



School Achievement and Climate

School Achievement

—The academic success of America’s youth is strongly linked with their health. In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes.” —Centers for Disease Control and Prevention¹

General Information

- In 2008, there were 243 public school districts in Washington with at least 30 students enrolled in grades 9-12. In May 2009, Washington State reported students enrolled in 2,339 public school buildings. There were also about 500 private schools in the state.²
- In October 2008, Washington State had 1,038,620 students enrolled in public schools³ and 85,051 students enrolled in private schools.⁴ During the 2008-2009 school year in Washington, 16,577 students were enrolled in home based education.⁵
- About 65 percent of Washington public school students of all ages were White, and 32 percent were Non-White (8.6 percent Asian/Pacific Islander, 5.5 percent Black, 15.3 percent Hispanic, and 2.6 percent American Indian).³
- In 2008, about 40 percent of Washington students were eligible for free or reduced price meals.⁵

School Testing

- Results for the 2009 graduating class show that Washington students have the highest average Scholastic Aptitude Test (SAT) scores in the nation among states where at least half of students take the test. Participation among ethnic minority students increased in 2009, with an almost 9 percent increase in Hispanic students, a 4 percent increase in Black students and a 2 percent increase in American Indian students taking the SAT in Washington.⁶
- According to 2007 data from the National Assessment of Educational Progress (NAEP) Profiles, Washington State had a higher proportion of 8th graders proficient in reading, math, science and writing than the nation as a whole. In 2006-2007, the average pupil-teacher ratio for Washington was 19.1. The expenditure per pupil in Washington was \$8,480.⁷

¹ Centers for Disease Control and Prevention. Healthy Youth Student Health and Academic Achievement, Accessed at: www.cdc.gov/HealthyYouth/health_and_academics/index.htm#1

² OSPI website: <http://www.k12.wa.us/DataAdmin/>

³ Washington State Office of the Superintendent of Public Instruction, Washington State Report Card 2008-2009. Accessed August 2009 from: <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2008-09>

⁴ Office of Superintendent of Public Instruction. October Total Enrollment Gender and Ethnicity, Private Schools, 2008-09. Accessed August 2009 from: <http://www.k12.wa.us/DataAdmin/pubdocs/P105/2008-09EnrollmentPrivateSch.xls>

⁵ Washington State Office of Private Instruction, 2008-09 Home Based Education Annual Report. Accessed August 2009 from: <http://www.k12.wa.us/PrivateEd/HomeBasedEd/HBAAnnualReports/2008-09HomeBasedReport.xls>

⁶ Washington State Office of Superintendent of Public Instruction. Press release: State SAT scores lead the nation again. Accessed August 2009 from: <http://www.k12.wa.us/Communications/PressReleases2009/SATScoreRelease.aspx>

⁷ National Assessment of Educational Progress State Report Cards. Accessed August 2009 from: <http://nces.ed.gov/nationsreportcard/states/>

Data From The National Assessment Of Educational Progress (NAEP) Profiles					
	Pupil/ teacher ratio (2006-07)	Per-pupil expenditure (2006-07)	% 8th graders proficient in reading, public schools, 2007	% 8th graders proficient in math, public schools, 2007	% 8th graders proficient in writing, public schools, 2007
United States	-	-	29	31	31
Washington	19.1	\$8,480	34	36	35
Oregon	21.3	\$9,126	34	35	-
Idaho	18.1	\$6,784	32	34	29
Alaska	16.8	\$12,261	27	32	-
California	20.9	\$8,909	21	24	25

Special Education Students⁸

- In 2008, about 13 percent of Washington public school students were special education students. About 37 percent of those who were special education students were adolescents ages 12-19.

Number of Children Ages 6-21 in Special Education Services under the Individuals with Disabilities Education Act (IDEA) Part B, as of December 1, 2008		
Diagnostic Category	Totals	% of Special Education
1. Developmental Delays	7391	6.6%
2. Emotional/Behavioral Disability	4707	4.2%
3. Orthopedic Impairments	515	0.5%
4. Health Impairments	21673	19.5%
5. Specific Learning Disabilities	44134	39.6%
6. Mental Retardation	5003	4.5%
7. Multiple Disabilities	2641	2.4%
8. Deafness	347	0.3%
9. Hearing Impairments	790	0.7%
10. Visual Impairments	304	0.3%
11. Deaf-Blindness	23	0.0%
12. Communication Disorders	17193	15.4%
13. Autism	6261	5.6%
14. Traumatic Brain Injury	346	0.3%
Totals	111,328	100.0%

Source: Washington Office of Superintendent of Public Instruction

⁸ Office of Superintendent of Public Instruction. State December 2008 LRE and Child Count Data. Accessed August 2009 from: <http://www.k12.wa.us/SpecialEd/data.aspx>

Graduation and Drop Out Statistics⁹

- In 2007-2008 school year, the overall high school dropout rate for Washington was 6 percent, similar to the year before.
- Of the 2004-2008 cohort (students who began Grade 9 in the fall of 2004 and were expected to graduate in 2008), an estimated 21 percent dropped out and did not receive a diploma. About 72 percent of this group of students graduated “on-time” and 8 percent were still enrolled in school at the end of Grade 12. An additional 5 percent graduated after their expected year, for an “extended” graduate rate of 77 percent.
- In the 2004-08 cohort, only 48 percent of American Indian students graduated on time, compared to 81 percent of White students.
- The cumulative (4-year) dropout rate for those expected to graduate in 2008 was 21 percent, which was similar to the cumulative dropout rate recorded in 2006–07. American Indian and Limited English students had the highest dropout rates.
- Asian/Pacific Islander and White students had the highest graduation rates (81 percent and 75 percent) while less than half of the American Indian students had graduated at the end of the four-year period. Graduation rates remained essentially unchanged since 2006-07, except for a 9 percent decline among Limited English students and 2 percent declines in graduation rates among low income and migrant students.

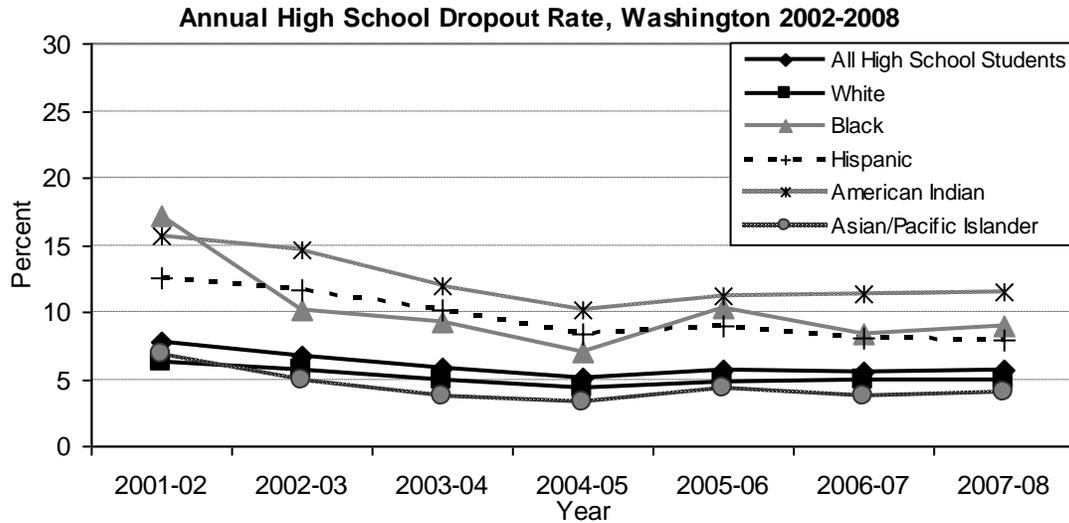
Washington Dropout Rates by Student Group, School Year 2007-2008 and 2004-2008 Cohort		
	2007-2008 Dropout Rate	2004- 2008 Cohort Dropout Rate
All Students	6%	21%
American Indian	12%	41%
Asian	4%	15%
Pacific Islander	7%	27%
Black	9%	33%
Hispanic	8%	30%
White	5%	19%
Female	5%	19%
Male	6%	24%
Special Education	7%	27%
Limited English	10%	38%
Low Income	8%	29%
Migrant	8%	28%

Source: Washington OSPI

- In 2007-08, the Washington 7th and 8th grade dropout rate was 1 percent for students in 7th grade and 5 percent for students in 8th grade.
- Washington State’s Academic Achievement and Accountability (A+) Commission goal is for an 85 percent on time graduation rate by 2014.

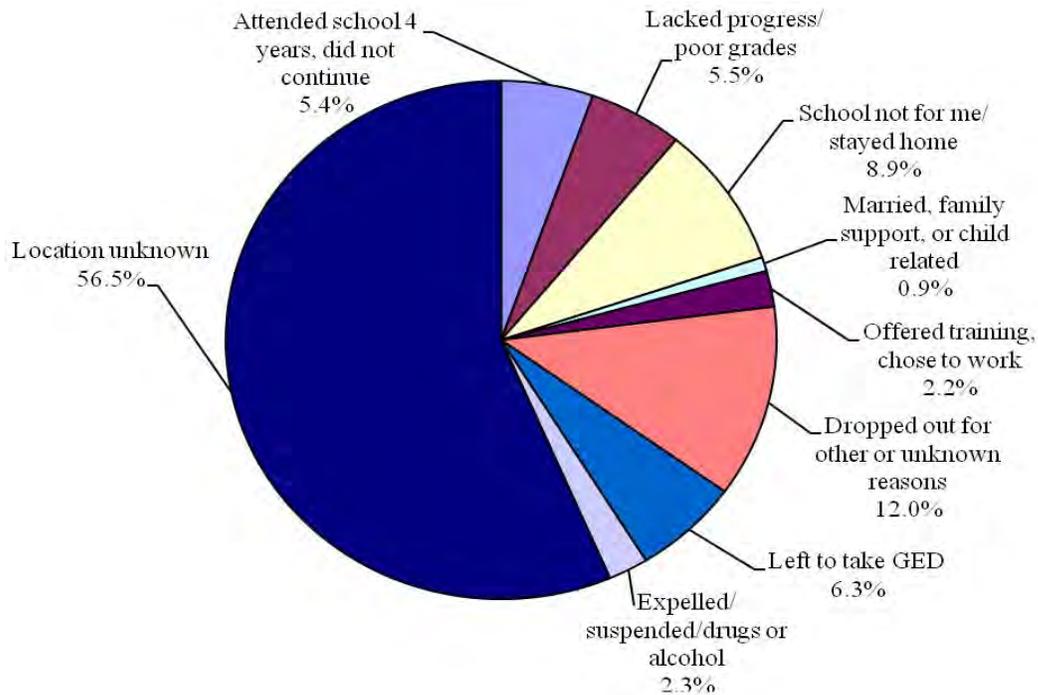
⁹ Ireland, L. (2009). *Graduation and Dropout Statistics for Washington in 2007-08*. Office of Superintendent of Public Instruction. Olympia, WA. Accessed August 2009 from: <http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/07-08/StateGradDropout07-08V3July09.doc>

- The annual drop-out rate is the proportion of students who dropped out or completed a GED in a given time period. In 2007-2008, Asians Asian students had the lowest annual dropout rate (3.8 percent) while American Indians had the highest annual dropout rate (11.5 percent).



- The most common reasons given for dropping out of high school were school was not for me and stayed home or left to take GED.

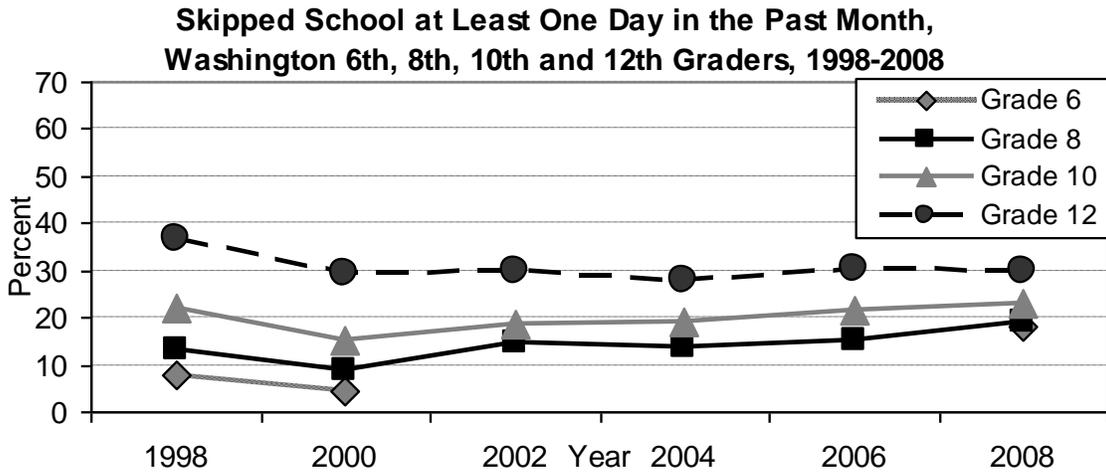
Reasons Students Gave for Dropping Out, 2007-2008



Source: Washington OSPI

Skipping School

- The majority of Washington students surveyed in 2008 reported they had not skipped school in the past month. About 82 percent of 6th Graders and 8th graders, 77 percent of 10th graders and 70 percent of 12th graders reported they had not skipped school in the past month. About 3 percent of 6th graders, 4 percent of 8th graders, 6 percent of 10th graders and 7 percent of 12th graders reported they had skipped school 4 or more times in the past month.¹⁰



Source: Washington State Youth Surveys

¹⁰ Washington State Healthy Youth Survey 2008

School Risk and Protective Factors¹¹

- Risk factors are characteristics of individuals, families, and communities that make them more vulnerable to ill health and injury. Protective factors are characteristics that reduce the likelihood of disease, injury, or disability. The presence of multiple risk factors predicts an increased likelihood that an individual will engage in substance use, while the presence of protective factors helps to buffer the effect of risk factors and increase resilience.
- School is an environment in which young people spend a great deal of time. As a result, schools have the opportunity, although not the sole responsibility, to greatly influence adolescent development.

School Risk And Protective Factors	
Risk Factors	
Academic failure.	Children fail in school for many reasons, but research indicates that the very experience of failure—regardless of whether the failure is linked to the students’ abilities—places them at higher-risk for negative behavior.
Low commitment to school	When young people cease to see the school role as viable, they are at higher risk of engaging in the health risk behaviors
Protective Factors	
Opportunities for prosocial involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in problem behaviors.
Rewards for prosocial involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in health risk behaviors.

Percentages of Students Reporting School Risk and Protective Factors by Grade, 2000 – 2008

Protective Factors										
	Opportunities for Prosocial Involvement					Rewards for Prosocial Involvement				
	2000	2002	2004	2006	2008	2000	2002	2004	2006	2008
Grade 6	59%	–	–	–	–	60%	51%	52%	53%	50%*
Grade 8	61%	63%	62%	64%	60%*	53%	52%	53%	57%	53%*
Grade 10	57%	60%	59%	58%	59%	59%	61%	61%	61%	64%*
Grade 12	58%	64%	61%	62%	61%	45%	46%	45%	45%	47%

Risk Factors										
	Academic Failure					Low Commitment to School				
	2000	2002	2004	2006	2008	2000	2002	2004	2006	2008
Grade 6	40%	41%	41%	42%	42%	35%	41%	44%	52%	43%*
Grade 8	41%	47%	48%	46%	47%	39%	34%	37%	36%	39%
Grade 10	38%	47%	47%	51%	48%*	43%	37%	41%	40%	38%
Grade 12	41%	49%	47%	50%	51%	47%	38%	42%	41%	41%

* Significant change between 2006-2008 at p<0.05

Note. Percentages represent students at-risk or resilient based upon their risk and protective factor scale scores. Dashes indicate that the risk factor was not included in the survey that year.

¹¹ Washington State Office of Superintendent of Public Instruction, Department of Health, Department of Social and Health Services, and Department of Community, Trade, and Economic Development and RMC Research Corporation. Washington State Healthy Youth Survey 2006: Analytic Report

Weapon Carrying At School ***Critical Health Objective***

Weapon Carrying At School In Past 30 Days ¹²	
Grade	WA % (± margin of error)
Grade 6	3% (± 0.4)
Grade 8	6% (± 1)
Grade 10	8% (± 1)
Grade 12	8% (± 1)
Gender (10th grade) *	
Male	12% (± 2)
Female	4% (± 1)
Race/ Ethnicity (10th grade)	
White, Non-Hispanic	7% (± 1)
Black, Non-Hispanic**	13% (± 3)
American Indian, Non-Hispanic**	15% (± 5)
Asian, Non-Hispanic	5% (± 2)
Hawaiian/ Pacific Islander, Non-Hispanic	10% (± 6)
Hispanic	8% (± 2)
Disability Status (10th grade) *	
Disability	10% (± 2)
No disability	5% (± 1)
Rural Urban Residence (10th grade) *	
Urban	8% (± 1)
Rural	12% (± 4)
Socioeconomic Status (10th grade)*	
Lower	9% (± 1)
Higher	7% (± 1)

*Significant difference based on chi-square at p<0.05

Source: Washington Healthy Youth Survey 2008

**Significant difference compared to non-Hispanic Whites based on significance testing at p< 0.05

Disparities:

Among Washington 10th graders in 2008, males, students with a disability, students living in rural parts of the state and students of lower socioeconomic status were **more** likely to report that they carried a weapon to school. Non-Hispanic Black and American Indian students were **more** likely to report carrying a weapon to school, compared to Non-Hispanic White students.

Additional Data:

- **HP 2010 Objective:** Reducing weapon carrying on school property is one of the **21 National Critical Health objectives** for adolescents and young adults. The Healthy People 2010 Objective is to reduce weapon carrying on school property to no more than 4.9 percent.

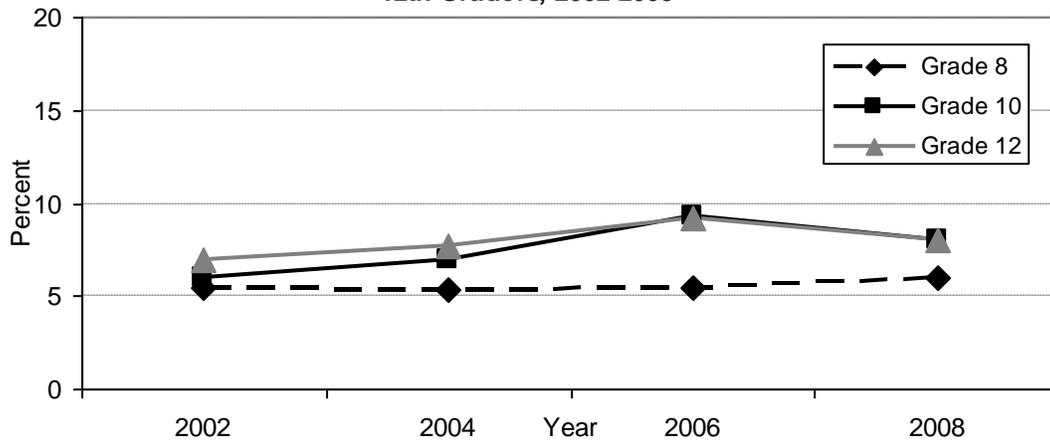
¹² 2008 Washington State Healthy Youth Survey

- **Fights at School:** In 2008, about 16 percent of 8th graders, 13 percent of 10th graders, and 8 percent of 12th graders reported they had been in a physical fight on school property at least once in the past year.¹³
- **Attending School Drunk or High:** About 8 percent of 8th graders, 17 percent of 10th graders, and 20 percent of 12th graders reported in 2008 that they had been drunk or high at school at least once in the past year. This is not significantly different 2006.¹³
- **Feeling Safe at School:** In 2008 about 88 percent of students in grade 6, 81-82 percent in grades 8 and 10, and 85 percent in grade 12 reported they feel safe at school¹³

Washington Prevalence: In 2008, an estimated 8 percent of Washington high school students reported they carried a weapon like a gun or knife on school property in the past 30 days.¹⁴

United States Prevalence: In 2007, about 18 percent of high school students nationally reported they carried a weapon on school property in the past 30 days.¹⁵

Percent Carrying a Weapon to School, Washington 8th, 10th and 12th Graders, 2002-2008



Source: Washington Healthy Youth Surveys

Change from 2006 to 2008: The percent of 8th, 10th and 12th grade students in Washington who carried a weapon to school in the past 30 days did not change significantly from 2006 and 2008.

¹³ 2008 Washington Healthy Youth Survey

¹⁴ Synthetic high school estimate generated from 2008 Washington Healthy Youth Survey grade 8,10,12

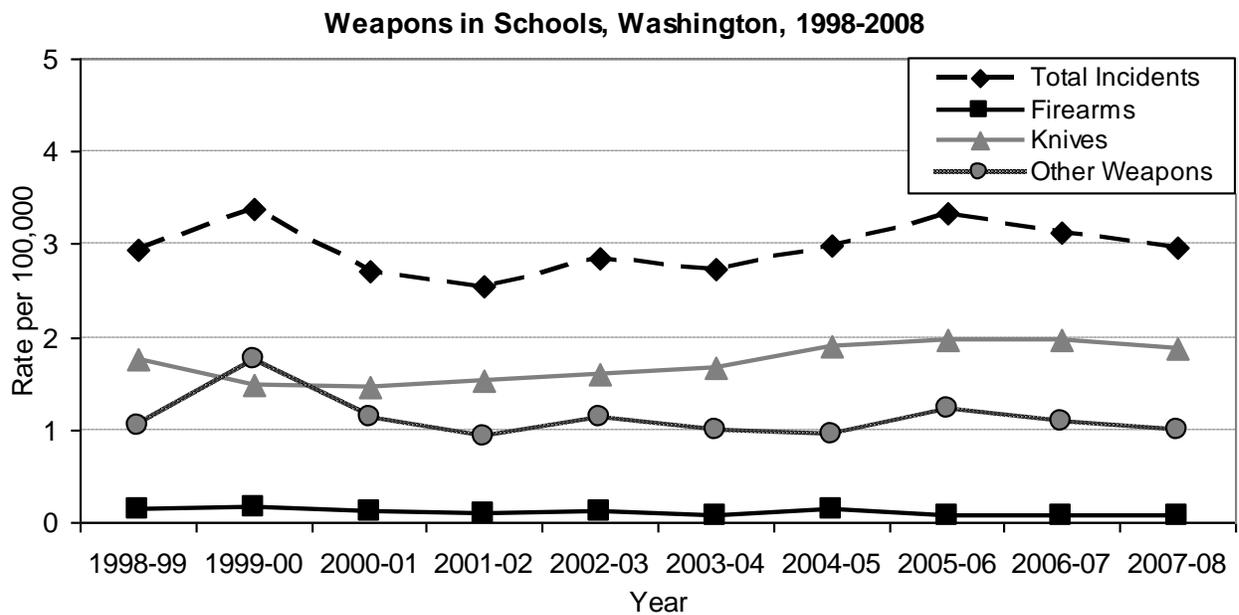
¹⁵ Centers for Disease Control and Prevention. *Youth Risk Behavior Surveillance—United States, 2007*, June 6, 2008. MMWR 2008;57(No. SS-4).

Weapon Reports in Schools¹⁶

- In 2007-2008 school year, there were 3,004 reported incidents of weapons in public schools and 11 in private schools in Washington.

Weapon Reports In Schools, Washington 2007-2008								
Number of Public School Incidents (n=3,004)								
No. of Districts	No. Reporting	Handguns	Rifles Shotguns	Other Firearms	Total Firearms	Knives Daggers	Other Weapons	Total
295	295 (100%)	43	11	20	74	1,912	1,018	3,004
Number of Private School Incidents (n=11)								
No. of Schools	No. Reporting	Handguns	Rifles Shotguns	Other Firearms	Total Firearms	Knives Daggers	Other Weapons	Total
518	74 (14%)	0	0	0	0	7	4	11

Source: OSPI 2007-08 Legislative Report on Weapons in Schools



Source: OSPI 2007-08 Legislative Report on Weapons in Schools

¹⁶ Office of the Superintendent of Public Instruction, Washington State School Safety Center, 2007-08 Legislative Report on Weapons in School. Accessed August 2009 from: <http://www.k12.wa.us/Safetycenter/SafeDrugFree/default.aspx>

School Environment and Student Performance.¹⁷

Based on data from the 2008 Washington Healthy Youth Survey:

School Work Meaningful:

- About 57 percent of 6th graders, 45 percent of 8th graders, 38 percent of 10th graders and 33 percent of 12th graders reported that they believe their assigned school work is often or almost always meaningful and important. Females in grades 6,10, and 12 were more likely to report their school work was meaningful than males.

School Work Interesting:

- About 50 percent of 6th graders, 35 percent of 8th graders, 33 percent of 10th graders and 39 percent of 12th graders said they thought their courses were very or quite interesting. Females in grade 6 were more likely to report their school work was interesting than males. There were no differences by gender in grades 8,10,12.

Future Importance of School:

- About 81 percent of 6th graders, 66 percent of 8th graders, 53 percent of 10th graders, and 46 percent of 12th graders said they thought what they learned in school was very or quite important for later in life. Female 6th graders were more likely to report school was important for later life than males. There were no gender differences in grades 8,10,12.

Enjoy Being in School:

- About 53 percent of 6th graders, 45 percent of 8th graders, 42 percent of 10th graders, and 38 percent of 12th graders reported they enjoyed being in school in the past year often or almost always. Females in grades 6,8,10, and 12 were more likely to report they enjoyed being in school than males.

Try to Do Best on Schoolwork:

- About 92 percent of 6th graders, 79 percent of 8th graders, 73 percent of 10th graders and 69 percent of 12th graders said they often or almost always tried to do their best work in school. Females in grades 6,8,10 and 12 were more likely to report trying to do their best work in school than males.

¹⁷ 2008 Washington State Healthy Youth Survey

Lower Grades and Risk Behaviors

Making lower grades are associated with many risk behaviors and experiences such as substance use being bullied, being depressed, not feeling safe at school, eating dinner with the family less often.

Percent Reporting Making Lower Grades by Risk Behavior or Health Status, Grade 10, HYS 2008	
	Made Lower Grades (CsDs,Fs)
Current tobacco use	
Smoker	59%
Non-smoker	27%
Current alcohol use	
Drinker	45%
Non-drinker	25%
Current marijuana use	
User	52%
Non-user	27%
Bullied in past 30 days	
Bullied	35%
Not Bullied	30%
Symptoms of Depression	
Depressed	40%
Not Depressed	27%
Felt safe at school	
Felt Safe	29%
Did not feel Safe	43%
Diabetes	
Have diabetes	47%
Does not have diabetes	30%
Eating dinner with family	
Most of the time or always	26%
Never, rarely sometimes	38%

Source: Healthy Youth Survey 2008

School Policies¹⁸

Percent of Surveyed Washington Public Schools with the Following School Policies			
	Middle Schools	Junior/Senior High Schools	High Schools
Health and Health Education			
Have full time registered nurse who provides health services to students	14%	8%	30%
Require students to take 2 or more health education courses	65%	39%	32%
A school health committee or advisory group develops policies, coordinates activities, or seeks student or family involvement in programs that address health issues	48%	39%	51%
Require all staff who teach health education topics to be certified, licensed, or endorsed by the state in health education	67%	57%	88%
Taught 11 different HIV, STD, or pregnancy prevention topics in a required course	55%	55% 6-8 th 57% 9-12 th	74%
Physical Education			
Require physical education classes be taught to students in any grade 6-12	98%	95%	97%
Offer opportunities for all students to participate in intramural activities or physical activity clubs	75%	57%	58%
Tobacco Policies			
Have a policy prohibiting tobacco use	99%	97%	98%
Have a tobacco-use prevention policy that specifically prohibits all tobacco use in all locations at all times	71%	52%	54%
Provide tobacco cessation services for students	50%	36%	55%
Nutrition			
Snack foods or beverages can be purchased from vending machines at school or at a school store, canteen, or snack bar	74%	67%	86%
<u>Specific snack foods and beverages available at schools:</u>			
▪ Chocolate candy	19%	21%	48%
▪ Salty snacks that are high in fat, such as regular potato chips	29%	24%	51%
▪ Soda pop or fruit drinks that are not 100% juice	29%	38%	49%
▪ Fruits (not fruit juice)	24%	13%	38%
▪ Non-fried vegetables (not vegetable juice)	17%	8%	26%
Prohibit advertisements for candy, fast food restaurants, or soft drinks in the school building	73%	70%	69%
Safety			
Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity	23%	9%	54%

Source: Washington 2008 School Health Profiles Report

¹⁸ Source: 2008 Washington State School Health Profiles Report. [Survey of school principals administered by the Centers for Disease Control and Prevention.] [Note: Percentages are of schools, not students.]

For persons with disabilities, this document is available on request in other formats. To submit a request, please call 1-800-525-0127 (TDD/TTY 1-800-833-6388).