

## ECEAP AND HEAD START ENROLLMENTS

The Early Childhood Education and Assistance Program (ECEAP, pronounced "E-Cap") and Head Start are comprehensive preschool programs that provide free services and support to eligible children and their families. ECEAP is funded by Washington State; Head Start is a federally funded program. The goal of both programs is to help ensure that all Washington children enter kindergarten ready to succeed. Components of these programs include: preschool, family support and parent involvement, and children's health coordination and nutrition.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ECEAP – Funded Enrollment (Slots Available)	6,169	5,804	5,804	5,800	5,976	5,976	7,081	8,226
ECEAP – Cumulative Enrollment*	7,313	6,918	6,882	6,829	6,942	6,935	8,190	8,552 (as of 11/17/08)
Head Start – Funded Enrollment (all sources)	14,655	15,165	15,188	15,309	15,315	15,494	15,564	-
Head Start – Actual Enrollment	17,455	18,368	18,616	18,909	19,105	19,328	19,250	-

\*actual children served - with slot turnover

**SOURCE:** Department of Early Learning

## PUBLIC K-12 OCTOBER HEADCOUNT ENROLLMENT BY GRADE

	2002	2003	2004	2005	2006	2007	2008
Kindergarten	69,369	70,539	71,522	72,728	72,810	72,127	74,040
1st	72,613	74,065	74,886	75,935	76,520	76,676	76,142
2nd	73,589	72,550	74,183	75,224	76,112	76,878	77,497
3rd	74,217	74,394	73,403	75,206	76,064	76,985	78,050
4th	77,141	75,133	75,332	74,526	75,826	76,813	78,119
5th	79,174	77,860	75,831	76,440	75,289	76,650	77,860
6th	80,013	80,032	78,632	76,737	76,925	76,053	77,318
7th	81,744	80,865	80,867	79,669	77,600	77,864	77,117
8th	79,807	82,161	81,353	81,534	80,300	78,257	78,906
9th	87,504	88,774	90,065	89,734	90,025	88,727	86,753
10th	80,737	81,791	83,515	85,238	84,914	84,951	83,400
11th	76,694	76,895	77,999	80,505	80,801	80,449	81,148
12th	71,704	73,503	74,508	75,721	77,086	77,610	78,449
Running Start*	5,042	5,630	5,498	5,844	6,258	6,480	6,577
Total	1,009,348	1,014,192	1,017,594	1,025,041	1,026,530	1,026,520	1,031,376

\* Running Start only; not in K-12.

**SOURCE:** Office of the Superintendent of Public Instruction (OSPI)  
School Apportionment & Financial Services [www.k12.wa.us/safs/stsm.asp]

## PUBLIC K-12 ENROLLMENT BY RACE AND ETHNICITY (OCTOBER 2008)

	American Indian	Asian	Black	Hispanic	White	Pacific Islander	Multi-Racial	N/A - Other
K-12 Enrollment	26,965	81,654	56,251	155,960	664,996	7,007	26,496	6,511
% of Total	2.6%	8.0%	5.5%	15.2%	64.8%	0.7%	2.6%	0.6%

**SOURCE:** Office of the Superintendent of Public Instruction (OSPI) Core Student Record System

## PUBLIC K-12 STUDENT CHARACTERISTICS

	May 2005	May 2006	May 2007	May 2008
Free or Reduced-Price Meals	35.9%	36.7%	36.8%	38.0%
Special Education	12.3%	12.4%	12.7%	12.9%
Transitional Bilingual	7.1%	7.4%	7.5%	7.9%
Migrant	1.5%	2.0%	2.0%	1.8%

**SOURCE:** Office of the Superintendent of Public Instruction (OSPI)  
Washington State Report Card [[reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us)]

## DUAL CREDIT PROGRAMS: ADVANCED PLACEMENT CANDIDATES

The Advanced Placement (AP) program allows students to take rigorous college level courses while still in high school. By enrolling in AP courses and taking the exams, students may earn college credit or gain placement into upper level college courses. There are 37 courses in subject areas such as art, English, mathematics, music, science, social studies, and world languages. Colleges and universities set their individual policies regarding AP credits.

	2003	2004	2005	2006	2007	2008
AP Candidates: Public High Schools	15,736	17,959	19,986	23,456	26,006	28,233
AP Candidates: Private High Schools	2,515	2,333	2,589	2,435	2,779	3,004
Total AP Candidates	18,251	20,292	22,575	25,891	28,785	31,237

**SOURCE:** The College Board [[www.collegeboard.com/student/testing/ap/exgrd\\_sum/2008.html](http://www.collegeboard.com/student/testing/ap/exgrd_sum/2008.html)]

## DUAL CREDIT PROGRAMS: RUNNING START ENROLLMENT

Eleventh and twelfth grade students can earn high school and college credit simultaneously via the Running Start program, thereby accelerating their progress through the education system. They may take college courses at Washington's community and technical colleges as well as several baccalaureate institutions. Each college uses regular admissions procedures that are used for all students and determines whether a student is prepared to take the college-level courses. Running Start students do not pay tuition, but do buy their own books and provide their own transportation.

Running Start Enrollment (Headcount)	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Community & Technical Colleges	13,967	14,675	15,295	15,741	16,166	16,826	17,327
Northwest Indian College	-	-	-	-	-	8	12
Public Baccalaureate Institutions	706	948	1,353	1,499	1,500	1,404	1,508
Total	14,673	15,623	16,648	17,240	17,666	18,238	18,757

**SOURCES:** State Board for Community and Technical Colleges (SBCTC), Public Centralized Higher Education Enrollment System (PCHEES), Northwest Indian College

## DUAL CREDIT PROGRAMS: TECH PREP HEADCOUNT ENROLLMENT

Tech Prep is a cooperative effort between K-12 schools, community and technical colleges, and the business community to develop applied integrated academic and technical programs. The courses are taught on high school campuses by high school instructors. By taking these college-level technical, professional courses, students can train for high-demand occupations while they are enrolled for both high school and college credit.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Tech Prep Enrollment	9,096	14,279	14,248	14,887	17,274	19,478	24,295

**SOURCES:** State Board for Community and Technical Colleges (SBCTC) [[www.sbctc.ctc.edu/College/\\_e-wkforcetechprep.aspx](http://www.sbctc.ctc.edu/College/_e-wkforcetechprep.aspx)] [[www.sbctc.ctc.edu/College/workforce/06\\_07tp\\_final\\_report.pdf](http://www.sbctc.ctc.edu/College/workforce/06_07tp_final_report.pdf)]

## PUBLIC HIGH SCHOOL GRADUATES

A student is considered to be a graduate if he or she received a high school diploma, an adult diploma from a community college program, or an Individualized Education Program (special education) certificate of completion. "On-Time" graduates are those students who receive their diploma in, or before, their expected year of graduation. For example, in the class of 2004, the on-time graduates would have started grade 9 in the fall of 2000 and would graduate "on-time" (in four years). "Extended" includes those students who graduated after their expected graduation year. Extended graduates are listed here in their actual year of graduation.

	2002-2003	2003-2004	2004-2005	2005-2006	2006-07
On-Time Graduates (high school diplomas plus adult / IEP diplomas)		57,926	57,449	56,874	58,875
Graduates (extended)		3,468	3,868	3,775	4,063
Total Graduates (on-time + extended)	60,525	61,394	61,317	60,649	62,938

**SOURCE:** Office of the Superintendent of Public Instruction (OSPI) [[www.k12.wa.us/DataAdmin/](http://www.k12.wa.us/DataAdmin/)]

## GENERAL EDUCATIONAL DEVELOPMENT (GED) CERTIFICATION

General Educational Development (GED) tests measure high-school level skills and knowledge that are typically developed in four years of high school education. There are five content areas in which candidates are assessed: language arts (writing), social studies, language arts (reading), science, and mathematics.

The standard score ranges from a minimum of 200 to a maximum of 800 on each test and the scale is derived directly from the performance of graduating high school seniors. Standardized scoring permits comparisons between GED candidates' performance and that of graduating high school seniors. In order to pass the battery of five tests, GED candidates need to demonstrate a level of skill that meets or exceeds that of around 60 percent of graduating high school seniors. GED test-takers must score an average across the five subject area tests of 450 or greater and each individual subject score must be 410 or greater. Individual jurisdictions may set their standard higher than, but not lower than, this level.

Many colleges and employers accept a GED as being equivalent to a high school diploma. For purposes of the No Child Left Behind Act, however, a GED certificate is not considered to be equivalent to a high school diploma and thus students with a GED are considered to be drop-outs in the graduation rate calculation.

In 2007, 47 percent of those receiving the GED credential were age 16 to 19.

	2003	2004	2005	2006	2007
Took one or more parts of the GED test battery (Candidates)	20,704	20,596	20,153	19,979	20,705
Completed the battery of tests (5 components)	14,131	14,218	13,704	13,282	14,183
Passed GED	11,670	11,651	11,453	10,877	11,771
Percentage of GED candidates age 16-19	40.6%	40.1%	39.3%	39.3%	41.2%
Percentage of GED passers age 16-19	46.4%	46.2%	44.8%	46.1%	47.5%

**SOURCE:** American Council on Education [[www.acenet.edu/Content/NavigationMenu/ged/pubs/GEDTS\\_Pubs.htm](http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GEDTS_Pubs.htm)]

## NATIONAL BOARD CERTIFIED TEACHERS

National Board Certification is an advanced voluntary certification designed to recognize and reward teachers who meet the rigorous standards established by The National Board for Professional Teaching Standards (NBPTS). "National Board Certification is the most prestigious credential a teacher can earn. Like board-certified doctors and accountants, teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review," said NBPTS President and CEO Joseph A. Aguerrebere. "Research is consistently positive about the impact of National Board Certification on improvements in teacher practice and areas of school improvement critical to raising student achievement."

Legislation was passed in 2007 to give a \$5,000 annual bonus to NBCTs teaching in Washington public schools and NBCTs in qualified schools (70% of students eligible for free or reduced-price lunch) receive an additional \$5,000.

Washington ranks 8<sup>th</sup> nationally in the total number of teachers who have achieved certification and third in the nation with 918 new National Board Certified Teachers (NBCTs) in 2008. A total of 2,717 Washington teachers have received National Board Certification.

	2000	2001	2002	2003	2004	2005	2006	2007	2008
New Certifications	44	44	99	131	238	315	408	485	918

**SOURCES:** National Board for Professional Teaching Standards [[www.nbpts.org/resources/nbct\\_directory/nbcts\\_by\\_state](http://www.nbpts.org/resources/nbct_directory/nbcts_by_state)]

## TOTAL FALL HEADCOUNT ENROLLMENT IN DEGREE-GRANTING INSTITUTIONS

	2001	2002	2003	2004	2005	2006	2007
Public 4-Year	96,556	102,868	103,933	105,366	106,333	107,449	109,198
Public 2-Year*	182,454	192,040	194,146	187,779	190,423	189,599	192,595
Private 4-Year (Not-for-Profit)	40,757	37,963	39,173	40,855	41,623	41,520	41,726

\* Public 2-year totals include enrollment in all community and technical colleges and Northwest Indian College.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS)  
[nces.ed.gov/IPEDS/]

## STATE-FUNDED FALL HEADCOUNT ENROLLMENT

	2002	2003	2004	2005	2006	2007	2008
Community & Technical Colleges	191,554	191,312	182,115	184,912	187,660	190,895	198,474
Public 4-Year Institutions	96,156	96,745	97,796	98,248	99,174	100,986	104,464
Total	287,710	288,057	279,911	283,160	286,834	291,881	302,938

**SOURCES:** State Board for Community and Technical Colleges (SBCTC) MIS, OFM Public Centralized Higher Education Enrollment System (PCHEES)

## STATE-FUNDED ANNUAL AVERAGE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Community & Technical Colleges	139,753	138,241	131,489	130,933	132,316	136,512
Public 4-Year Institutions*	89,511	90,075	91,358	91,571	92,245	94,521
Total	229,264	228,316	222,847	222,504	224,561	231,033

\* Public 4-year enrollments include the 4-year / 2-year partnership programs and University Center of North Puget Sound.

**SOURCES:** SBCTC MIS, PCHEES, OFM Budget Driver Reports [www.ofm.wa.gov/hied/bd]

## CTC TRANSFERS TO FOUR-YEAR INSTITUTIONS

About 15,000 students per year transfer to 4-year institutions after earning credits at a community or technical college. Most students transfer with an associate degree to junior standing; about 30 percent transfer at the freshman or sophomore level.

	2002-03	2003-04	2004-05	2005-06	2006-07
Transfer to Public Baccalaureates	9,224	9,704	9,767	9,826	9,942
Running Start to Public Baccalaureates	1,624	1,723	1,869	2,049	2,312
Transfer to Independent and Selected Out-of-State Institutions*	2,237	2,767	3,012	2,941	2,792
Total Transfers / Transitions	13,085	14,194	14,648	14,816	15,046

\*Includes transfers to Portland State University and Oregon

**SOURCE:** State Board for Community and Technical Colleges, *2006-07 Academic Year Report, Student Progress and Success* [www.sbctc.ctc.edu/college/finance/3prog0607\_001.pdf]

## WORKFORCE CERTIFICATES AND DEGREES, COMMUNITY & TECHNICAL COLLEGE SYSTEM

At the community and technical colleges, workforce education degrees and certificates prepare students for employment. Apprenticeship training prepares students for employment and involves classroom instruction at the colleges.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Workforce Education Certificates	11,075	12,110	12,424	12,044	12,259	12,322
Workforce Education Degrees	7,008	7,898	7,726	7,376	7,253	7,318
Apprenticeship Completions	1,170	916	844	972	795	797

**SOURCE:** State Board for Community and Technical Colleges, *2006-07 Academic Year Report, Student Progress and Success* [[www.sbctc.ctc.edu/college/finance/3prog0607\\_001.pdf](http://www.sbctc.ctc.edu/college/finance/3prog0607_001.pdf)]

## ASSOCIATE'S DEGREES AWARDED IN SELECTED HIGH-DEMAND FIELDS

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Computer and Information Sciences	1,094	1,503	1,386	935	676	525
Engineering Technology	514	636	735	644	514	574
Physical Sciences	-	-	398	341	368	367
Health Sciences	1,519	1,852	2,111	2,320	2,592	2,710

\*Degrees awarded by two-year public and four-year private not-for-profit institutions.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS) [[nces.ed.gov/IPEDS/](http://nces.ed.gov/IPEDS/)]

## BACHELOR'S DEGREES AWARDED IN SELECTED HIGH-DEMAND FIELDS

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Biological and Biomedical Sciences	1,219	1,240	1,225	1,316	1,421	1,592
Computer and Information Sciences	674	735	737	709	596	571
Engineering	1,053	1,066	1,111	1,073	1,153	1,106
Engineering Technology	179	166	204	196	200	221
Mathematics and Statistics	258	289	299	308	308	306
Physical Sciences	431	477	458	527	500	551
Health Sciences	1,071	1,168	1,226	1,305	1,393	1,540

\*Degrees awarded by four-year public and private not-for-profit institutions.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS) [[nces.ed.gov/IPEDS/](http://nces.ed.gov/IPEDS/)]

### MASTER'S DEGREES AWARDED IN SELECTED HIGH-DEMAND FIELDS

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Biological and Biomedical Sciences	106	119	110	109	117	99
Computer and Information Sciences	155	216	189	180	189	148
Engineering	352	321	298	330	299	335
Engineering Technology	184	45	29	26	27	35
Mathematics and Statistics	62	60	53	68	76	77
Physical Sciences	150	133	103	112	112	115
Health Sciences	642	655	673	719	775	759

\*Degrees awarded by four-year public and private not-for-profit institutions.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS)  
[nces.ed.gov/IPEDS/]

### DOCTOR'S DEGREES AWARDED IN SELECTED HIGH-DEMAND FIELDS

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Biological and Biomedical Sciences	63	98	119	116	124	133
Computer and Information Sciences	12	18	14	20	27	15
Engineering	104	89	108	106	112	135
Engineering Technology	15	0	0	0	0	0
Mathematics and Statistics	18	15	13	21	16	25
Physical Sciences	55	69	76	108	108	96
Health Sciences	65	46	37	93	131	133

\*Degrees awarded by four-year public and private not-for-profit institutions.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS)  
[nces.ed.gov/IPEDS/]

### FIRST PROFESSIONAL DEGREES AWARDED IN SELECTED HIGH-DEMAND FIELDS

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Health Sciences	596	600	472	600	589	633

\*Medical degrees offered by the University of Washington, Veterinary Medicine degrees offered by Washington State University, and degrees reported by Bastyr University (no first professional degrees reported in 2003-04).

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS)  
[nces.ed.gov/IPEDS/]

**DEGREES CONFERRED BY LEVEL (PUBLIC AND PRIVATE)**

Public Institutions	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Associate's - CTCs	18,636	20,403	22,326	21,119	20,718	20,064
Associate's – Northwest Indian College	27	49	36	67	31	46
Bachelor's	18,635	19,661	20,456	20,692	20,989	21,442
Master's	4,285	4,628	4,685	4,768	4,748	4,711
First Professional*	642	649	648	649	681	718
Doctor's**	613	619	670	737	814	838
Private Not-For-Profit Institutions	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Associate's	94	67	62	47	68	47
Bachelor's	5,519	5,860	6,124	6,765	6,784	6,972
Master's	3,149	3,525	3,572	3,799	3,896	3,799
First Professional*	554	569	522	708	641	624
Doctor's**	38	41	57	43	69	84
Total	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Associate's	18,757	20,519	22,424	21,233	20,817	20,157
Bachelor's	24,154	25,521	26,580	27,457	27,773	28,414
Master's	7,434	8,153	8,257	8,567	8,644	8,510
First Professional*	1,196	1,218	1,170	1,357	1,322	1,342
Doctor's**	651	660	727	780	883	922

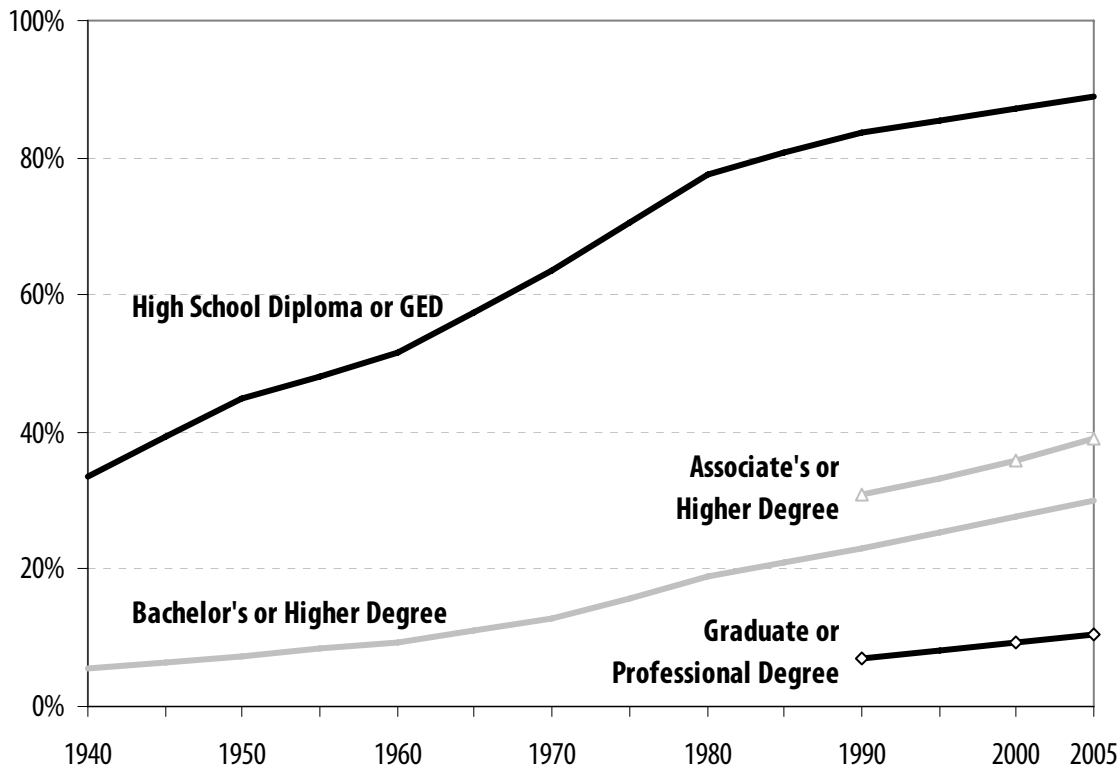
\* First-professional degrees signify both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, and law.

\*\* Doctor's degrees include the Doctor of Philosophy degree (Ph.D.) -- which requires mastery within a field of knowledge and demonstrated ability to perform scholarly research -- as well as other doctorates awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). First-professional degrees, such as M.D. and D.D.S., are not included in this category.

**SOURCE:** U.S. National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS) [nces.ed.gov/IPEDS/]

## EDUCATIONAL ATTAINMENT

The following chart illustrates the proportion of the Washington population (age 25 and older) who had reached selected educational attainment levels. In 2005, eighty-eight percent of Washingtonians had at least a high school diploma and 30% had at least a bachelor's degree. Until 1990, respondents to the U.S. Census were asked to report their highest grade or year of school completed. In 1990 the Census Bureau changed the questions related to educational attainment to more accurately capture the highest level of school completed or the highest degree received.



	1940	1950	1960	1970	1980	1990	2000	2005
Graduate or professional degree						7.0%	9.3%	10.4%
Bachelor's or higher degree	5.6%	7.4%	9.3%	12.7%	19.0%	22.9%	27.7%	30.0%
Associate's or higher degree						30.9%	35.8%	39.2%
High school diploma or GED	33.6%	45.0%	51.5%	63.5%	77.6%	83.8%	87.1%	88.8%

**SOURCE:** U.S. Census Bureau, Decennial Census of Population, 1940 to 2000, American Community Survey (2005).  
[\[www.census.gov/population/socdemo/education/phct41/table6a.xls\]](http://www.census.gov/population/socdemo/education/phct41/table6a.xls)  
[\[www.census.gov/population/socdemo/education/phct41/table5a.xls\]](http://www.census.gov/population/socdemo/education/phct41/table5a.xls)