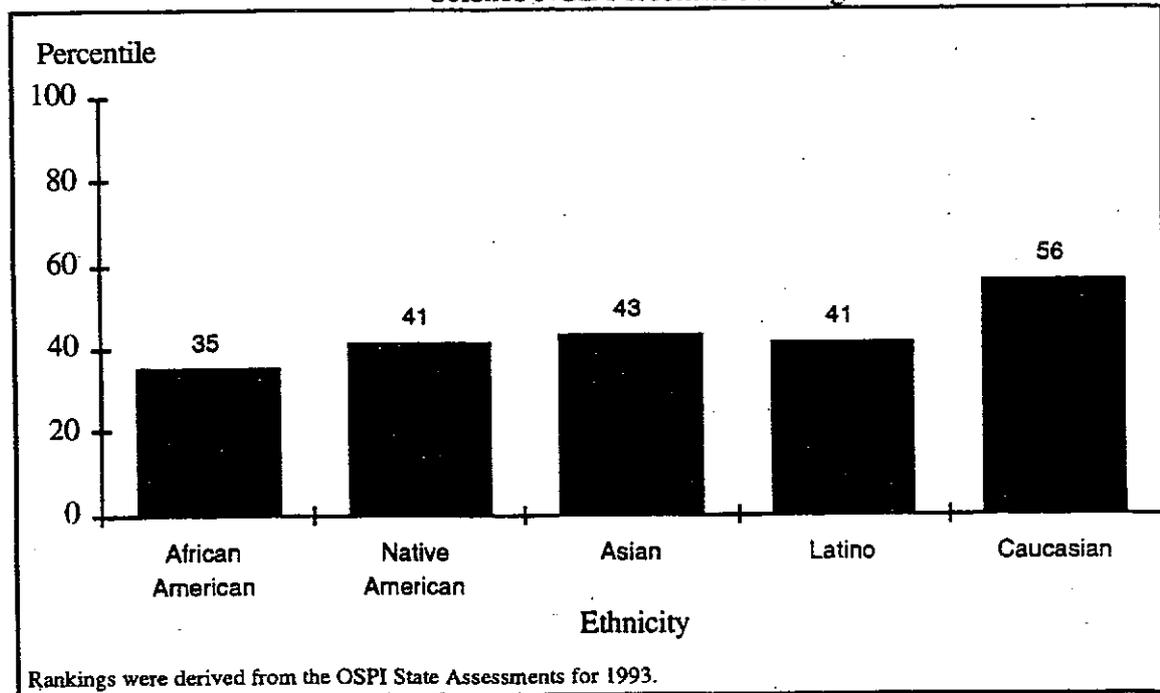
Spokane, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings



(continued)

Spokane, continued

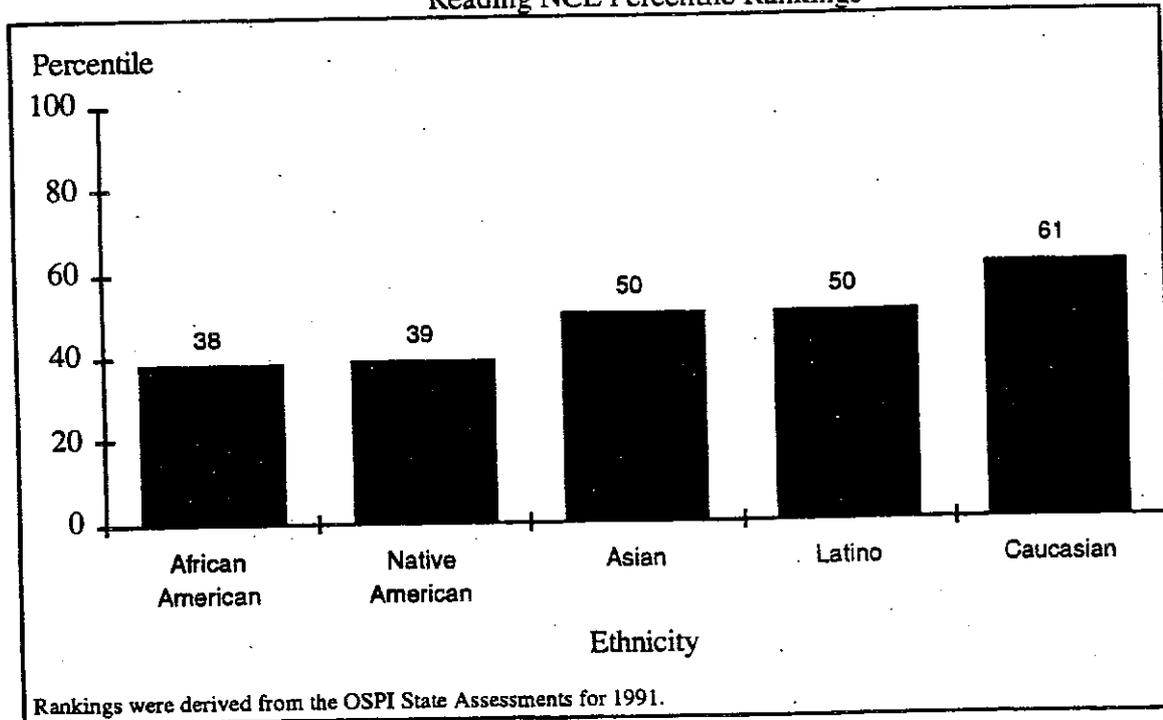
1993 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Ethnic Group	** % who were tested	1993 CTBS	1993 CTBS	1993 CTBS	1993 CTBS
		Math-8th	Science-8th	Reading-8th	Language-8th
		Average National Percentile Rank*			
Afr. American	4%	40	44	39	42
Native American	4%	32	45	36	32
Asian	4%	67	63	53	61
Latino	2%	40	47	47	45
Caucasian	83%	60	67	60	55

* Rankings were derived from the Spokane Public Schools Planning, Evaluation and Research for 1993. (Joe Kinney)
 ** 2% of the students who took the test omitted their ethnicity. Reported by Spokane Public Schools (Joe Kinney)

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings

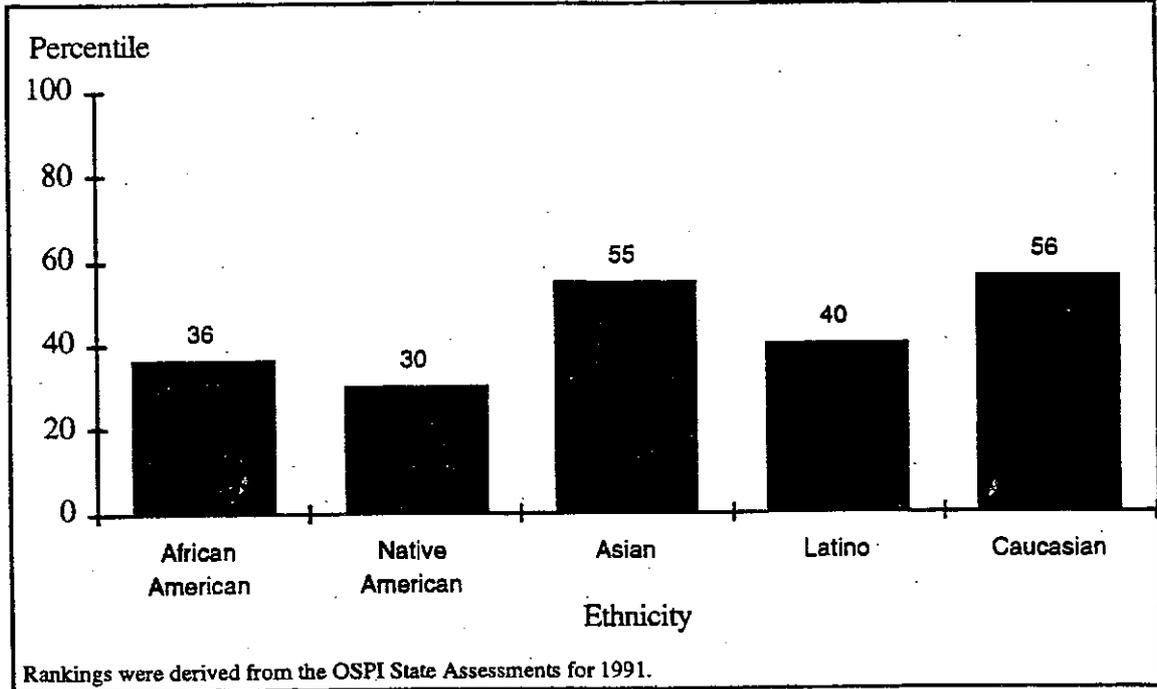


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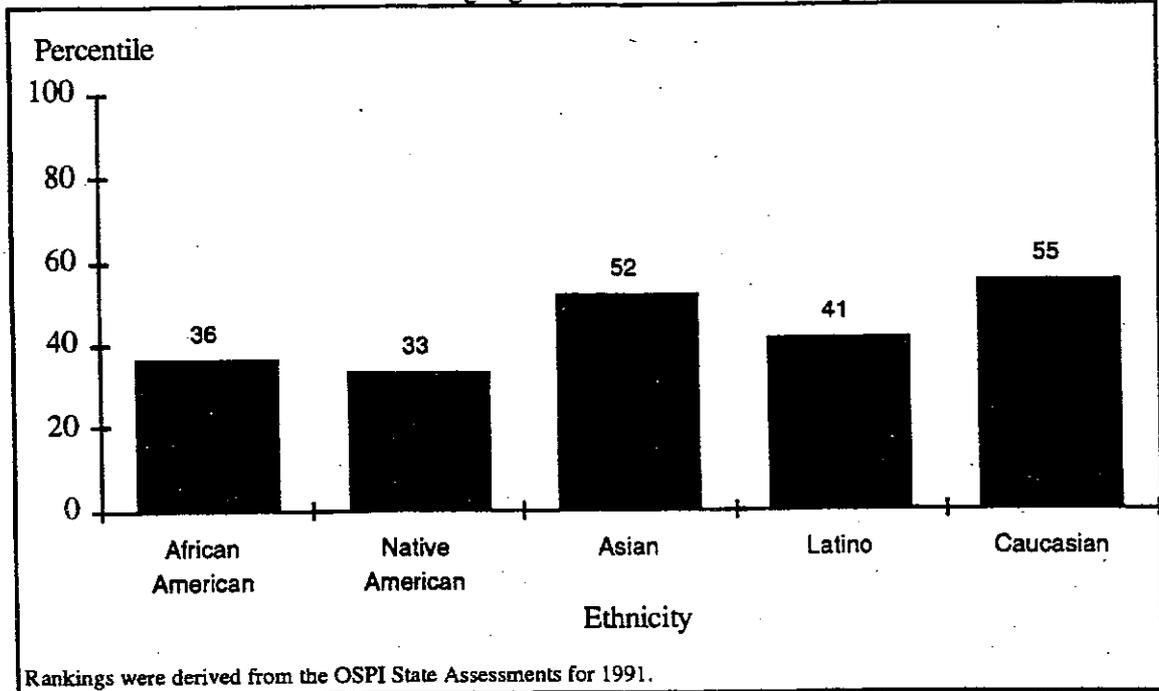
Spokane, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Math NCE Percentile Rankings



Language NCE Percentile Rankings



(continued)

Spokane, continued

Enrollment in gifted or honors program

Spokane uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Spokane has maintained a data base on the ethnicity of high school students enrolled in advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

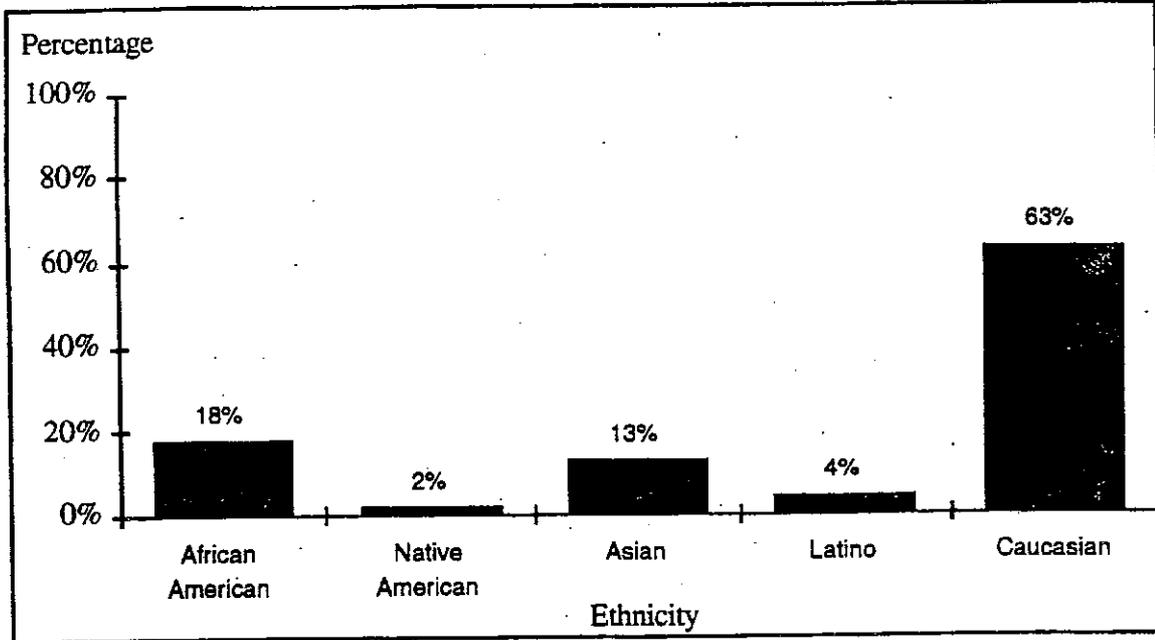
Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	2-6	443	41 (9%)	\$350,312	60%	\$790.00
1993-94	2-6	426	55 (13%)	\$323,653	40%	\$760.00

Ethnic Group	N*	% of student population*	# of students enrolled in the honors program*	% of all students enrolled in the honors program*	% of ethnic group enrolled in the honors program*
African American	285	4%	13	1%	5%
Native American	277	3%	9	1%	3%
Asian	312	4%	37	4%	12%
Latino	125	1%	8	1%	6%
Caucasian	7121	88%	895	93%	13%

* Total population #s and %s were derived from Spokane Schools Planning, Evaluation and Research for 1993.

Tacoma School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	1464
Native American	127
Asian	1060
Latino	331
Caucasian	4993

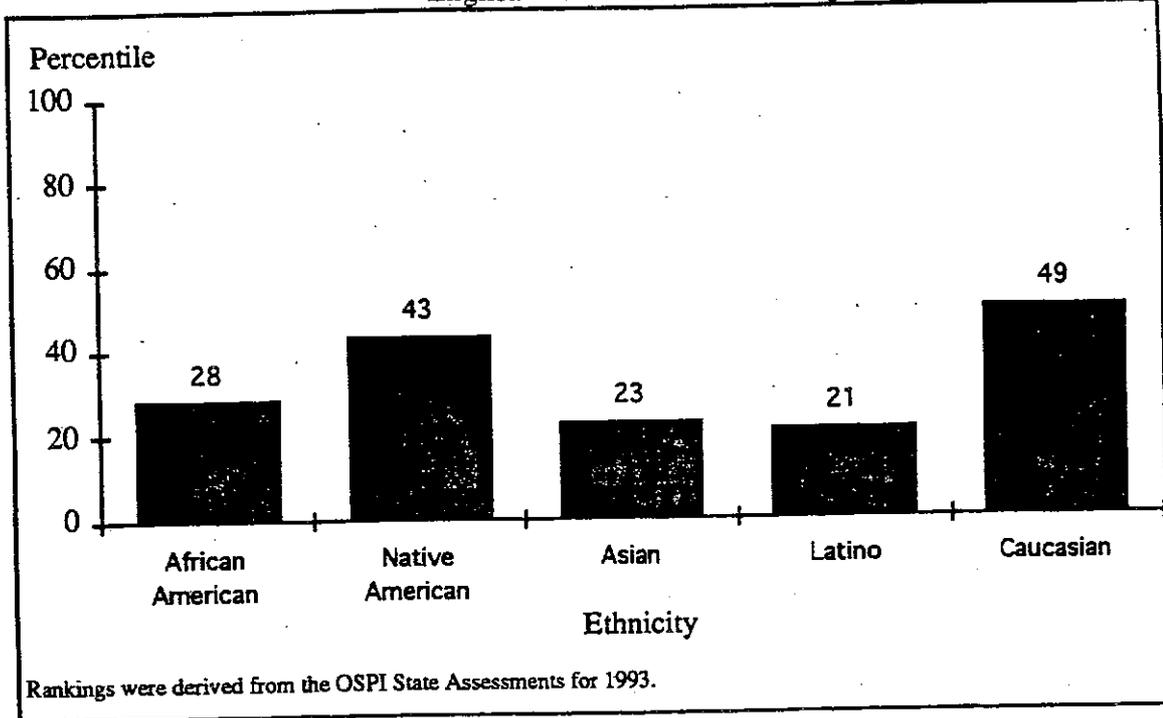
* Total population #s were derived from the Tacoma Public Schools Profile Report for 1992-93 School Year.

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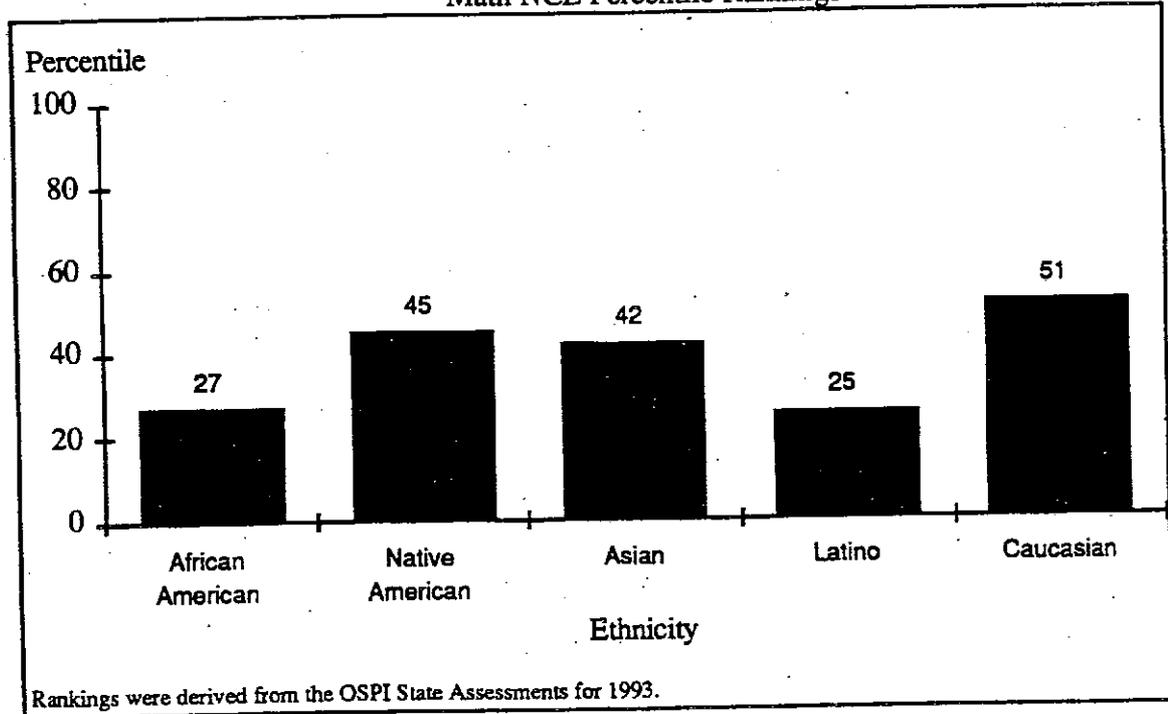
Tacoma, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

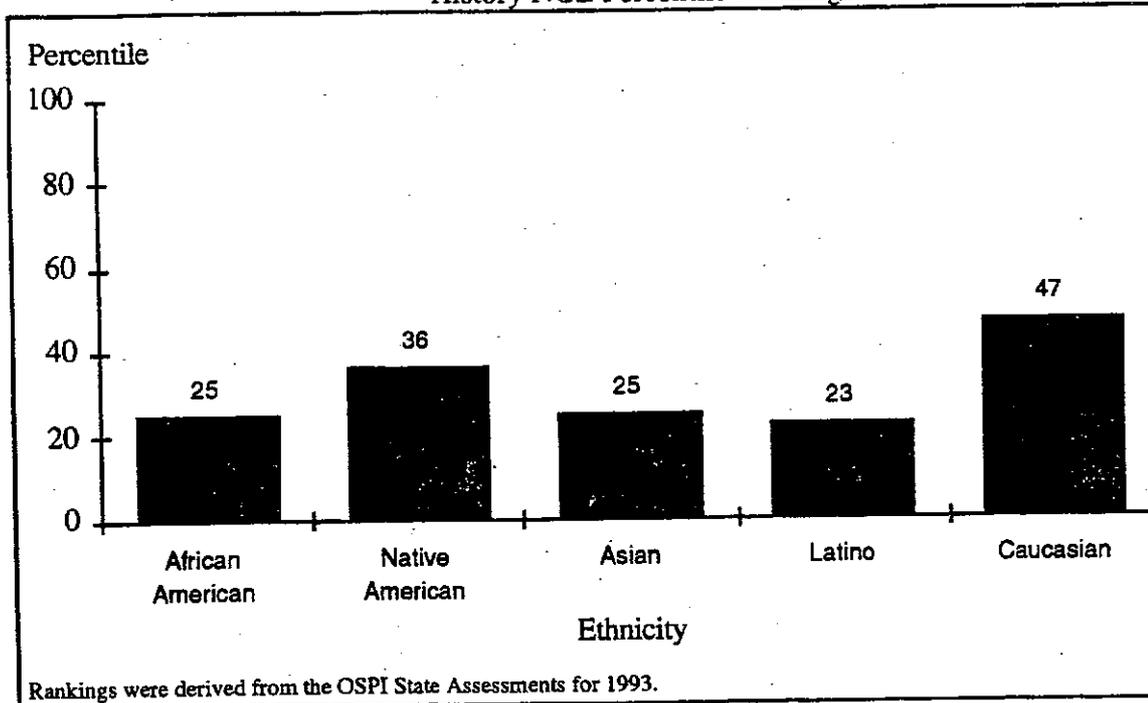


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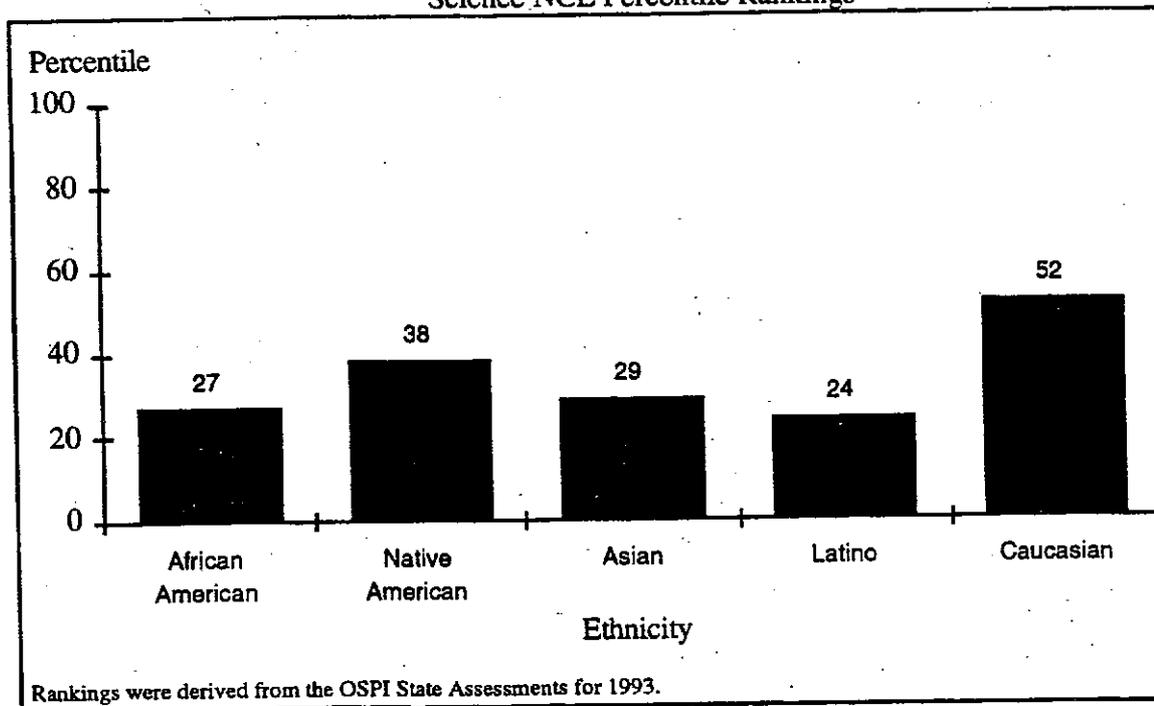
Tacoma, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings



(continued)

Tacoma, continued

Percentage of 11th grade students in each ethnic group who were in the lowest quartile of the Curriculum Frameworks Assessment System (CFAS)*.

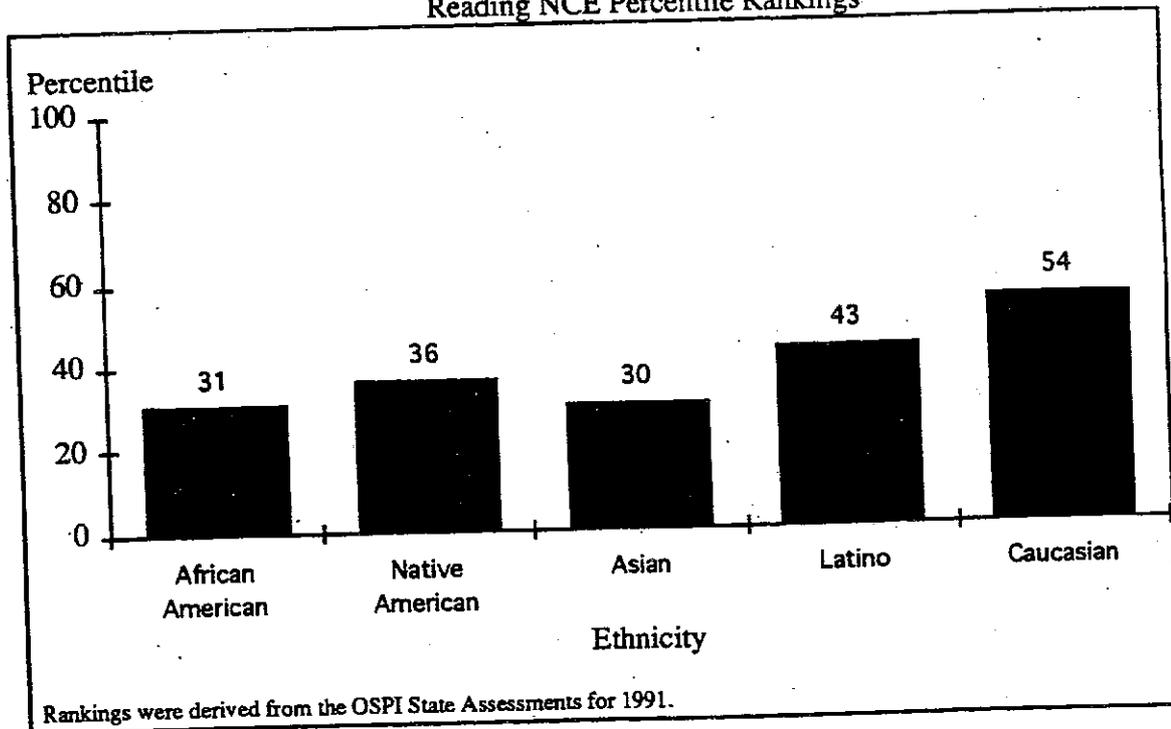
Ethnic Group	% who were tested	1993 CFAS Math-11th		1993 CFAS Science-11th		1993 CFAS English-11th	
		% of all who took the test	% of ethnic group tested	% of all who took the test	% of ethnic group tested	% of all who took the test	% of ethnic group tested
Afr. American	16%	27%	49%	24%	48%	23%	48%
Native American	2%	-	-	-	-	-	-
Asian	16%	19%	34%	25%	49%	27%	57%
Latino	3%	5%	54%	6%	61%	6%	61%
Caucasian	63%	49%	23%	44%	23%	44%	24%

In lower quartile: 28% of all students 32% of all students 34% of all students

* Tacoma Public Schools Profile Report for 1992-93 School Year.

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings

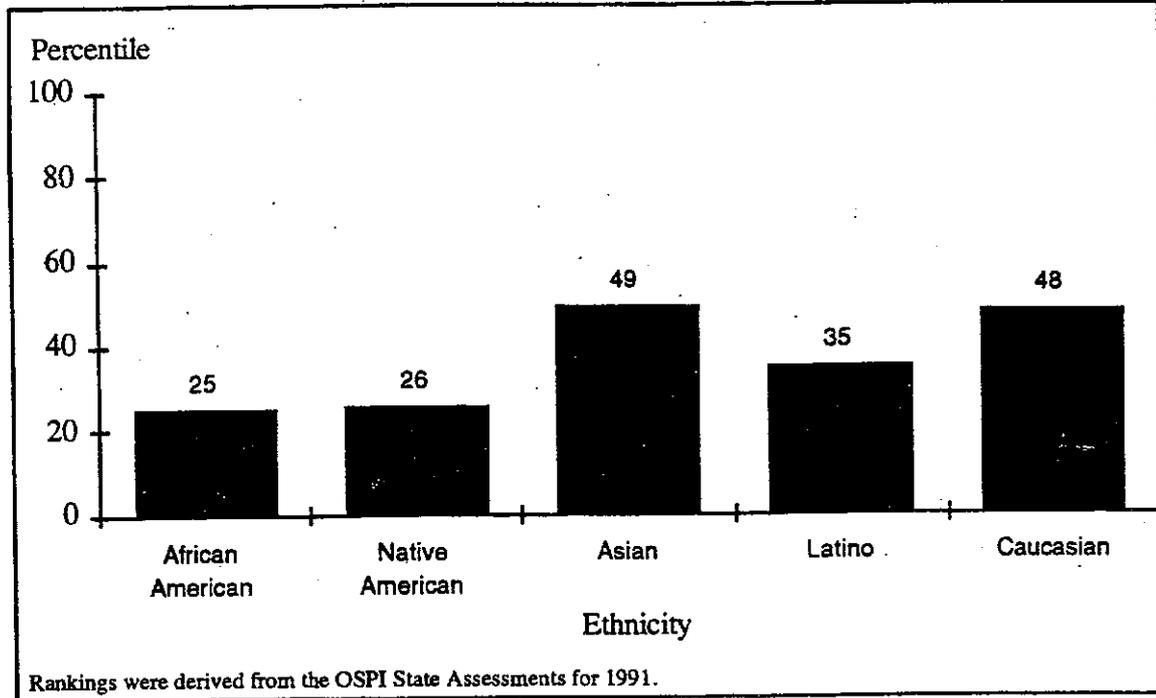


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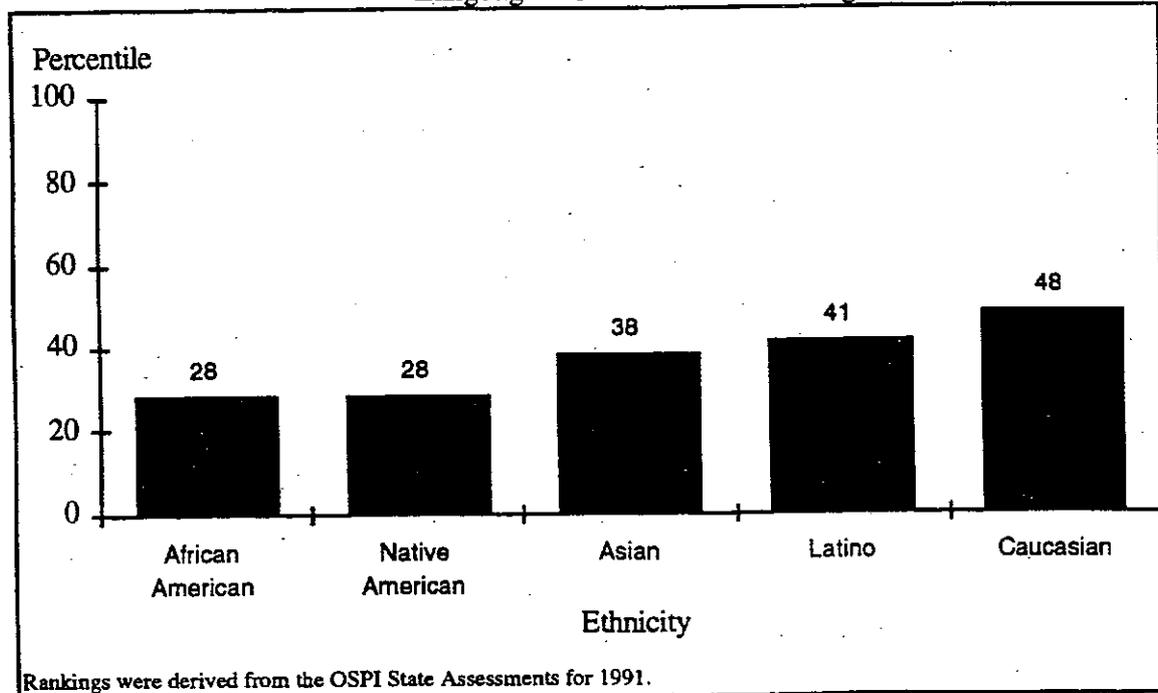
Tacoma, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Math NCE Percentile Rankings



Language NCE Percentile Rankings



(continued)

Tacoma, continued

Enrollment in pre-college classes and honors programs

Tacoma uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Tacoma has maintained a data base on the ethnicity of high school students enrolled in advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	2-8	436	75 (17%)	\$511,389	66.5%	\$1173.00
1993-94	2-8	436	75 (17%)	\$464,468	76.7%	\$1065.00

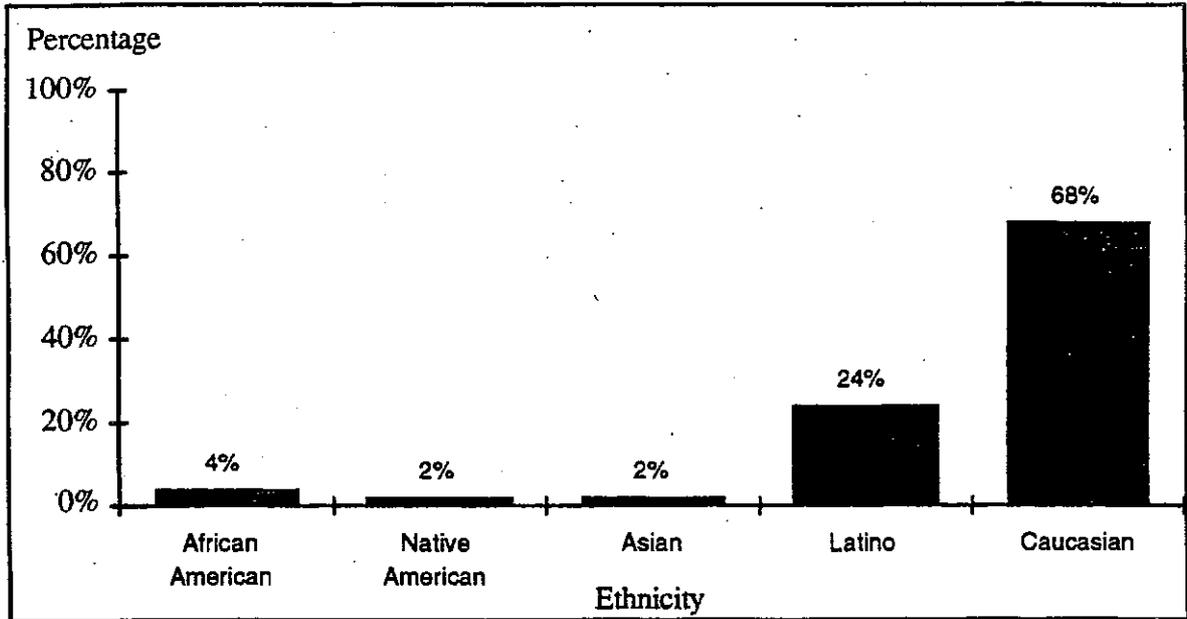
PERCENT OF ETHNIC GROUP ENROLLED IN PRE-COLLEGE CLASSES

Ethnic Group	% of student population*	1992-93 9-12th grade Advanced Math		1992-93 9-12th grade Advanced Science		1992-93 9-12th grade Advanced English	
		% of all enrolled*	% of ethnic group enrolled*	% of all enrolled*	% of ethnic group enrolled*	% of all enrolled*	% of ethnic group enrolled*
		Afr. American	18%	8%	7%	12%	13%
Native American	2%	1%	10%	1%	13%	-	-
Asian	13%	23%	26%	19%	29%	17%	10%
Latino	4%	2%	9%	3%	14%	3%	5%
Caucasian	63%	66%	16%	64%	20%	65%	8%
In advanced course:		16% of all students		20% of all students		8% of all students	

* Total population #s and %s were derived from Tacoma Public Schools Profile Report for 1992-93 School Year.

Yakima School District

Ethnic Distribution for Students in Grades 9 - 12



Ethnic Count for Students in Grades 9 - 12

Ethnic Group	Total population *
African American	110
Native American	62
Asian	67
Latino	759
Caucasian	2168

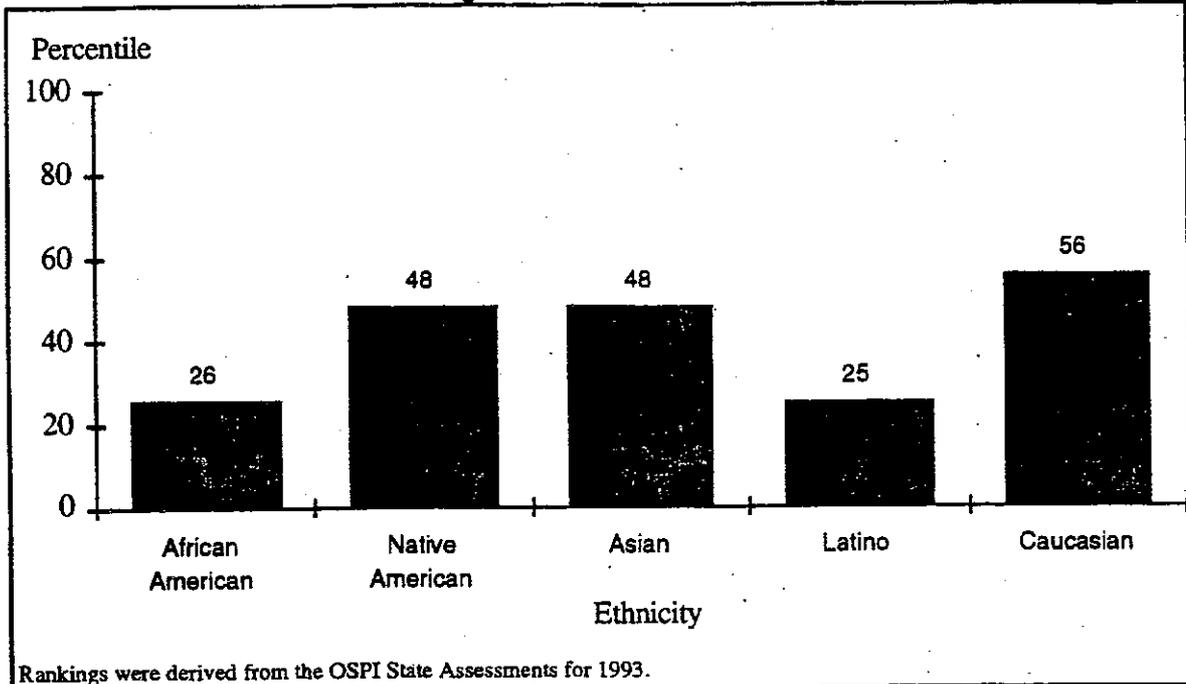
* Total population #s were derived from the OSPI School Enrollment Summary for 1992-93 Washington State School Districts.

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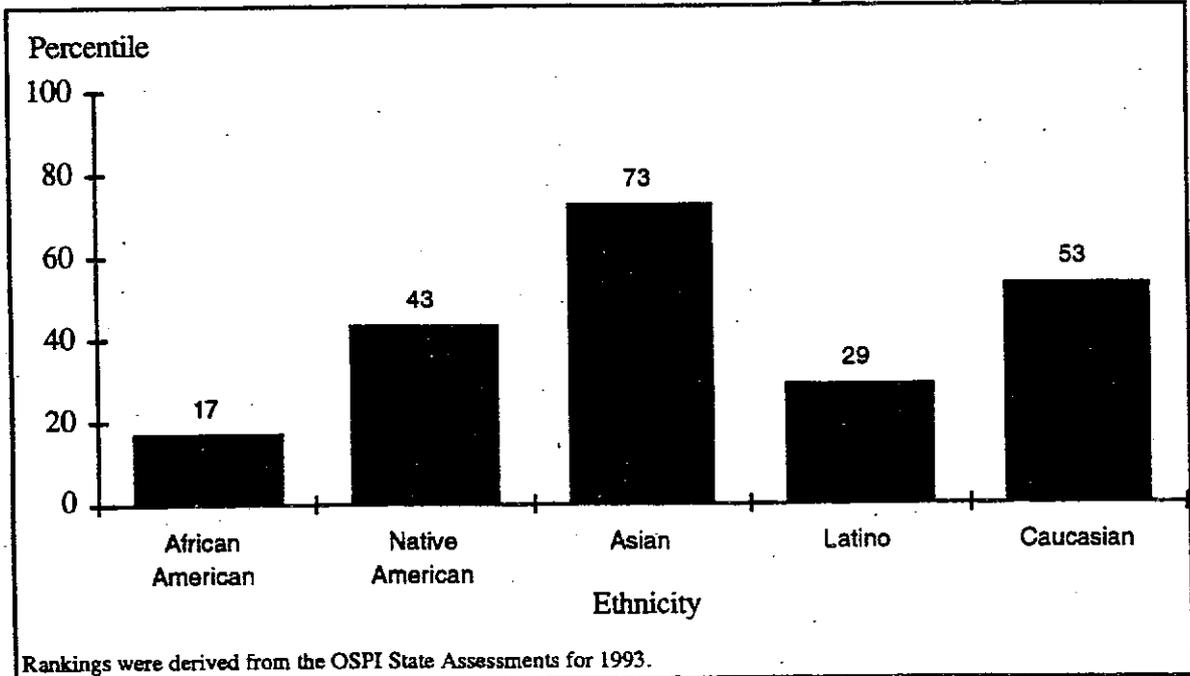
Yakima, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

English NCE Percentile Rankings



Math NCE Percentile Rankings

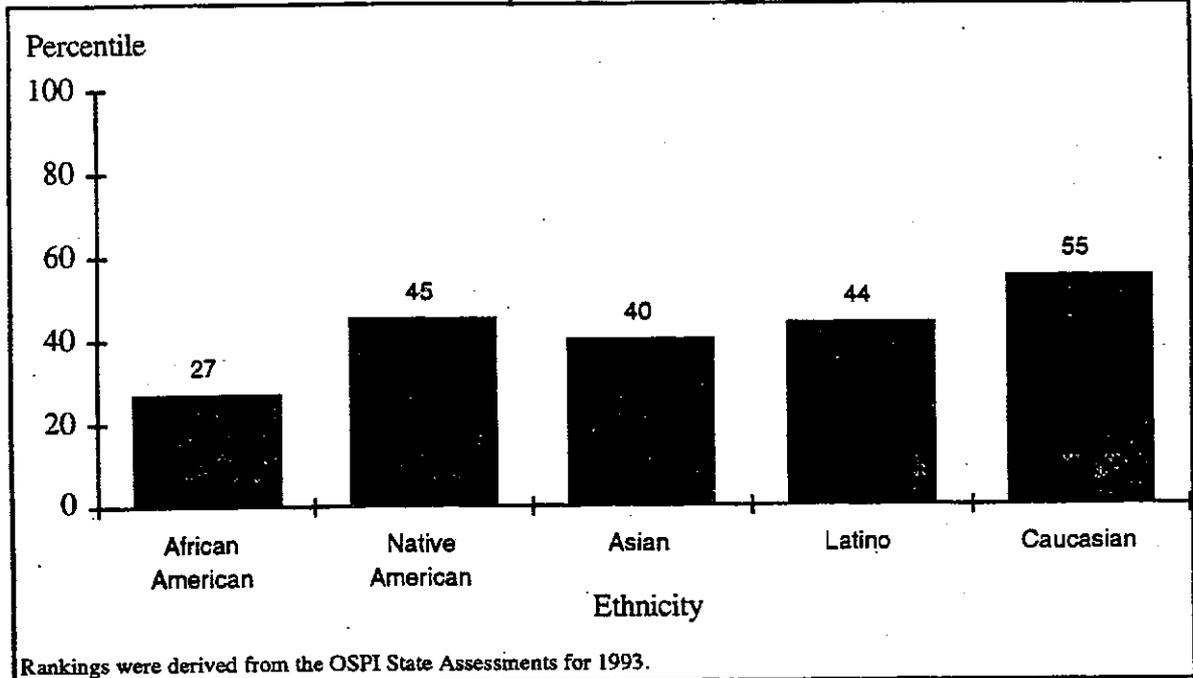


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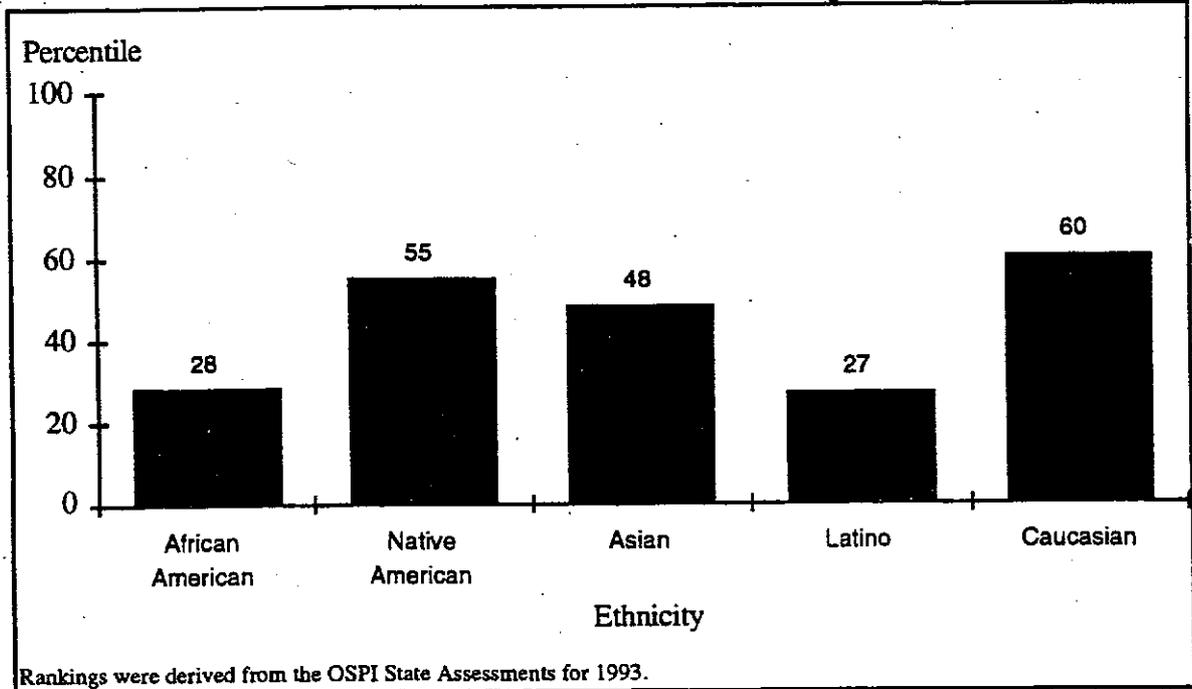
Yakima, continued

1993 11th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

History NCE Percentile Rankings



Science NCE Percentile Rankings

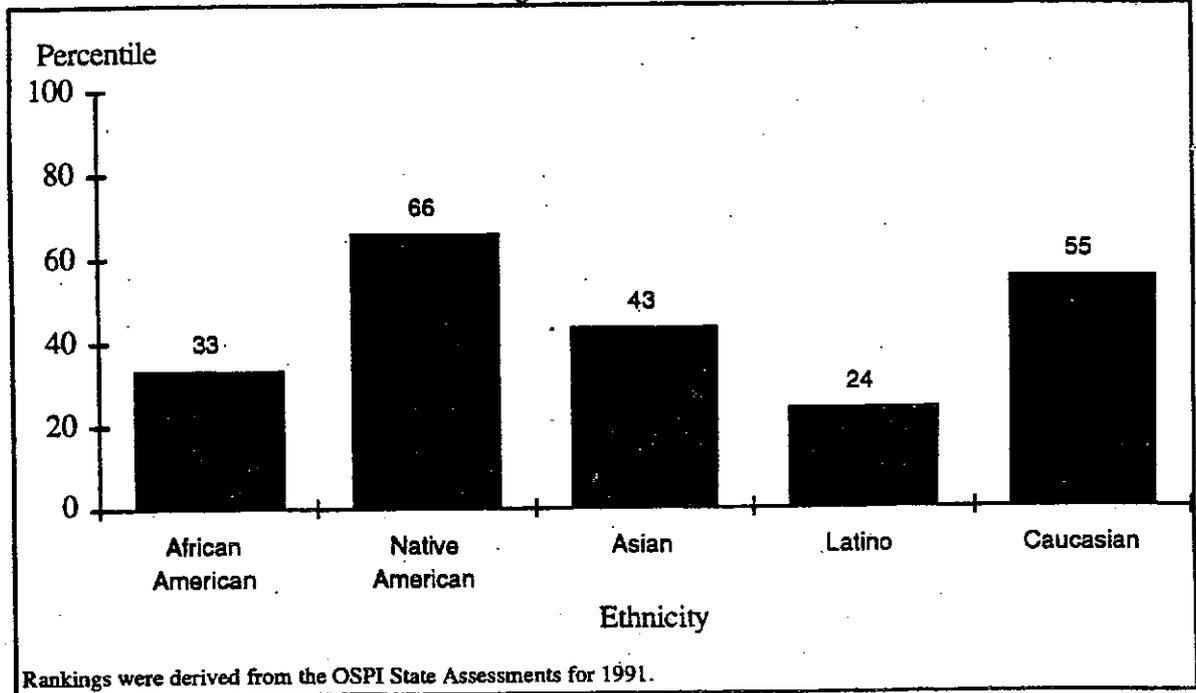


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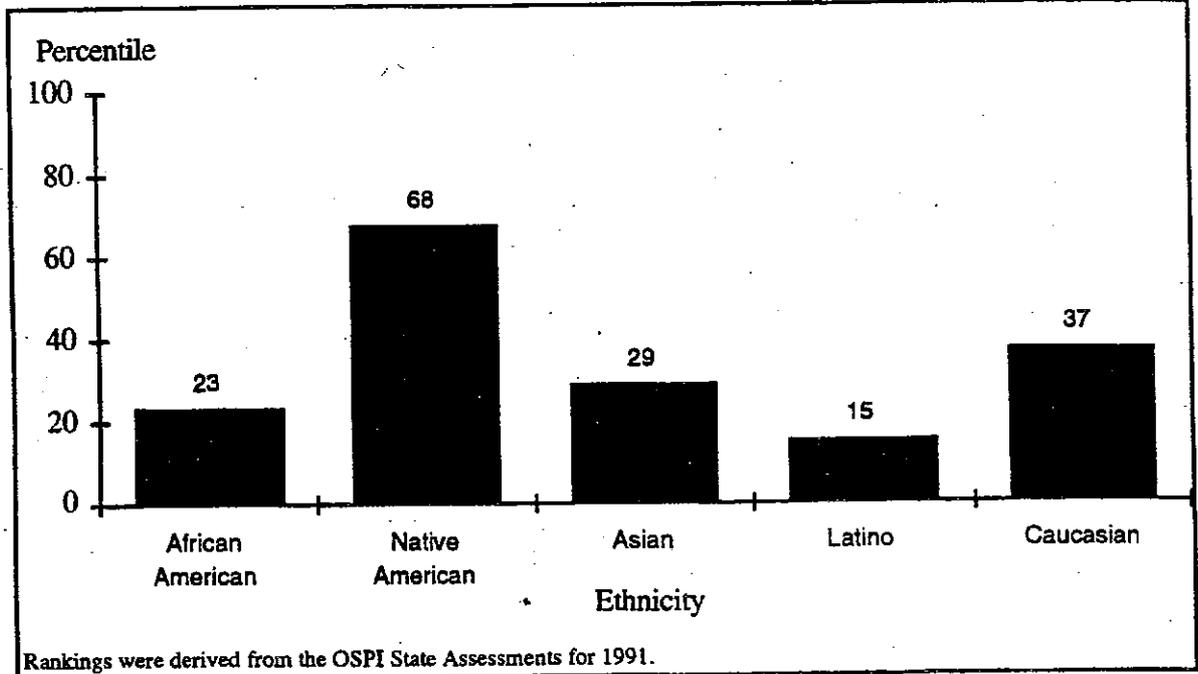
Yakima, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Reading NCE Percentile Rankings



Math NCE Percentile Rankings

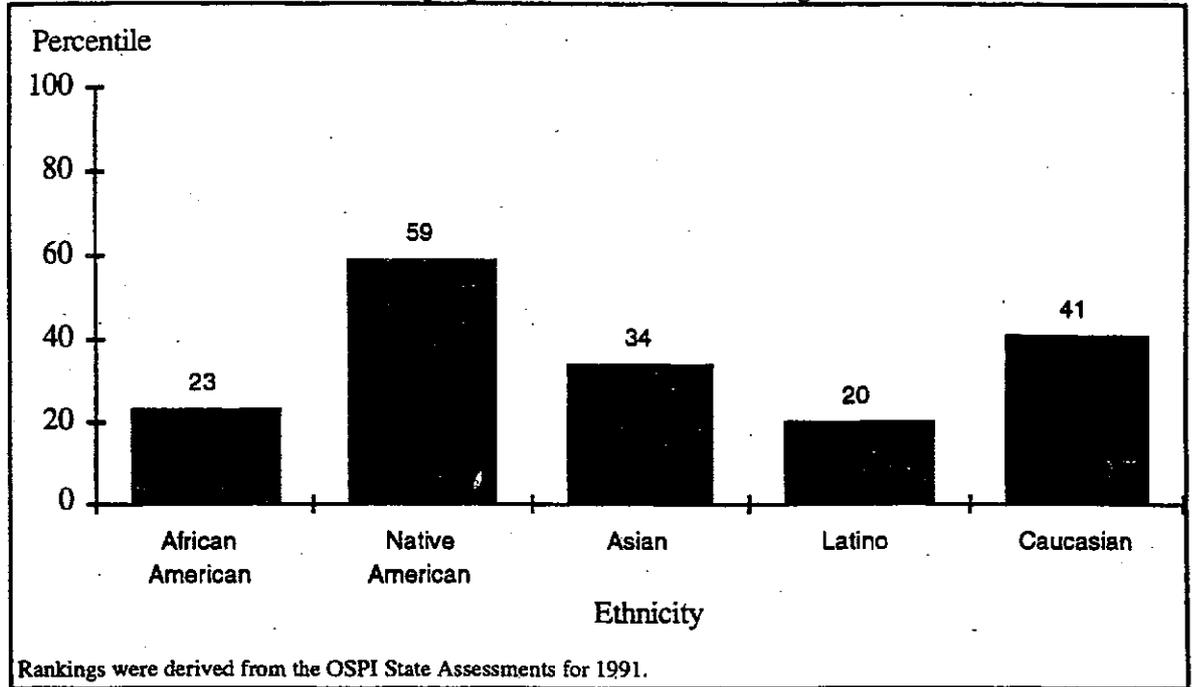


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Yakima, continued

1991 8th Grade Achievement Levels - Comprehensive Basic Skills Test (CBST)

Language NCE Percentile Rankings



Enrollment in gifted or honors programs

Yakima uses funds from the Highly Capable Program to fund programs in the elementary and middle school programs. Yakima has not maintained a data base on the ethnicity of high school students enrolled in Honors courses, AP courses, or other advanced classes at the high school level.

Highly Capable Program 1992-93 & 1993-94

Year	Grade Level	Total Population	Minority Population	Total Funds	Percent District Funds	Per Pupil Expenditure
1992-93	3-5	194	50 (26%)	\$217,003	66%	\$1118.00
1993-94	1-5	189	37 (20%)	\$196,764	70%	\$1041.00