

Highline District Report



The **ROAD MAP PROJECT**
Supported by CCER

From Cradle to College and Career

DISTRICT DEMOGRAPHICS

K-12 Student Demographics

Figure 1: Road Map Region and Highline by Race/Ethnicity

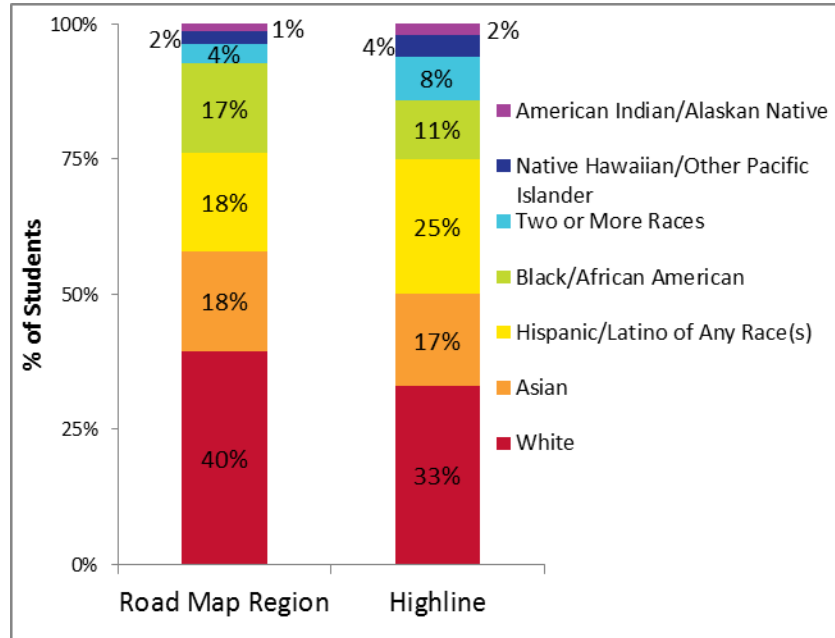


Table 1: Frequency of English Language Learner (ELL) Students and Students on Free Reduced Priced Lunch (FRPL)

District	Total Enrollment	# of FRPL Students	% of Students Qualifying for FRPL	# Who Are ELL	% of Students Who Are ELL
Highline	17,491	11,096	63%	3,735	21%
Road Map Region	116,134	62,869	54%	19,386	17%

Source: OSPI Washington State Report Card, Demographic Information By School and District, 2009-2010

Note: South Seattle only includes the portion of Seattle Public Schools that is in the Road Map Region.

HEALTHY & READY FOR KINDERGARTEN

Low-Income Children Enrolled in Formal Early Learning Programs

Table 2: Low-Income Children Enrolled in Formal Early Learning Programs and Number of Slots

District	% of Low-Income Children Enrolled in Early Learning Programs	Projected # of Low-Income Children Age 3-4	Number of Slots		
			Head Start	Early Childhood Education and Assistance Program (ECEAP)	Step Ahead (only in Seattle)
Highline	21%	1,937	203	198	-
Road Map Region	31%	11,178	2,122	960	350

* Includes data from the part of Seattle Public Schools that is not a part of the Road Map Region.

* Prepared by Puget Sound Educational Service District 2/17/2011.

* Projected number of low-income children is calculated based on US Census data, elementary school enrollment trends in grades 1-3, and eligibility for free lunch (130% of poverty level)

Kindergarten Students Attending Full-Day Kindergarten

Table 3: Kindergarten Students Attending Full-Day Kindergarten

District	Kindergarten (full day, full year)	Total Number of Kindergarten Students	% full day, full year
Highline	679	1,328	51%
Road Map Region	6,534	9,026	72%

Source: OSPI and Individual Districts, 2009-2010

SUPPORTED & SUCCESSFUL IN SCHOOL

Student Mobility

Measures of student mobility are forthcoming.

Reading

Table 4: 3rd Grade Reading Achievement by District

District	Met 3rd Grade Reading Standard	# in Cohort	% Met Standard	2020 Target
Auburn	734	989	74%	87%
Federal Way	1,085	1,512	72%	87%
Highline	800	1,308	61%	87%
Kent	1,248	1,936	64%	87%
Renton	808	1,153	70%	87%

District	Met 3rd Grade Reading Standard	# in Cohort	% Met Standard	2020 Target
South Seattle	930	1,523	61%	87%
Tukwila	106	193	55%	87%
Road Map Region	5,711	8,614	66%	87%

Source: OSPI Report Card, 2009-2010

Table 5: 3rd Grade Reading Achievement By Subgroup in Highline

3rd Grade Reading			
Group	Met 3rd Grade Reading Standard	# in Cohort	% Met Standard
Limited English	92	307	30%
Low Income	316	605	52%
Non Low Income	484	703	69%
Non Special Education	769	1,141	67%
Special Education	31	167	19%
American Indian	18	29	62%
Asian	146	214	68%
Black	104	183	57%
Hispanic	211	448	47%
Pacific Islander	45	76	59%
White	271	349	78%
Female	435	645	67%
Male	365	663	55%

Source: OSPI Report Card, 2009-2010

Table 6: 6th Grade Reading Achievement by District

District	Met 6th Grade Reading Standard	# in Cohort	% Met Standard	2020 Target
Auburn	570	1,033	55%	80%
Federal Way	1,061	1,660	64%	80%
Highline	661	1,230	54%	80%
Kent	1,345	2,051	66%	80%
Renton	630	1,004	63%	80%
South Seattle	721	1,226	59%	80%
Tukwila	100	195	51%	80%
Road Map Region	5,088	8,399	61%	80%

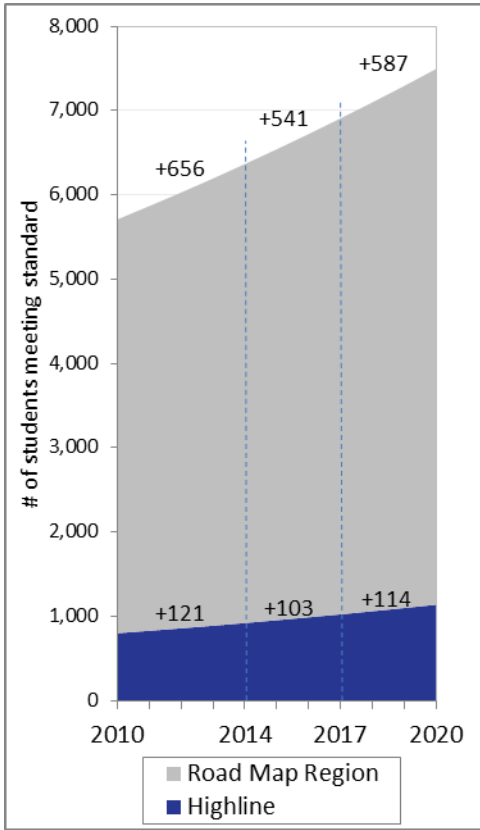
Source: OSPI Report Card, 2009-2010

Table 7: 6th Grade Reading Achievement By Subgroup in Highline

6th Grade Reading			
Group	Met 6th Grade Reading Standard	# in Cohort	% Met Standard
Limited English	38	199	19%
Low Income	246	552	45%
Non Low Income	415	678	61%
Non Special Education	637	1,058	60%
Special Education	24	172	14%
American Indian	12	30	40%
Asian	122	195	63%
Black	65	156	42%
Hispanic	167	375	45%
Pacific Islander	30	80	38%
White	262	387	68%
Female	350	579	60%
Male	311	651	48%

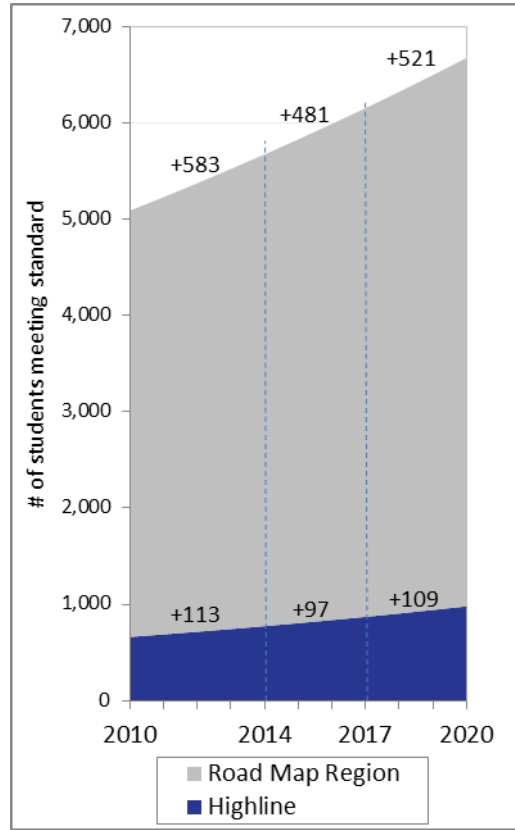
Source: OSPI Report Card, 2009-2010

Figure 2: Trajectories for 3rd Grade Reading Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

Figure 3: Trajectories for 6th Grade Reading Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

English Language Learner Students

Table 8: ELL Students Who Gained One or More Levels of English Proficiency

District	# of Students With Matching Data	# of Students Making Gains	% of Students Making Gains
Highline	2,321	1,542	66%
Road Map Region	12,730	8,755	69%

Source: OSPI Transitional Bilingual Instructional Program; WLPT for K-12 ELL students, 2009-2010
 Note. South Seattle only includes the portion of Seattle Public Schools that is in the Road Map Region.

Science, Technology, Engineering & Math (STEM)

Table 9: 5th Grade Science Achievement by District

District	Met 5th Grade Science Standard	# in Cohort	% Met Standard	2020 Target
Auburn	335	1,024	33%	58%
Federal Way	422	1,636	26%	58%
Highline	266	1,275	21%	58%

District	Met 5th Grade Science Standard	# in Cohort	% Met Standard	2020 Target
Kent	467	2,067	23%	58%
Renton	338	1,133	30%	58%
South Seattle	329	1,381	24%	58%
Tukwila	49	202	24%	58%
Road Map Region	2,206	8,718	25%	58%

Source: OSPI Report Card, 2009-2010

Table 10: 5th Grade Science Achievement by Subgroup in Highline

5th Grade Science			
Group	Met 5th Grade Science Standard	# in Cohort	% Met Standard
Limited English	s	s	<5%
Low Income	59	557	11%
Non Low Income	207	718	29%
Non Special Education	257	1,100	23%
Special Education	s	s	<10%
American Indian	s	s	<10%
Asian	45	196	23%
Black	21	179	12%
Hispanic	35	379	9%
Pacific Islander	7	68	10%
White	151	401	38%
Female	116	610	19%
Male	150	665	23%

Source: OSPI Report Card, 2009-2010

Note: "s" denotes suppression due to small sample size.

Table 11: 8th Grade Science Achievement by District

District	Met 8th Grade Science Standard	# in Cohort	% Met Standard	2020 Target
Auburn	453	1,016	45%	78%
Federal Way	769	1,697	45%	78%
Highline	471	1,212	39%	78%
Kent	1,101	2,120	52%	78%

District	Met 8th Grade Science Standard	# in Cohort	% Met Standard	2020 Target
Renton	563	1,054	53%	78%
South Seattle	522	1,058	49%	78%
Tukwila	89	216	41%	78%
Road Map Region	3,968	8,373	47%	78%

Source: OSPI Report Card, 2009-2010

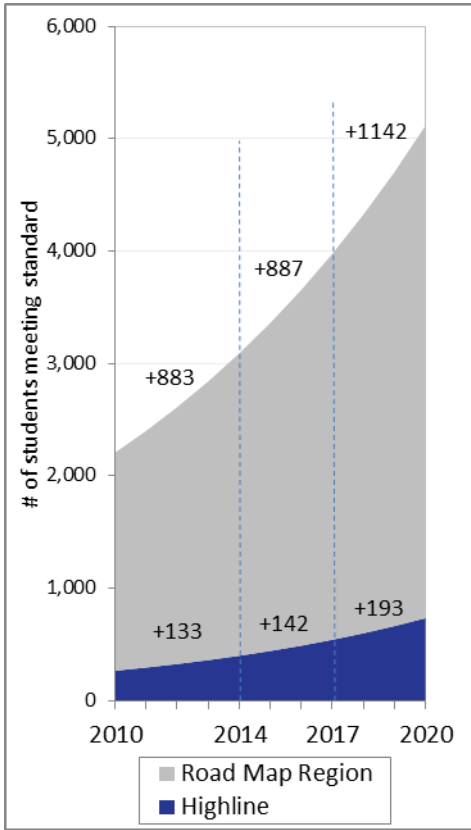
Table 12: 8th Grade Science Achievement by Subgroup in Highline

8th Grade Science			
Group	Met 8th Grade Science Standard	# in Cohort	% Met Standard
Limited English	10	138	7%
Low Income	157	499	31%
Non Low Income	314	713	44%
Non Special Education	462	1,062	44%
Special Education	s	s	<10%
American Indian	8	24	33%
Asian	110	229	48%
Black	41	164	25%
Hispanic	96	347	28%
Pacific Islander	11	53	21%
White	205	395	52%
Female	218	585	37%
Male	253	627	40%

Source: OSPI Report Card, 2009-2010

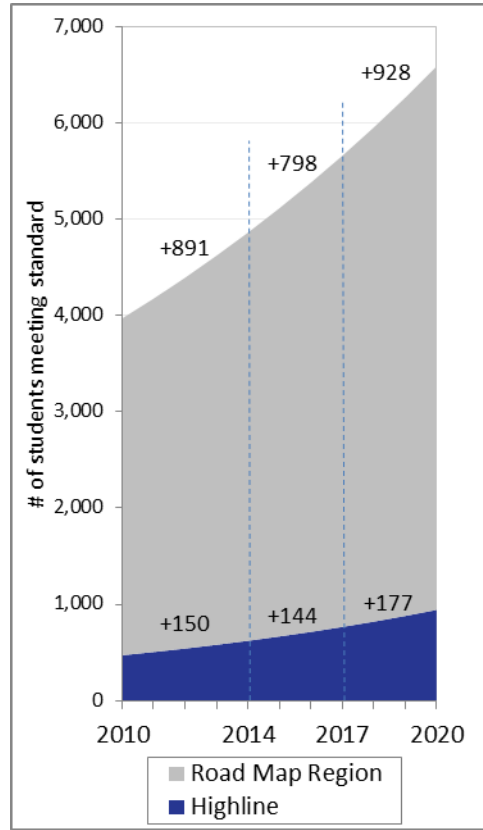
Note: "s" denotes suppression due to small sample size.

Figure 4: Trajectories for 5th Grade Science Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

Figure 5: Trajectories for 8th Grade Science Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

Table 13: 4th Grade Math Achievement by District

District	Met 4th Grade Math		% Met	
	Standard	# in Cohort	Standard	2020 Target
Auburn	624	1,047	60%	76%
Federal Way	1,000	1,597	63%	76%
Highline	477	1,333	36%	76%
Kent	1,134	2,040	56%	76%
Renton	412	1,099	37%	76%
South Seattle	685	1,534	45%	76%
Tukwila	81	203	40%	76%
Road Map Region	4,413	8,853	50%	76%

Source: OSPI Report Card, 2009-2010

Table 14: 4th Grade Math Achievement by Subgroup in Highline

4th Grade Math			
Group	Met 4th Grade Math Standard	# in Cohort	% Met Standard
Limited English	39	257	15%
Low Income	176	653	27%
Non Low Income	301	680	44%
Non Special Education	457	1,158	39%
Special Education	20	175	11%
American Indian	11	34	32%
Asian	109	215	51%
Black	39	205	19%
Hispanic	109	426	26%
Pacific Islander	23	81	28%
White	179	356	50%
Female	240	632	38%
Male	237	701	34%

Source: OSPI Report Card, 2009-2010

Table 15: 7th Grade Math Achievement by District

District	Met 7th Grade Math Standard	# in Cohort	% Met Standard	2020 Target
Auburn	555	1,091	51%	80%
Federal Way	913	1,657	55%	80%
Highline	493	1,190	41%	80%
Kent	1,213	2,082	58%	80%
Renton	483	1,015	48%	80%
South Seattle	609	1,091	56%	80%
Tukwila	85	206	41%	80%
Road Map Region	4,351	8,332	52%	80%

Source: OSPI Report Card, 2009-2010

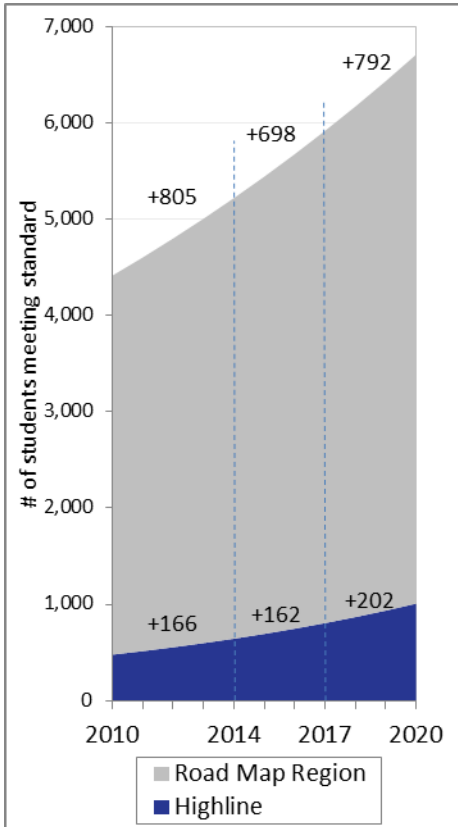
Table 16: 7th Grade Math Achievement By Subgroup in Highline

7th Grade Math			
Group	Met 7th Grade Math Standard	# in Cohort	% Met Standard
Limited English	24	216	11%
Low Income	164	532	31%
Non Low Income	329	658	50%
Non Special Education	488	1,025	48%
Special Education	s	s	<5%
American Indian	11	35	31%
Asian	108	195	55%
Black	34	149	23%
Hispanic	92	370	25%
Pacific Islander	23	54	43%
White	214	363	59%
Female	237	585	41%
Male	256	605	42%

Source: OSPI Report Card, 2009-2010

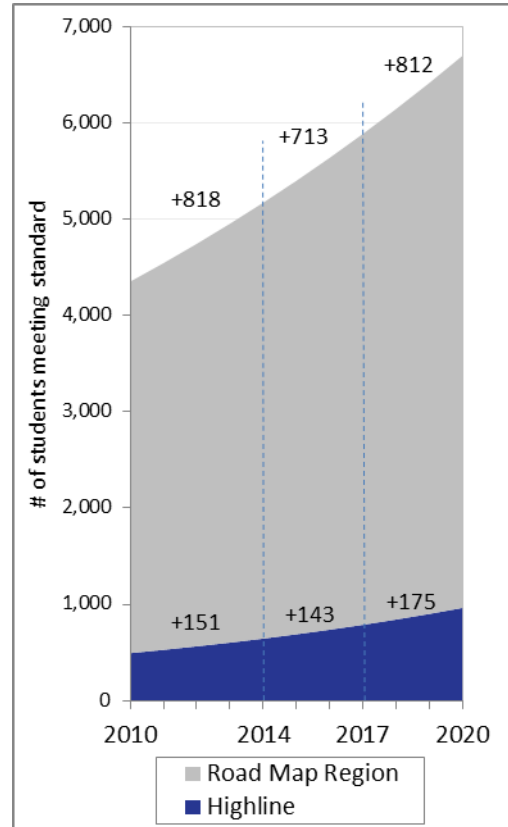
Note: "s" denotes suppression due to small sample size.

Figure 6: Trajectories for 4th Grade Math Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

Figure 7: Trajectories for 7th Grade Math Scores: Highline’s Share



Note. The sizes of the cohorts of students—and therefore the required gains—are likely to change.

Supporting High School Graduation

Early Warning Indicators

Students trigger the first part of the Road Map’s early warning indicator by missing at least six days of school and failing at least one course in the 9th grade.

Table 17: Students Triggering Early Warning Indicator #1 by Race/Ethnicity in Highline

Race/Ethnicity	# of Students Triggering EW1	# in Cohort	% of Students Triggering EW1
Asian	s	>50	26%
White	s	>50	29%
Two or More Races	s	>50	39%
Black/African American	s	>50	42%
American Indian/Alaskan Native	s	<50	52%
Hispanic/Latino of any race(s)	s	>50	53%
Native Hawaiian/Other Pacific Islander	s	>50	56%

Race/Ethnicity	# of Students Triggering EW11	# in Cohort	% of Students Triggering EW11
Highline Overall	575	1,458	39%
Road Map Region	2,718	8,829	31%

Source: OSPI and Districts, 2009-2010

Note: These data include only those students who attended the district for most of the year.

Ninth grade students trigger the second part of the Road Map's early warning indicator if they receive a suspension or are expelled from school.

Table 18: Students Triggering Early Warning Indicator #2 by Race/Ethnicity in Highline

Race/Ethnicity	# of Students Triggering EW12	# in Cohort	% of Students Triggering EW12
Asian	s	>50	5%
American Indian/Alaskan Native	s	<50	9%
Two or More Races	s	>50	9%
White	s	>50	10%
Hispanic/Latino of any race(s)	s	>50	14%
Native Hawaiian/Other Pacific Islander	s	>50	20%
Black/African American	s	>50	21%
Highline Overall	180	1,458	12%
Road Map Region	1,069	8,829	12%

Source: OSPI and Districts, 2009-2010

Note: These data include only those students who attended the district for most of the year.

Note: "s" denotes suppression due to small sample size.

Parent Engagement

Table 19: Parent Engagement Rates

District	% of Surveyed K-12 Parents Meeting Engagement Indicator Threshold
Highline	46%
Road Map Region	51%

Note: The sample includes approximately 190 K-12 parents in each of the six districts excluding Tukwila. In Tukwila, n=50. Confidence intervals apply but are not provided in this report.

Note: Information about the threshold is provided in the technical report.

GRADUATE FROM HIGH SCHOOL COLLEGE- & CAREER-READY

High School Graduates Meeting HECB Minimum Requirements

Table 20: High School Graduates Meeting HECB Minimum Requirements by Subgroup

Group	# of High School Grads Meeting HECB Minimums	# of High School Graduates	% of Grads Meeting HECB Minimums
Asian/Pacific Islander	s	>50	67%
White	s	>50	54%
Black	s	>50	51%
Hispanic	s	>50	40%
Females	s	>50	58%
Males	s	>50	50%
All Students	454	914	50%

Source: School Districts and The BERC Group, 2009-2010 (graduating class of 2010)

Table 21: High School Graduates Meeting HECB Minimum Requirements by High School

School	# of High School Grads	% of Grads Meeting HECB Minimums
Aviation High	72	92%
Arts & Academics	36	36%
Health Sciences and Human Services	67	43%
Technology, Engineering, & Communication	55	47%
Highline High	222	43%
Mount Rainier High	297	55%
New Start High	28	<10%
ACE	39	49%
Global	51	55%
Odyssey	30	43%
All Highline High Schools	897	50%

Source: School Districts and The BERC Group, 2009-2010 (graduating class of 2010)

Students Enrolling in Pre-College Coursework

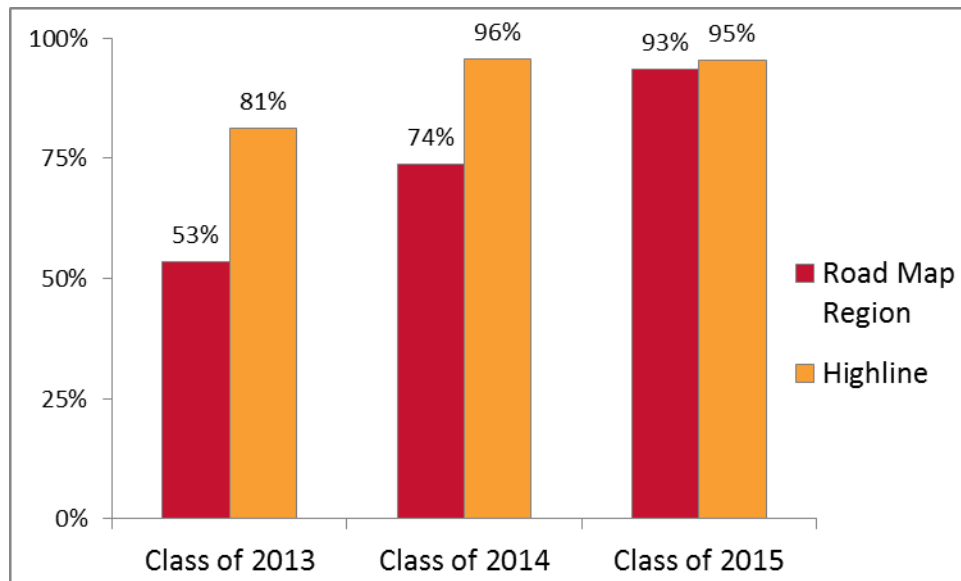
Table 22: Two-Year College Students Enrolling in Pre-College Coursework by School District, College Type, and Subject; High School Class of 2009

Originating District	Pre-College Coursework in Math	Pre-College Coursework in English	Pre-College Coursework in English and Math	Any Pre-College Coursework	Total Enrolled
Highline	114 (45%)	66 (26%)	47 (19%)	133 (52%)	254
Road Map Region	1,014 (47%)	493 (23%)	344 (16%)	1,163 (54%)	2,154

Source: ERDC ARRA SLDS Grant K-12 Feedback Reports, 2009-2010

Low-Income Students Who Signed Up for the College Bound Scholarship by High School Graduation Year

Figure 8: College-Bound Sign-Up Rates: High School Class of 2013



EARN A COLLEGE DEGREE OR CAREER CREDENTIAL

Where Are Students Going to College?

Table 23: Number and Percent of Students Attending College by Location — Class of 2009

Place of Postsecondary Attendance	Number and Percent of Students Attending College	
	Highline	Road Map Region
Highline CC	161 (47%)	665 (23%)
Green River CC	7 (2%)	661 (23%)
Seattle Central CC	6 (2%)	175 (6%)
South Seattle CC	56 (16%)	171 (6%)
Renton Technical College	7 (2%)	101 (4%)
North Seattle CC	0 (0%)	30 (1%)
Bellevue College	16 (5%)	394 (14%)
University of Washington	91 (26%)	664 (23%)
All RM-Area Colleges	344 (100%)	2,861 (100%)
In-State: 2-year	277 (60%)	2,418 (60%)
In-State: 4-year	187 (40%)	1,591 (40%)
In-State	464 (88%)	4,009 (86%)
Out-of-State	530 (12%)	4,645 (14%)
Total Postsecondary Enrollments	(100%)	(100%)

Source: School districts and The BERCC Group

LOOKING AHEAD TO 2010-2011 OUTCOMES

Changes in MSP/HSPE Scores Between 2009–2010 and 2010–2011

Beginning in 2010–2011, the HSPE science assessments changed. Because the assessments in 2009–2010 were different, there are significant differences in scores from year to year that are not due to changes in students' science performance. For the purposes of this report, the change makes it impossible to assess progress on the 5th and 8th grade science indicators.

The following tables show *point* changes in scores from year to year rather than change rates. For example, a change from 20% to 30% is a 10 *point* change (shown here); not a 10 *percent* change.

Table 24: Changes in Rates at Which Students Met Reading Indicators

District	Percent Met: 3rd Grade Reading			Percent Met: 6th Grade Reading		
	2009–2010	2010–2011	Change	2009–2010	2010–2011	Change
Highline	61.2%	61.3%	+0.1	53.7%	59.9%	+6.1
Road Map Region	66.4%	69.9%	+3.5	60.6%	67.5%	+6.9

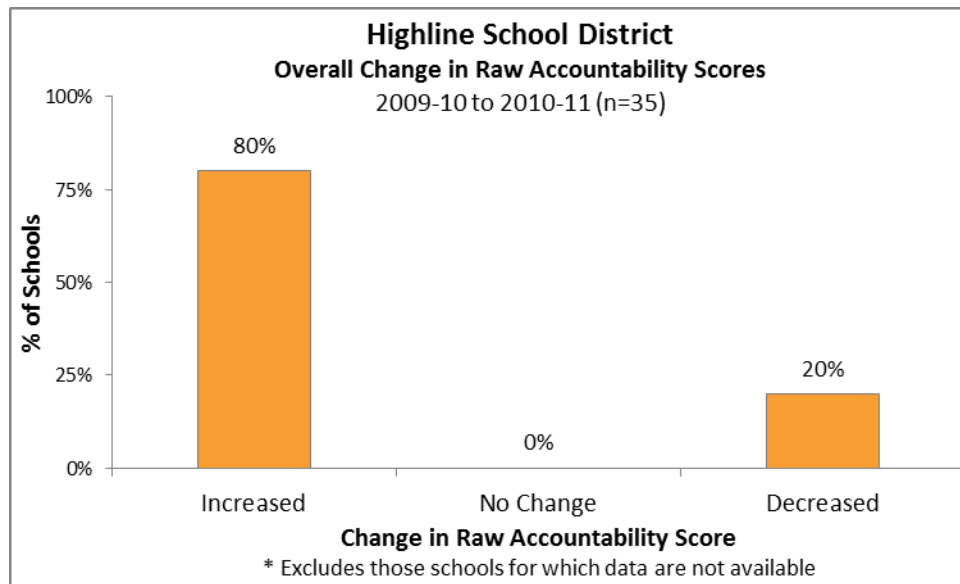
Table 25: Changes in Rates at Which Students Met Math Indicators

District	Percent Met: 4th Grade Math			Percent Met: 7th Grade Math		
	2009–2010	2010–2011	Change	2009–2010	2010–2011	Change
Highline	35.8%	45.8%	+10.0	41.4%	49.4%	+8.0%
Road Map Region	49.9%	55.5%	+5.6	52.3%	52.2%	-0.1%

Changes in State Accountability Index Scores Between 2009-2010 and 2010-2011

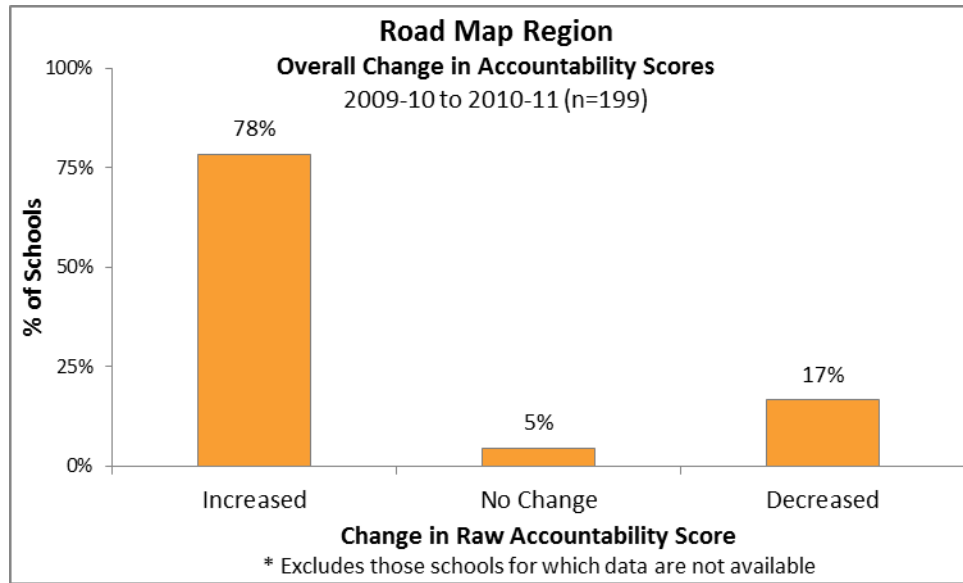
The following graphs show the changes in accountability ratings by school district. Rather than look at the binned categories (“fair,” “good,” etc.), these graphs show change in overall raw accountability index score. For more information about how these ratings are calculated, see the State Accountability Index Report to the State Board of Education (Bylsma, 2009).

Figure 9: Change in Accountability Scores



Source: OSPI School Accountability Index

Figure 10: Change in Accountability Scores in the Road Map Region



Source: OSPI School Accountability Index