Joint Legislative Task Force on School Construction Funding

August 28, 2007

Prepared by:

Senate Committee Services
Office of Program Research

Washington State Legislature

For more info see: http://www.leg.wa.gov/Joint/Committees/K12SCF/

Washington State Legislature

AGENDA

Joint Legislative Task Force on School Construction Funding

Tuesday
August 28, 2007
9:00 AM
Vancouver, WA

9:00 a.m. Welcome and introductions.

9:10 a.m. Purpose of study, general organization, selection of chair or co-chairs.

9:30 a.m. Task Force discussion on intended outcomes, issues, and process.

10:15 a.m. Staff presentation on K-12 capital eligibility, spending and funding sources, historical perspective on K-12 construction, and overview of 1998 and 2002 House K-12 construction work group activities and recommendations.

Bryon Moore, Senate Committee Services
Susan Howson, Office of Program Research
Mike Roberts

11:30 a.m. Lunch break - Reconvene for lunch panel.

12:00 p.m. Panel discussion: SW Washington Quality Schools Initiative.

John Deeder, Superintendent, Evergreen Public Schools
Reg Martinson, Executive Director, Facilities, Evergreen Public Schools
Steve Madsen, Legislative Affairs, Building Industry Assn of Clark County
Marty Snell, Director, Community Planning, Clark County

1:15 p.m. Break

For task force documents please go to: **http://www.leg.wa.gov/Joint/Committees/K12SCF/**

Senator Dale Brandland
Senator Karen Fraser
Representative Bill Fromhold
Representative Joyce McDonald
Senator Eric Oemig
Representative Dan Roach
Representative Sharon Tomiko Santos
Fred Stephens
Doug Quinn

1:30 p.m. Brief discussion of next steps and schedule for subsequent meetings.

1:45 p.m. Building a new school - Process and considerations.

Reg Martinson, Facilities Director, Evergreen School District

2:00 p.m. Task force members to travel to Union High School for site visit.

2:30 p.m. Union High School site tour.

Reg Martinson, Facilities Director, Evergreen School District
Brian Grimstead, Principal, Union High School
John Deeder, Superintendent, Evergreen School District
Von Lien, Architect

3:30 p.m. Return to Board Room by 4:00 p.m.

Senator Dale Brandland
Senator Karen Fraser
Representative Bill Fromhold
Representative Joyce McDonald
Senator Eric Oemig
Representative Dan Roach
Representative Sharon Tomiko Santos
Fred Stephens
Doug Quinn

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Study Proviso

Chapter 520, Laws 2007, Partial Veto – ESHB 1092, Section 6016

NEW SECTION. **Sec. 6016** (1) A joint legislative task force on school construction funding is established to review the following:

(a) The statutory provisions regarding the funding of school construction projects;

(b) Eligibility requirements and distribution formulas for the state's school construction assistance grant program;

(c) Flexibility needed in the system to address diverse district and geographic needs including, but not limited to, the construction needs unique to high growth areas, as well as the needs of school districts that have experienced consecutive school levy failures; and

(d) Potential revenue sources and alternative funding mechanisms for school construction including, but not limited to, funding mechanisms that may: (i) Phase out and replace revenue collected under RCW 82.02.050 through 82.02.100 for school facilities; and (ii) encourage cooperative partnerships with early learning providers, skill centers, community and technical colleges, or public baccalaureate institutions through the use of a supermatch concept.

(2) The office of the superintendent of public instruction shall provide progress updates to the task force on the development of the pilot inventory of school district facility information and the design of a process for developing a ten-year projection of the facility needs of school districts as provided for in section 5014 of this act for review and comment by the task force.

(3)(a) The joint legislative task force on school construction funding shall consist of eight members, two members each, one from each major caucus, from the house of representatives committees on capital budget and education, appointed by the speaker of the house of representatives, and two members each, one from each major caucus, from the senate committees on ways and means and early learning and K-12 education, appointed by the president of the senate.

(b) The president of the senate and the speaker of the house of representatives jointly shall appoint two members representing school districts.

(c) The office of the superintendent of public instruction and the office of financial management shall cooperate with the task force and maintain liaison representatives.

(d) The task force shall coordinate with the appropriate standing committees of the legislature and may consult with other interested parties, as may be appropriate, for technical advice and assistance.

(e) The task force shall select a chair from among its legislative membership.

(4) Staff support for the task force must be provided by the house of representatives office of program research and the senate committee services.

(5) Legislative members of the task force must be reimbursed for travel expenses in accordance with RCW 44.04.120. Nonlegislative members, except those representing an employer or organization, are entitled to be reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060.

(6) The expenses of the task force must be paid jointly by the senate and the house of representatives. Task force expenditures are subject to approval by the senate facilities and operations committee and the house of representatives executive rules committee, or their successor committees.

(7) The task force must report its findings and recommendations to the appropriate committees of the legislature by December 1, 2007.

Staff Presentation

K-12 School Construction Funding Overview

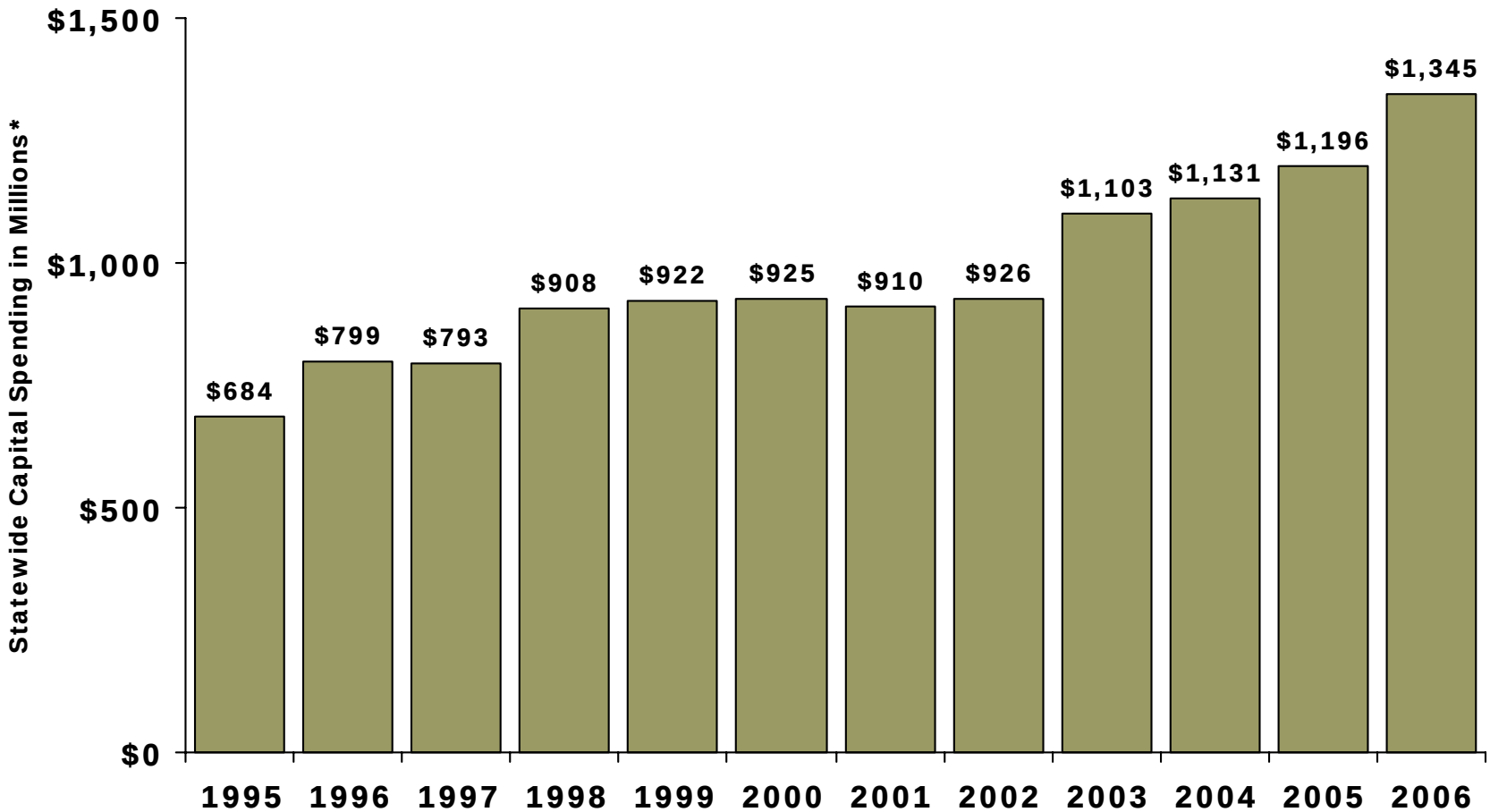
Staff Presentation to the Joint Legislative Task Force on School Construction Funding

August 28, 2007

Outline

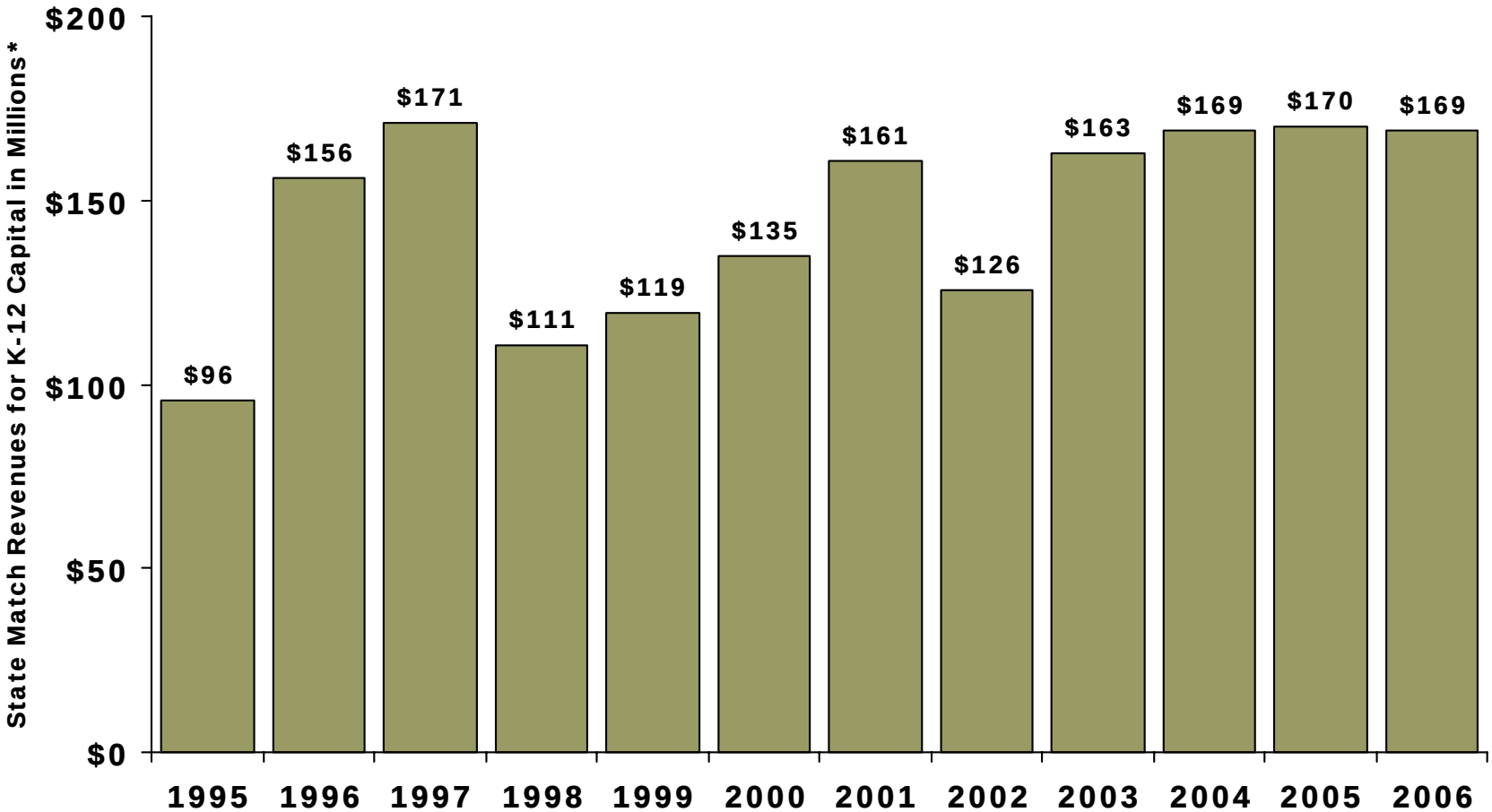
- Background to K-12 Capital Funding
  - Historical Trends
  - The Nuts and Bolts of the Formula
  - The 2005-07 Enhancements
  - Impact on the Overall Capital Budget
- Considerations in Deciding The Future Direction of K-12 Capital Funding
  - Questions Related to Funding
  - Questions Related to Spending

Since 1995, total school district capital spending has increased by 98 percent



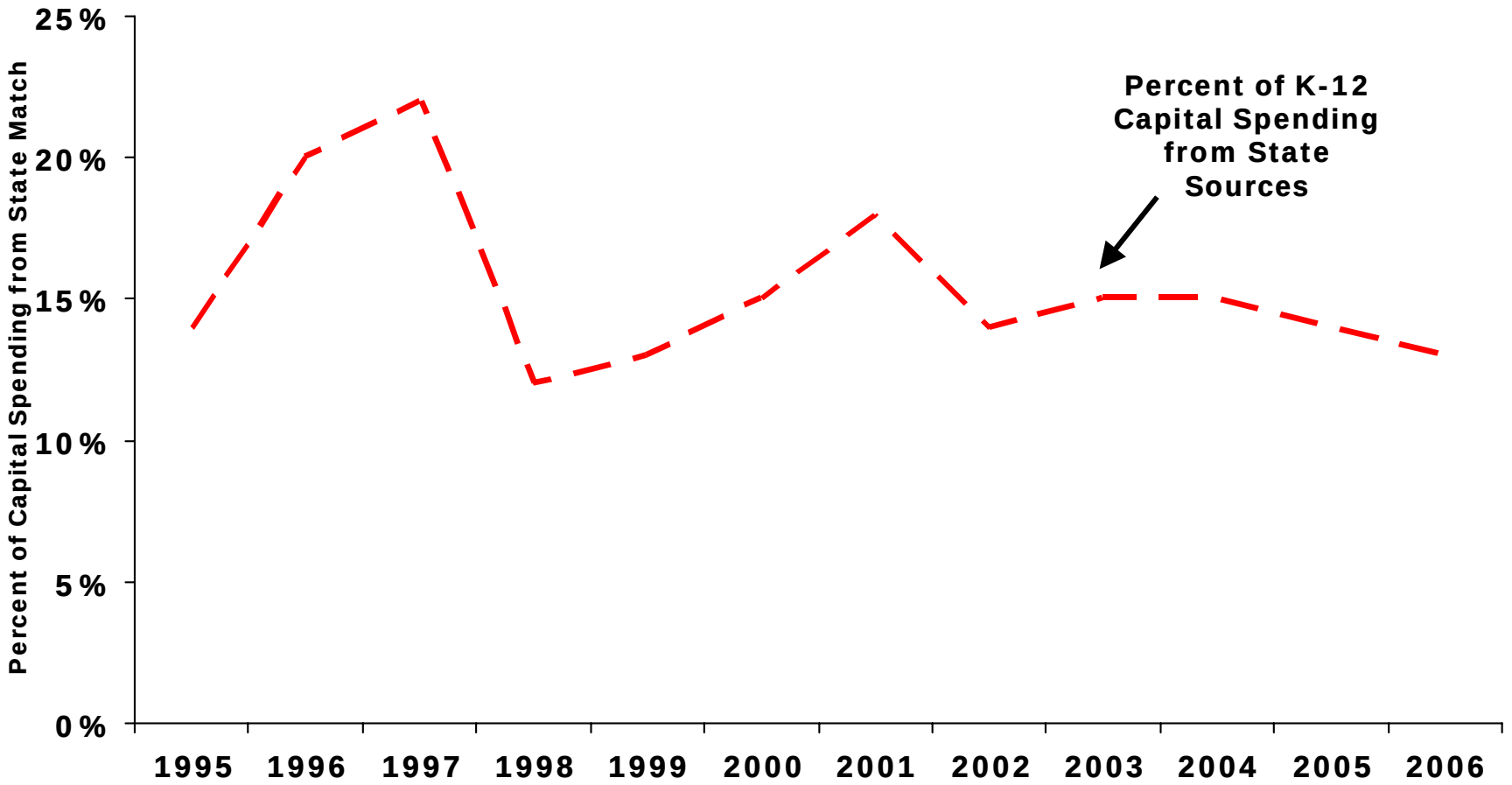
* *Reflects total capital spending by school districts from state, local and federal sources.*

While increasing, the amount of state funding has not increased as fast

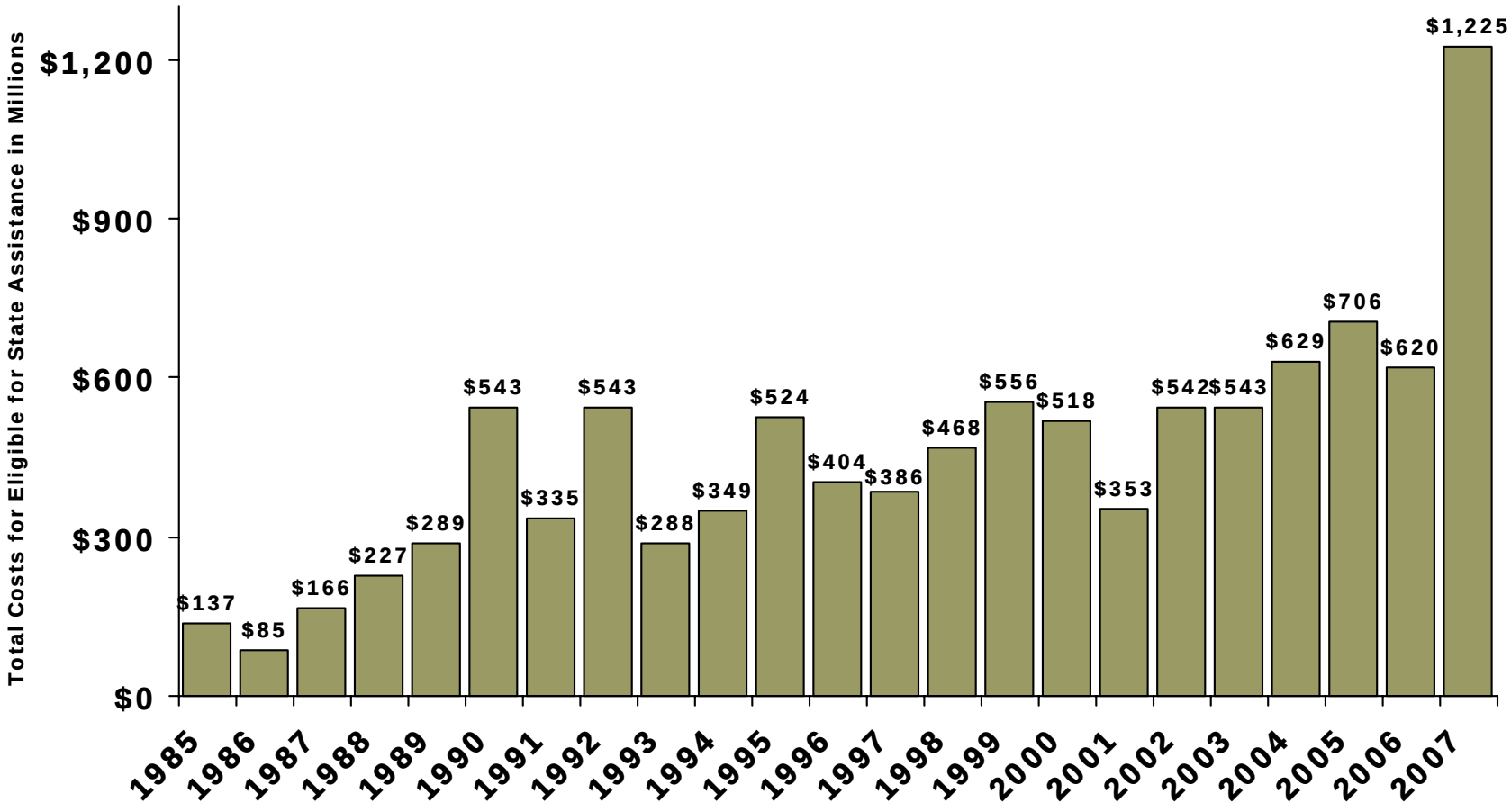


* *Reflects the amount of state revenues reported by school districts. This is different than the state match for each release depicted on page 7.*

This means that the portion of state funds for K-12 capital has decreased and currently represents less than 15 percent of the total spent by school districts

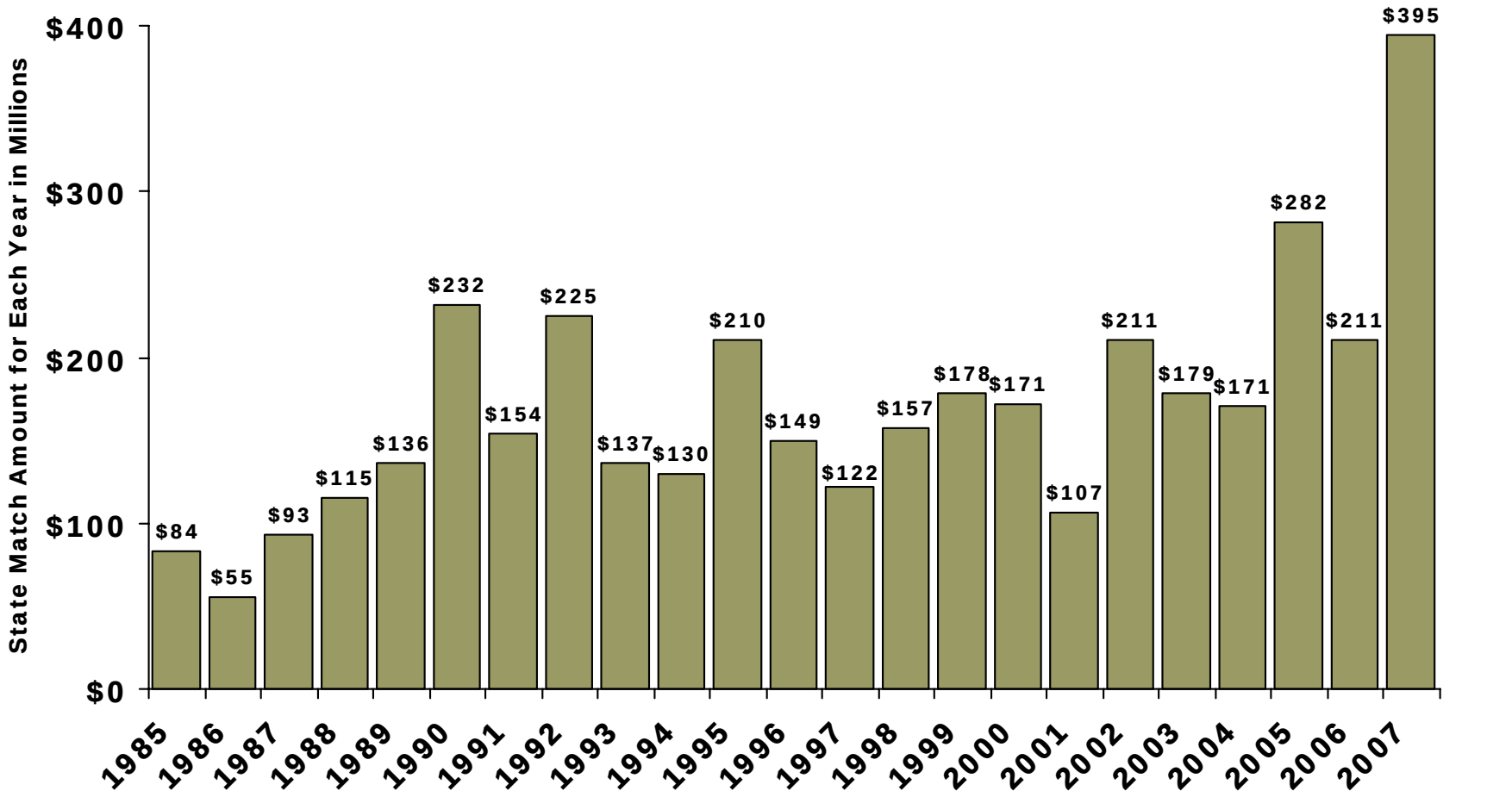


Narrowing the focus to only capital project eligible for state assistance, there has been significant growth in total project costs



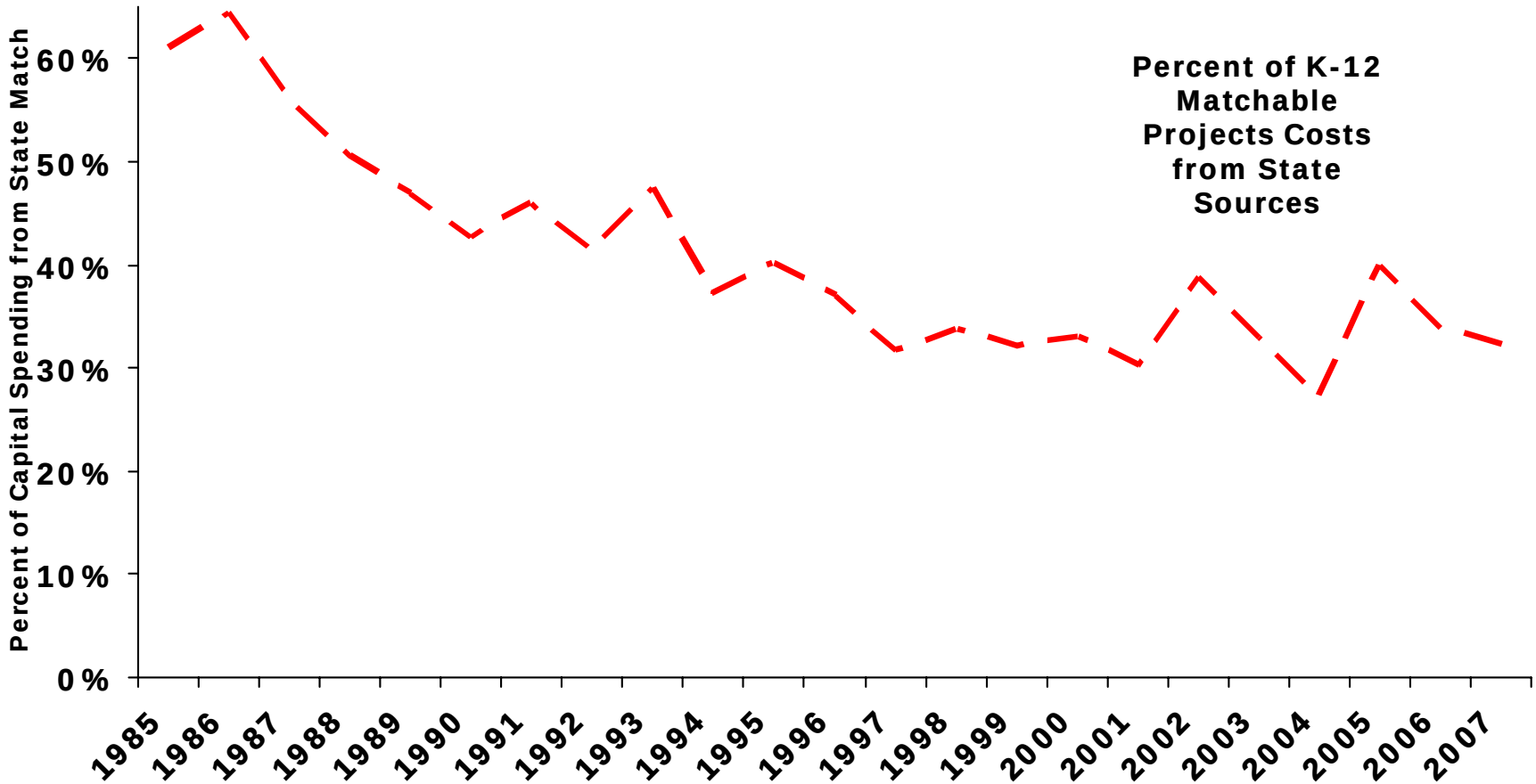
sistance.

During this period, the state match amount for school construction assistance has also increased, but not as fast as total project costs



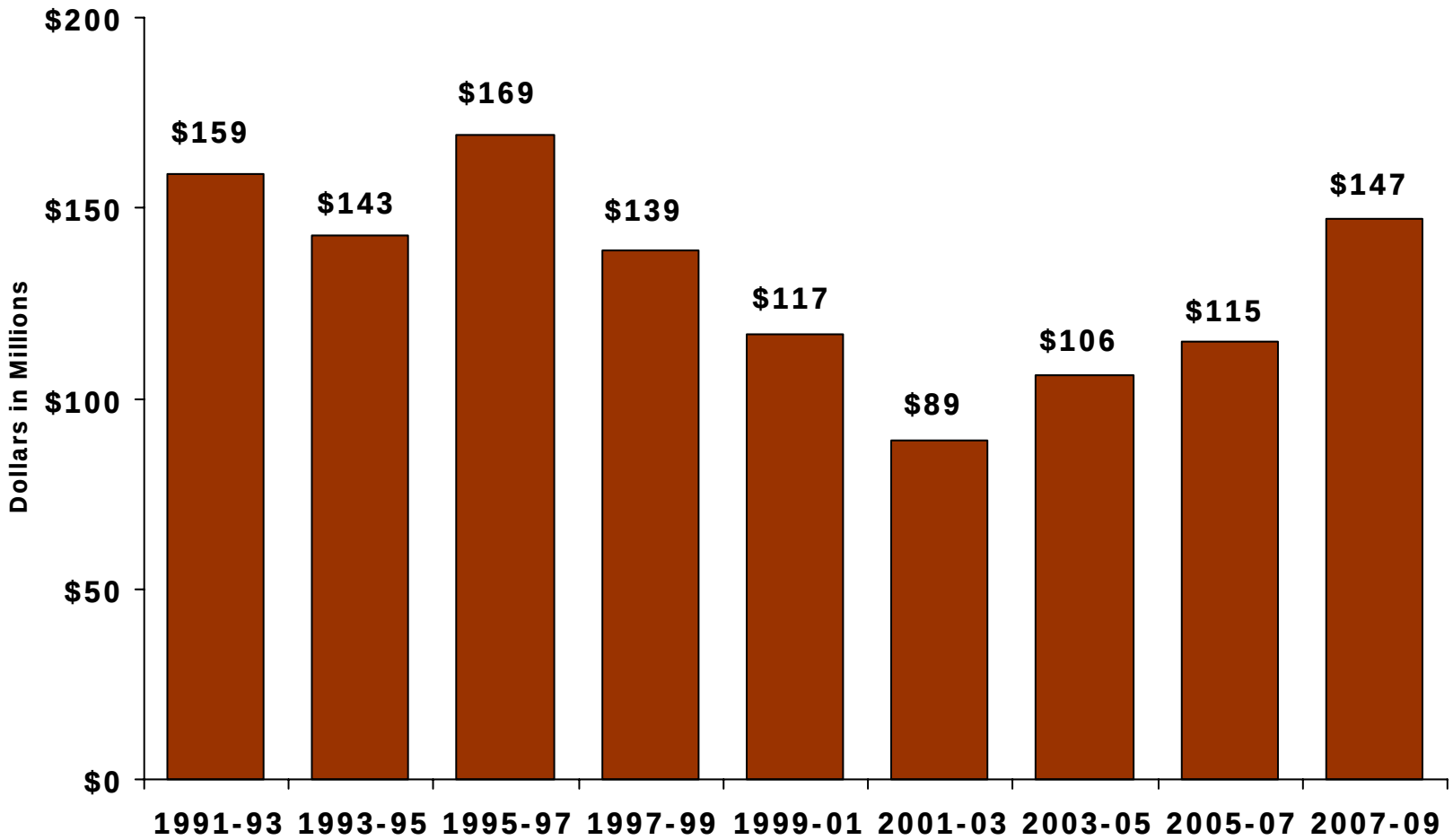
** Reflects the amount of state match for the projects eligible for release each year. This is different than the actual revenue amounts depicted on page 4.*

Given this, this means that the portion of project costs funded from state sources has decreased and is currently less than 35 percent



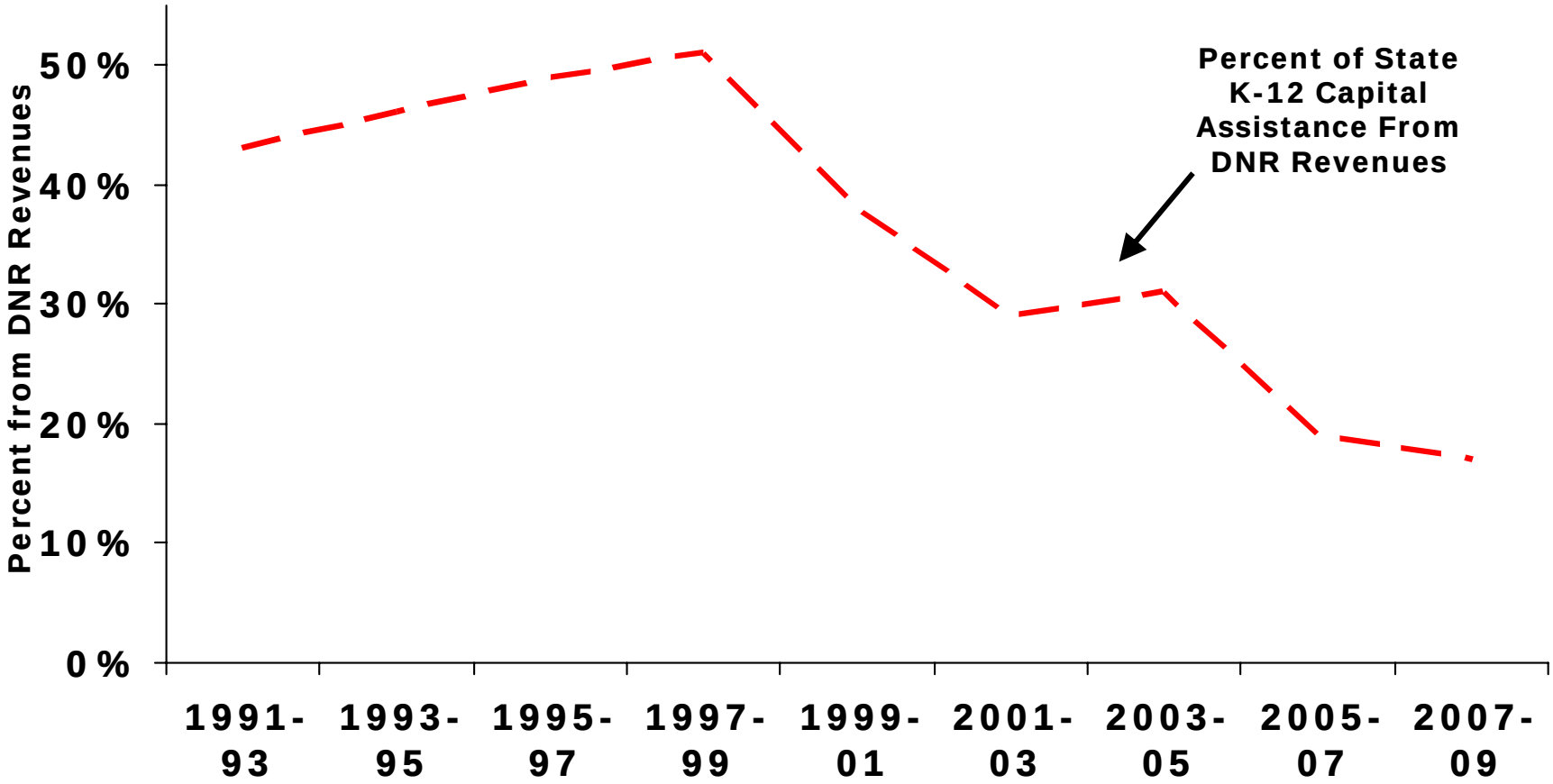
** Reflects the percentage from state match for projects eligible for state assistance. This is a more narrow view than the one depicted on page 5.*

During the same period in which total capital costs and the state match have increased, Department of Natural Resources (DNR) trust revenue for K-12 school construction has been relatively flat or even declined

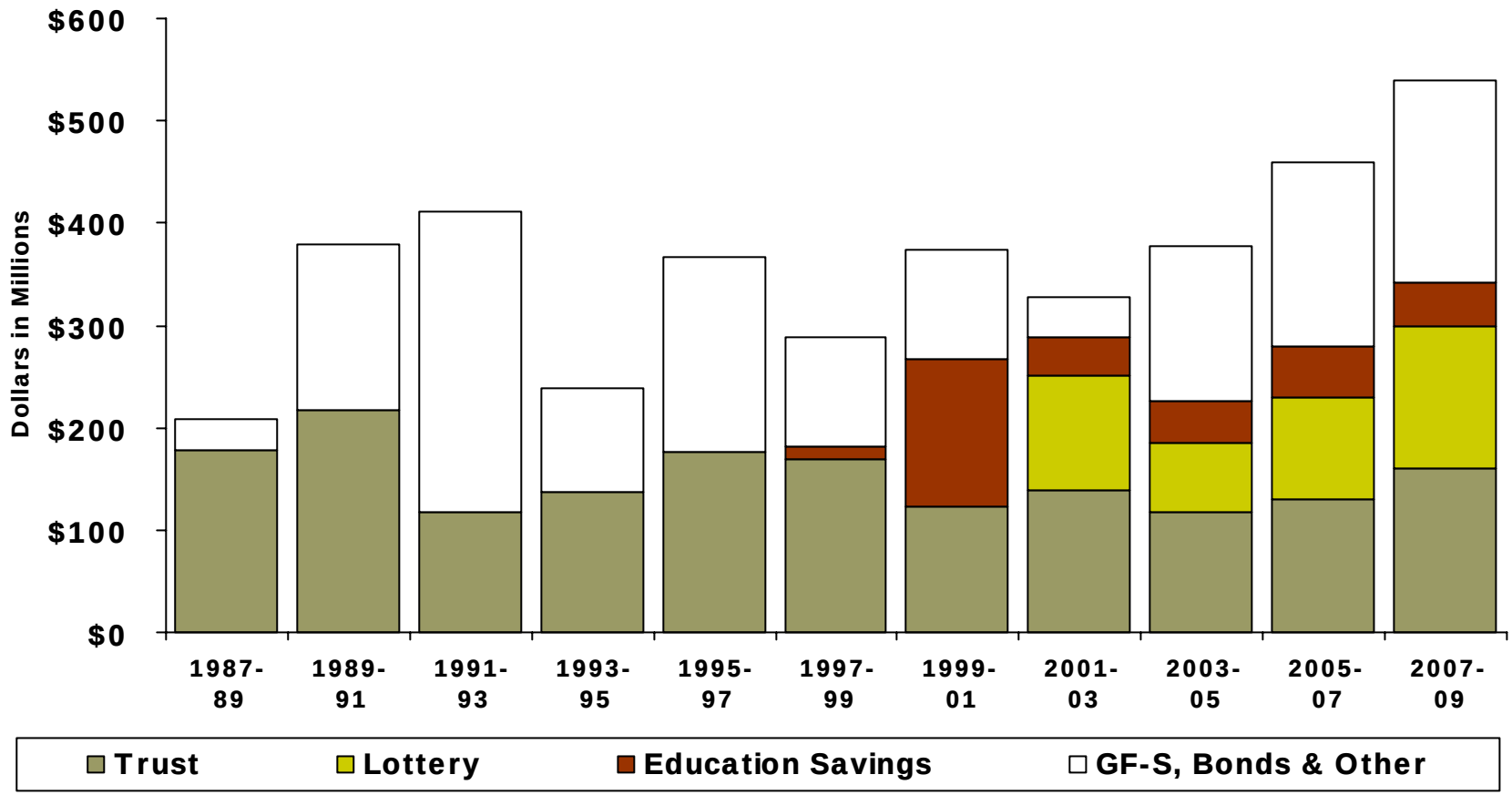


Reflects revenue from timber, agricultural and mineral, commercial, and aquatic transactions.

This means that DNR revenue as a percentage of the amount of state assistance also has dramatically decreased



As trust revenues have become insufficient to support school construction, the state has devoted other fund sources



* *The chart does not depict the use of Common School Construction Fund balance. This is to allow a depiction of the funding sources for school construction.*

The Nuts and Bolts of the State Formula

State Allocation Factors and Rules for State Assistance (FY 2008)

1. New Construction – Square Feet Based on Enrollment

K-6	90 sq. ft/student
Grades 7-8	117 sq. ft/student
Grades 9-12	130 sq. ft/student
Students with disabilities	144 sq. ft/student

* *Must have unhoused students calculated based on these space standards.*

2. Modernization

- A school must be at least 20 years old (30 years if built after 1991)
- The cost of the project must also exceed 40 percent of the replacement cost.

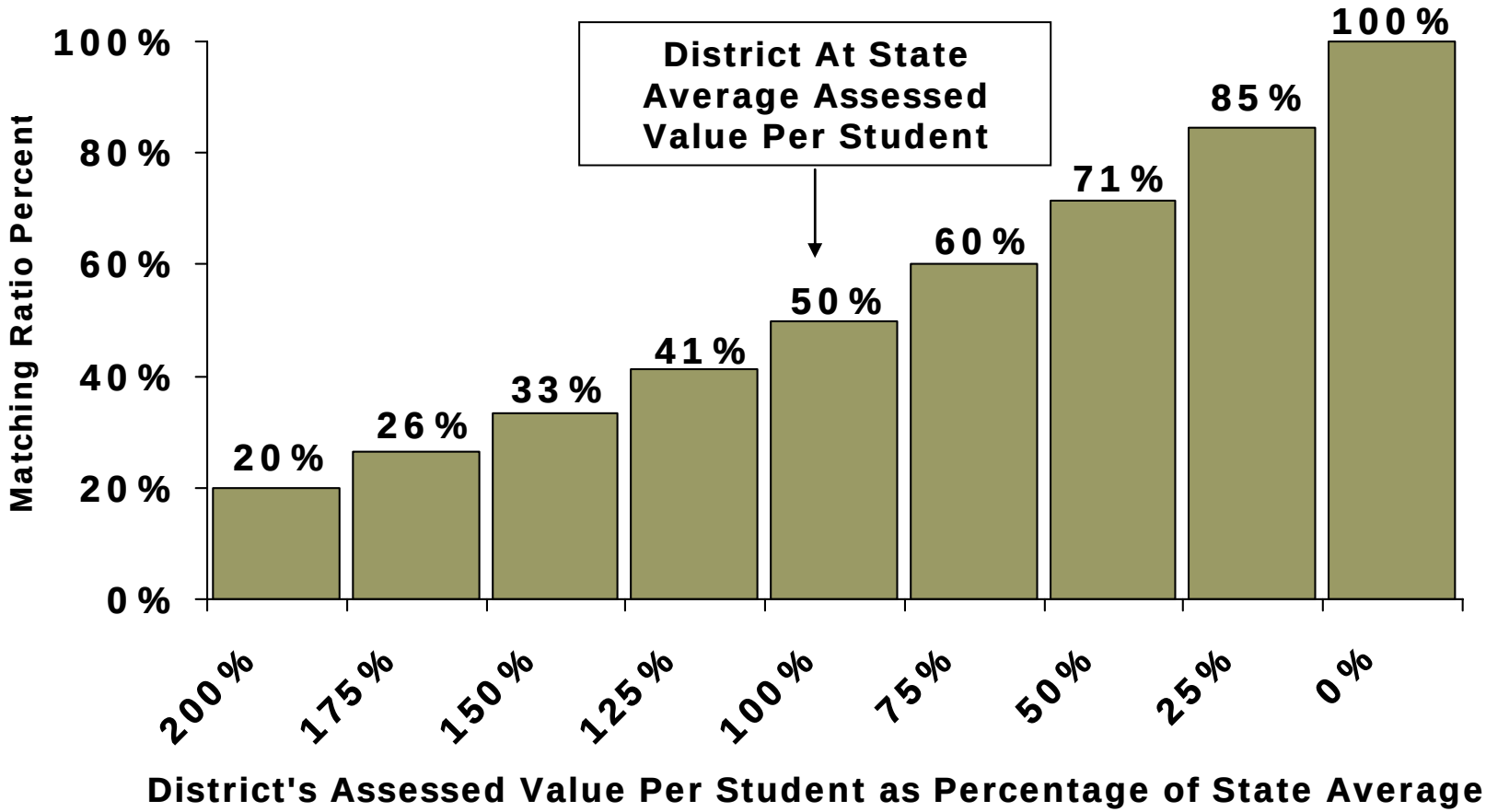
3. Area Cost Allowance

- **New Construction** - $162.43 per square foot
- **Modernization -** $162.43 per square foot (previously was 80 percent of new construction rate)

4. Additional State Support Items

- Architectural and Engineering Fees
- Furniture and Equipment
- Study & Survey, Value Engineering, Construction Management, Constructability Reviews, Energy Conservation Study, Special Inspections and Testing, Art in Public Places

The state school construction formula is designed to equalize the burden (based on property values) among school districts



Hypothetical Example of State Funding Formula

400 Elementary School Students

X

90 Square Feet Per Student

=

36,000 Square Feet

X

$162.43 Area Cost Allowance

=

$5,847,480 of Eligible Project Cost

X

District Match Ratio of 50%

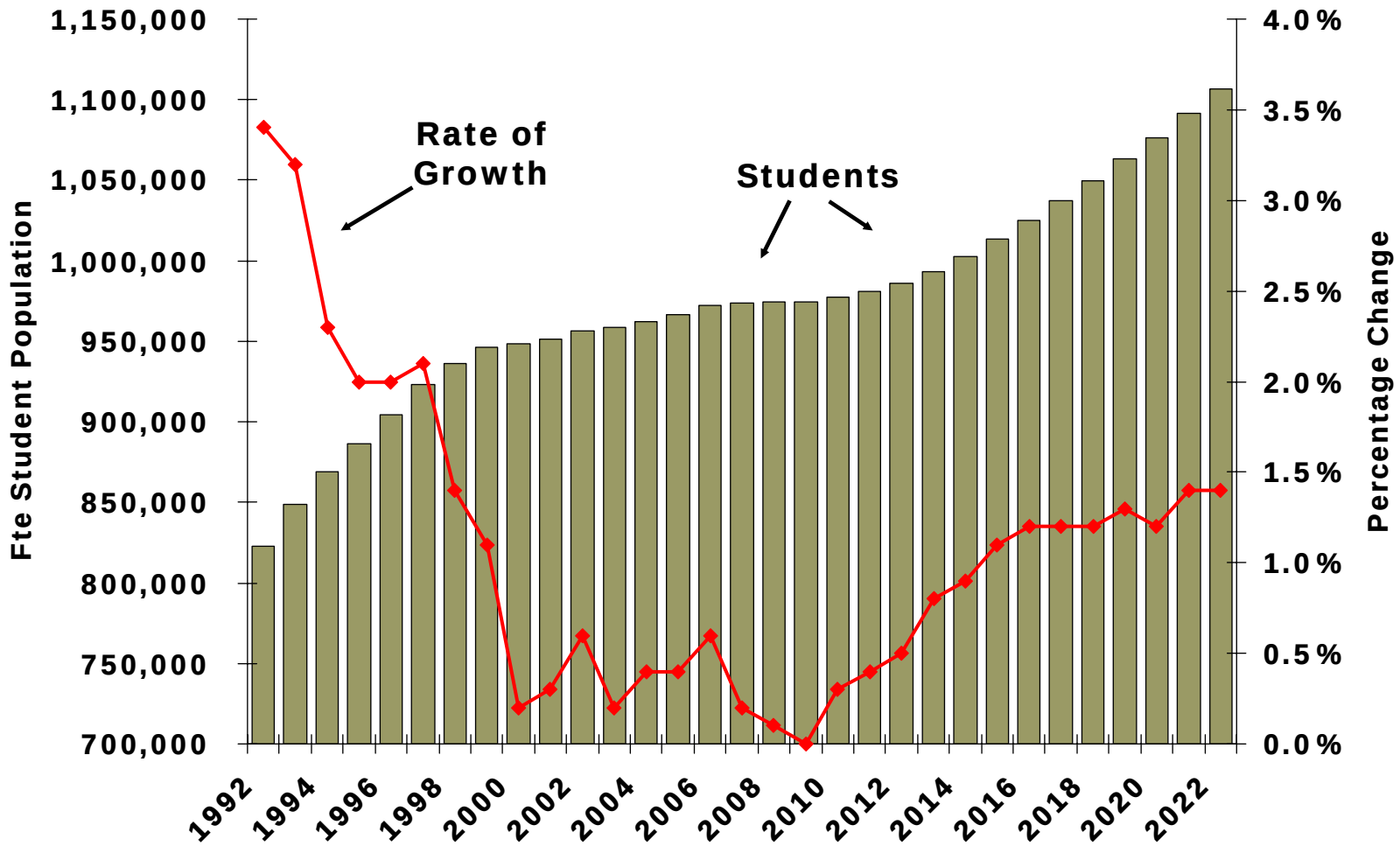
=

$2,923,740 of State Match

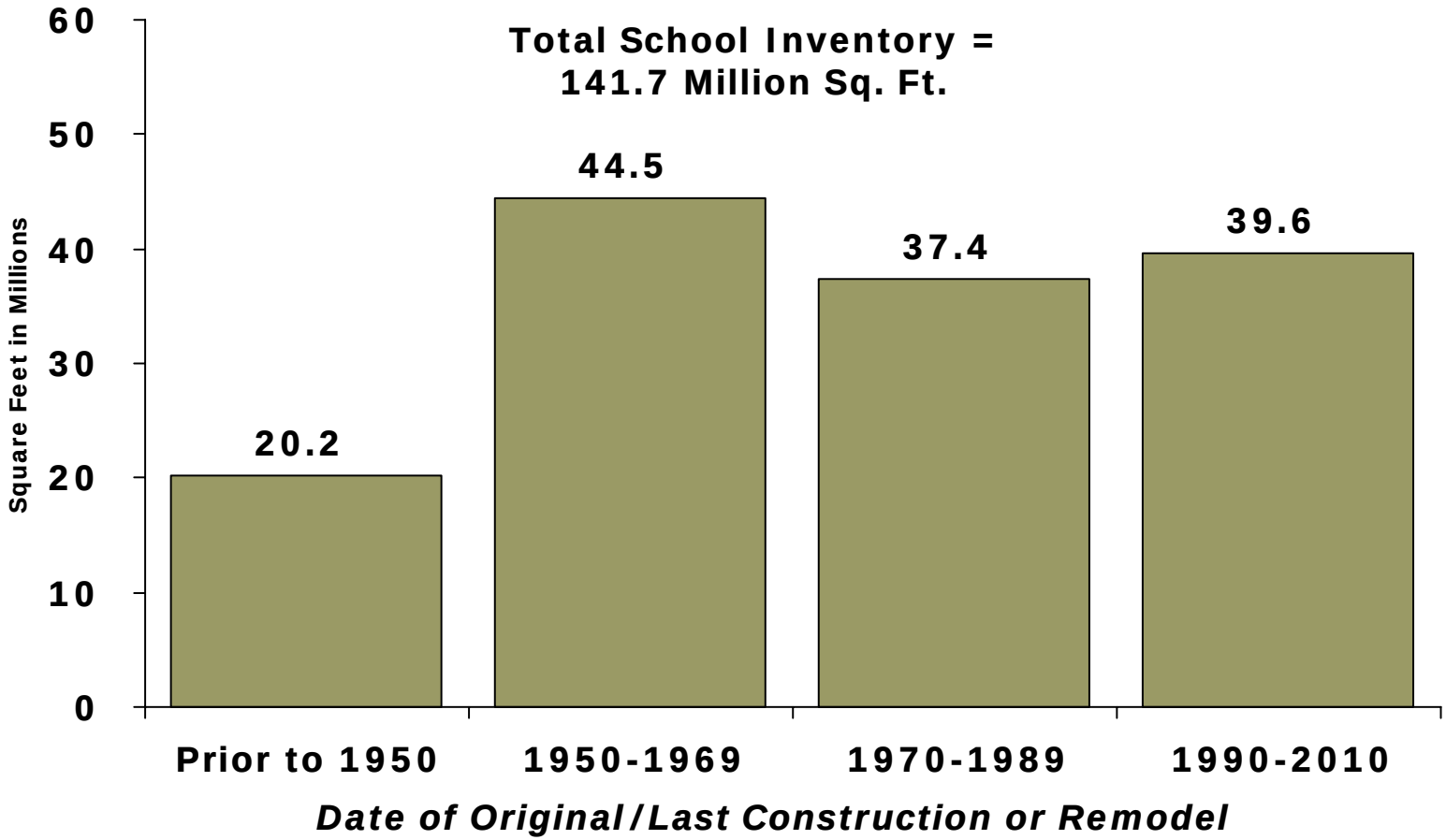
** Reflects only items eligible for state assistance. Items not eligible include: areas in excess of the state space allocation, and costs in excess of state support factors; maintenance and operation items (i.e. deferred maintenance); site acquisition costs; central administration buildings; stadia/grandstands; local sales and use taxes; bus garages; and district staff costs.*

The Three Main K-12 Capital Budget Drivers

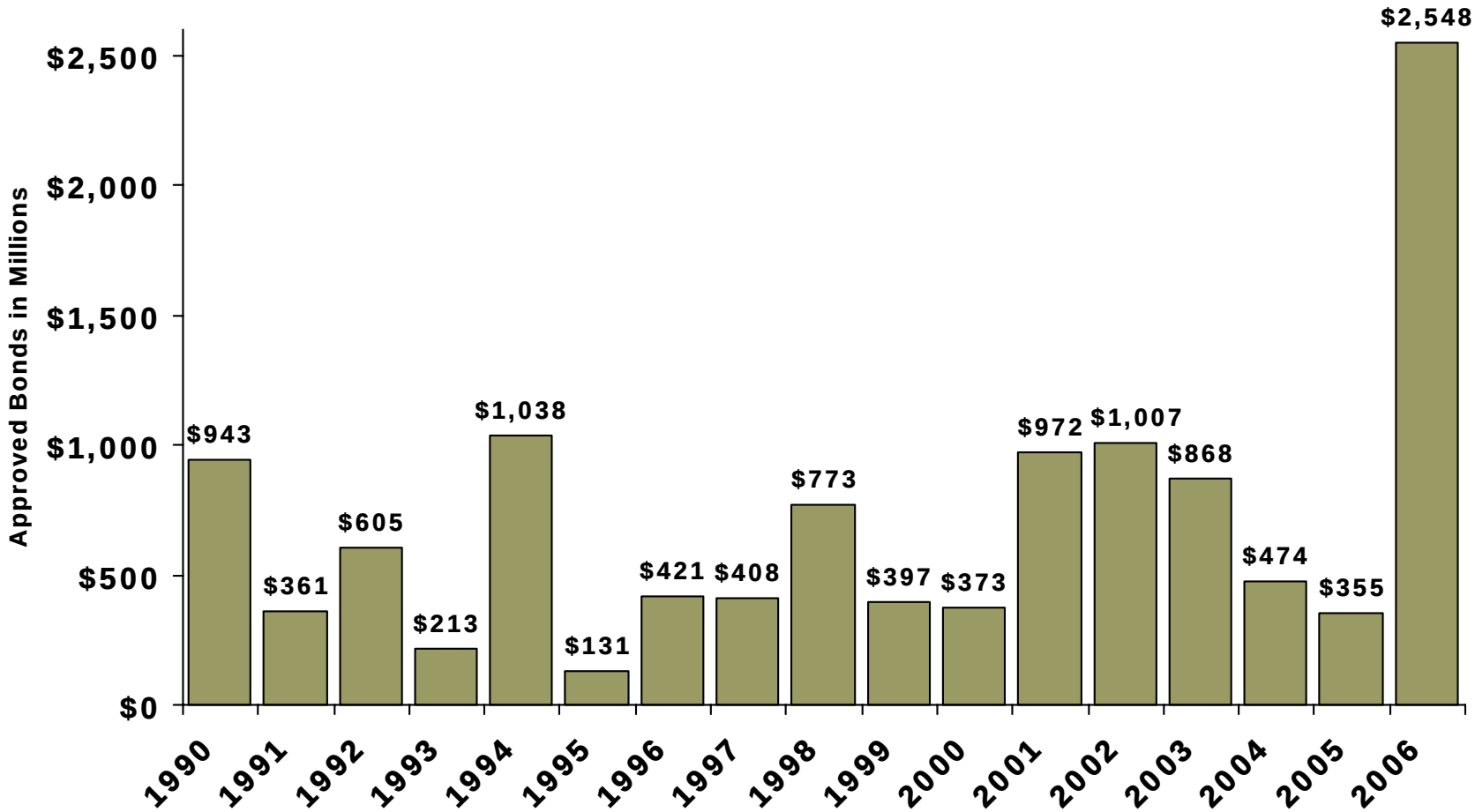
Overall K-12 enrollment is currently growing very slowly… After this biennium, K-12 enrollment will mirror overall state population growth



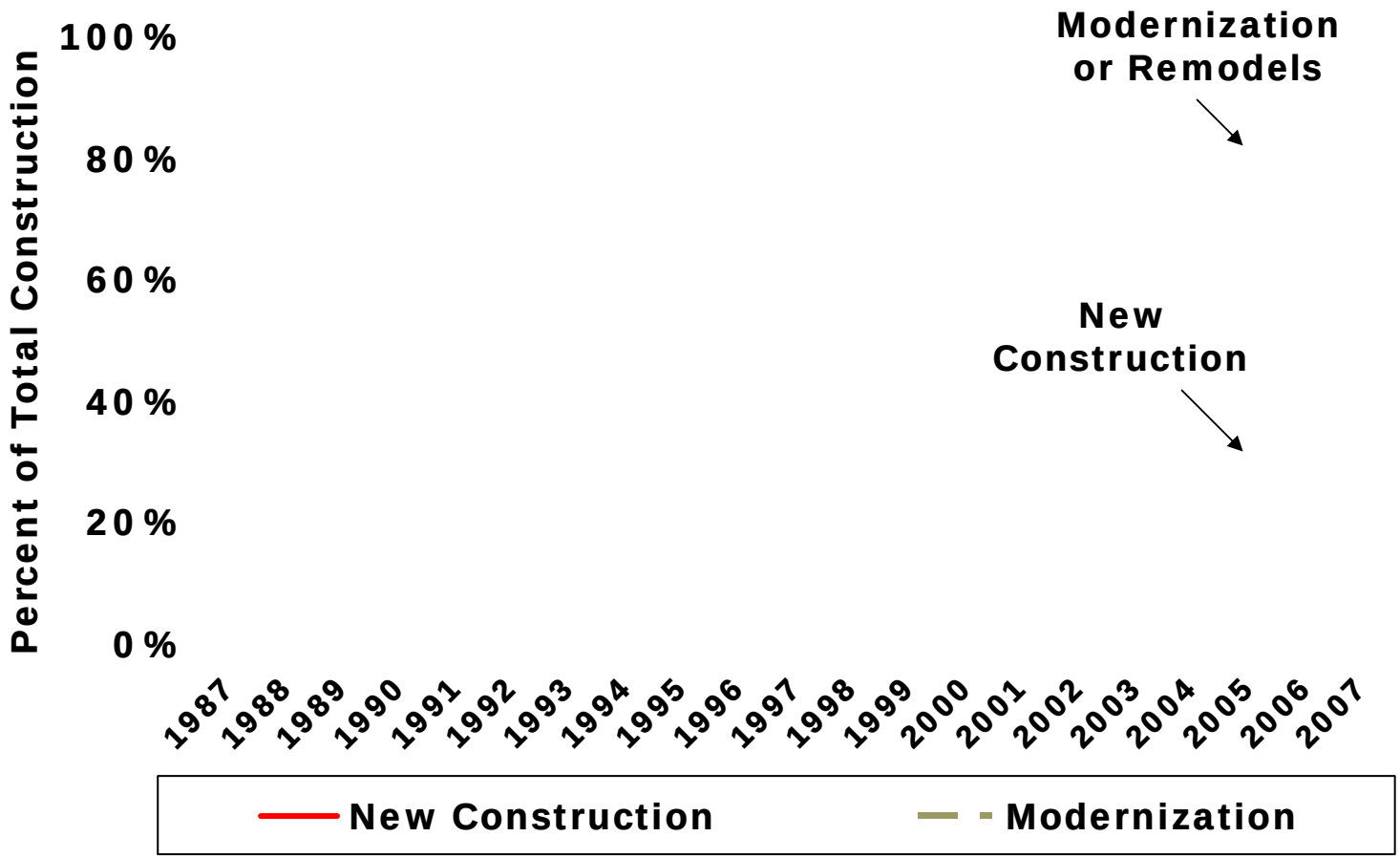
Over 70 percent of the school facilities in the state were built or remodeled before 1990



The amount of bonds passing after a lull has recently reached an all-time high

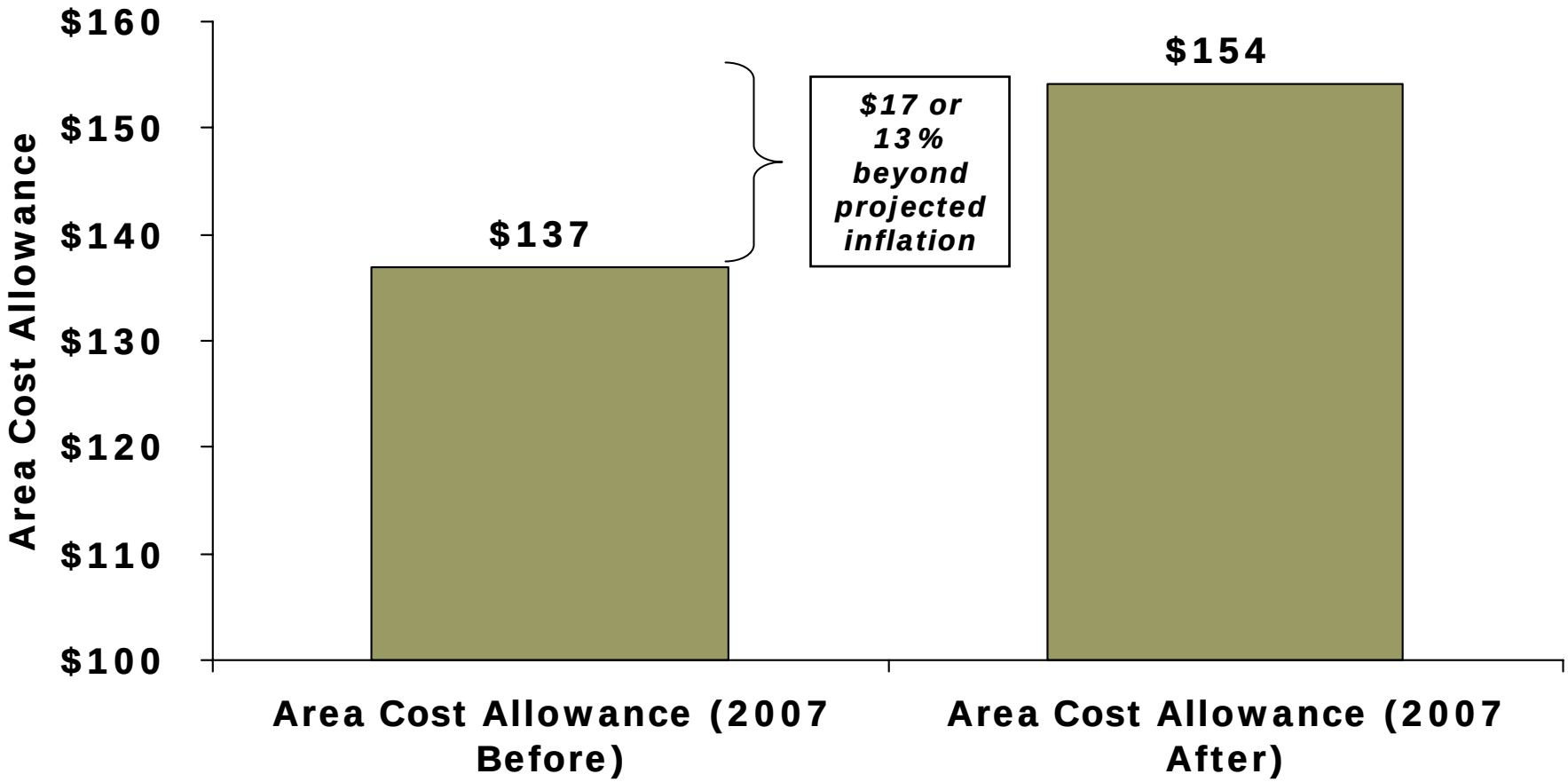


Modernization has dominated school construction grants for the last twenty years



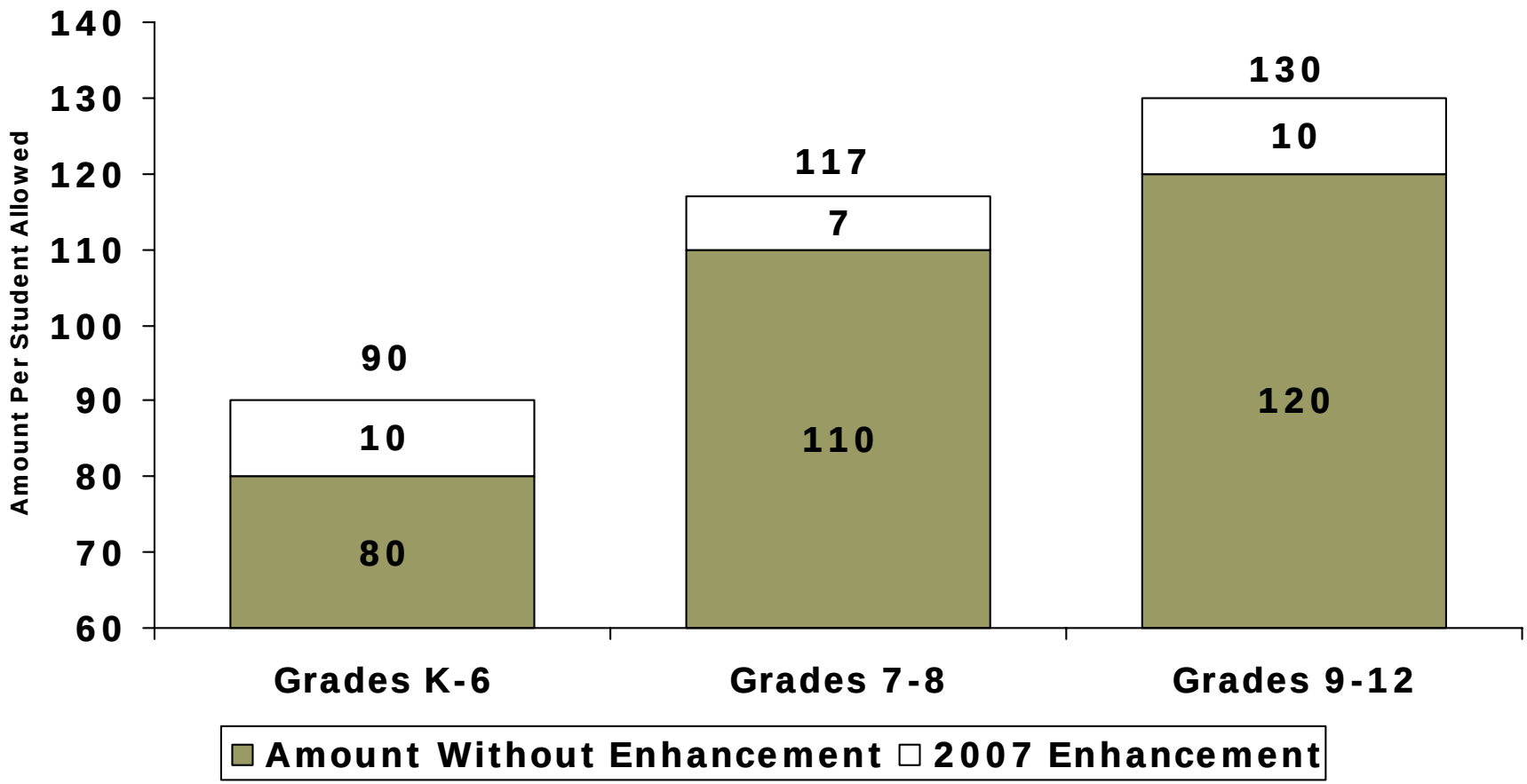
What Have You Done for Me Lately?

In 2005, the Legislature significantly enhanced the amount paid per square foot, and funded new construction and modernization at the same rate

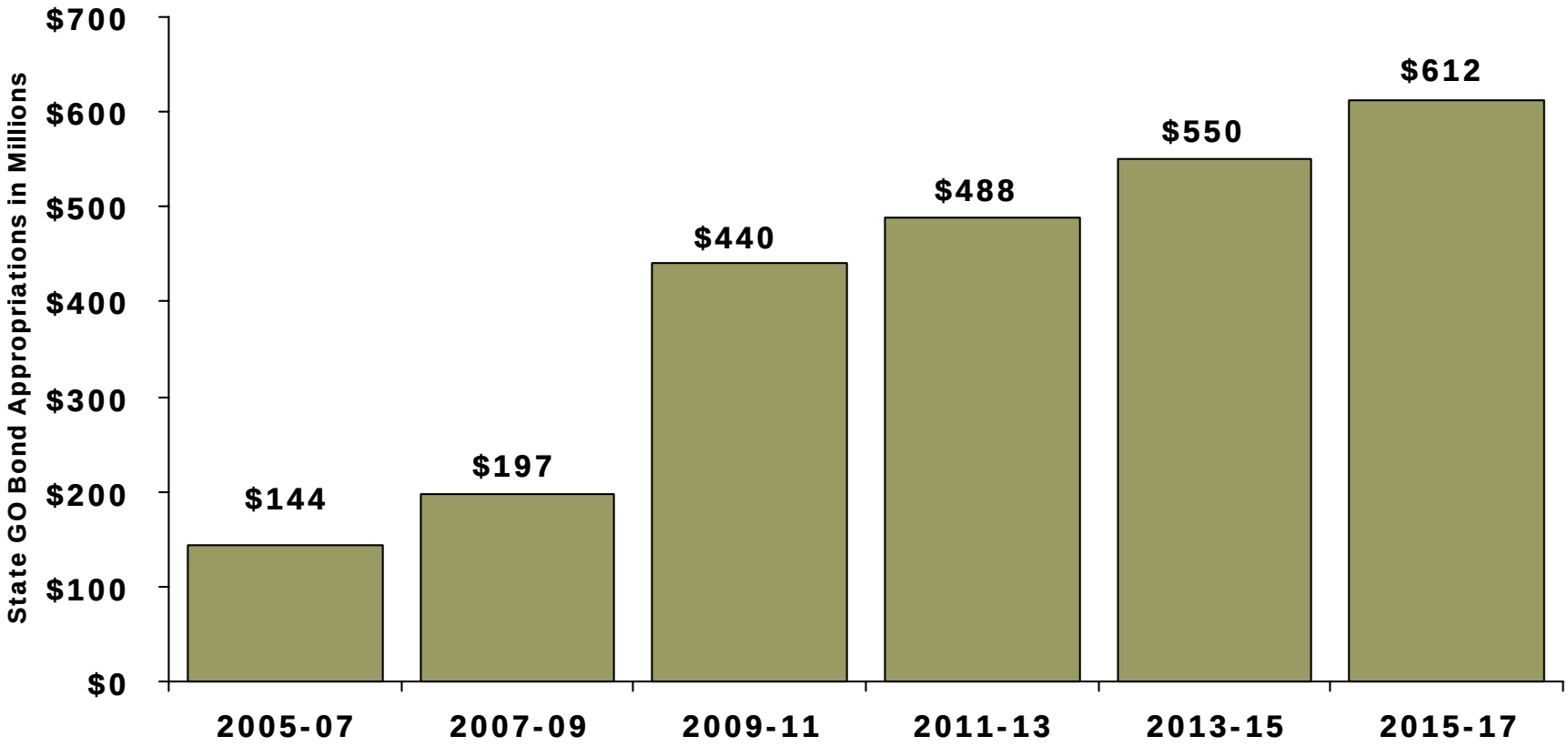


* *The area cost allowance has been increased by inflation since this time. In the 2007 session, the Legislature also provided a .8 percent policy enhancement to the area cost allowance.*

The Legislature also enhanced the space allowed per student

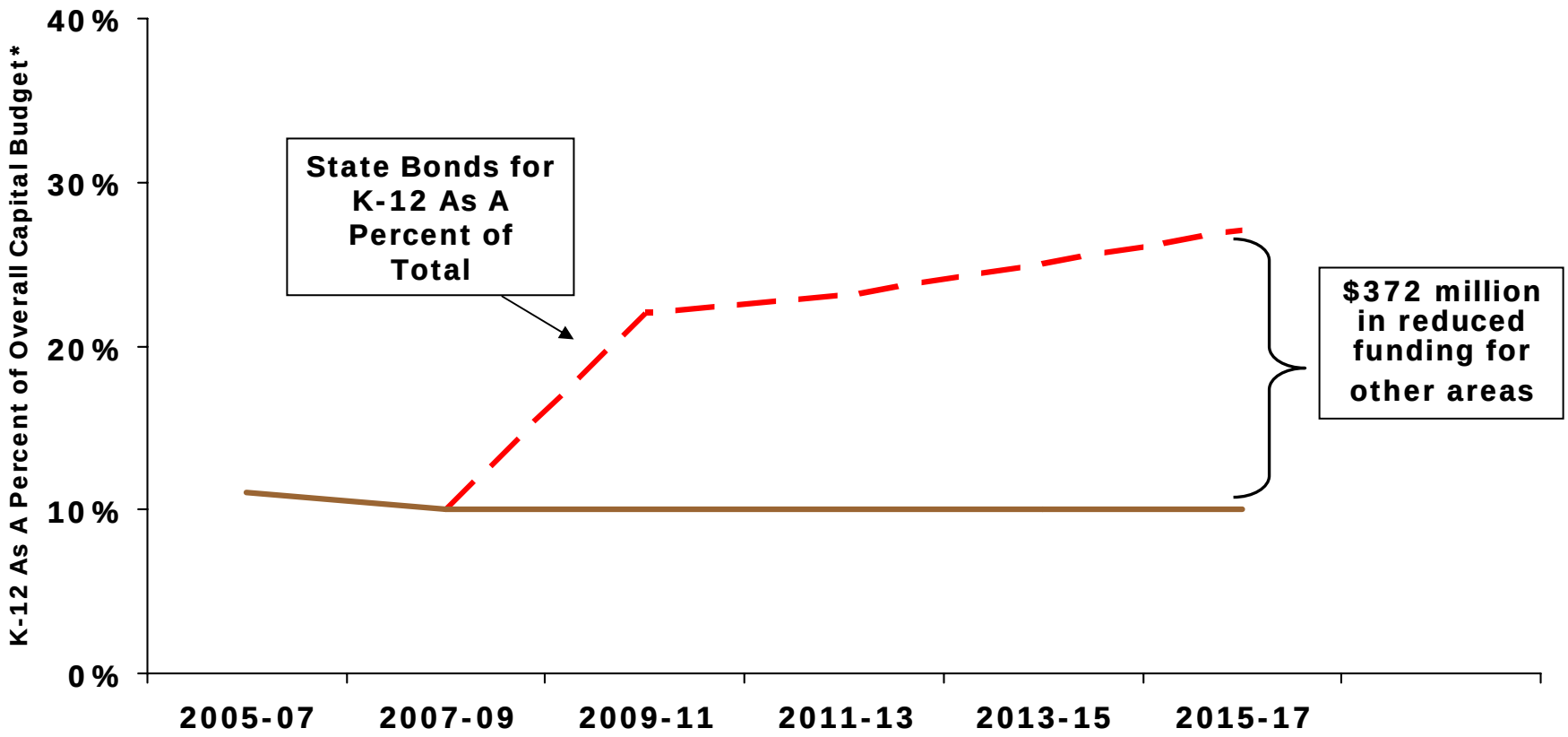


Based primarily on the "bow-wave" effect of the 2005 enhancements, the amount of State GO Bonds needed to support school construction will increase dramatically in the coming years



** The chart depicts State Bonds and Trust Land Transfers. For the 2009-11 and subsequent biennia, approximately $50 million in Trust Land Transfer Revenue is assumed.*

This means that the portion of the overall capital budget dedicated to K-12 construction will go from 11 percent currently to 27 percent over the next decade



* *This is based on actual budgeted level in 2005-07 and a projected debt model in out biennia.*

What Have I Told You?

- The amount of total school district capital spending has dramatically increased over the last 20 years.
- While state funding has also increased, it has not kept pace with this overall growth rate.
- Depending on how you look at it, the amount of state support for school construction is currently between 13 to 32 percent of the total amount spent on capital related activities.
- Given that timber revenues have declined, the state has dedicated other sources (e.g. lottery, bonds, etc) to support the state assistance program.
- In 2005, the Legislature made a fairly significant enhancement to the school construction assistance program.
- This will cause the amount of State GO Bonds dedicated to school construction to dramatically increase over the next ten years.

Key Policy Questions Related to Funding

- Is the current mix of state/local funding for capital projects appropriate?
- What will be the impact if the “simple majority” Constitutional amendment is approved in November?
- Do you want to consider dedicating more state GO bonds to K-12 capital construction?
- What options exist to generate additional revenues from current sources of funding?
- Are there other state or local funding sources that you would like to consider dedicating to K-12 capital construction?
- Are you comfortable with the current role impact fees play in school construction?
- Are there other financing mechanisms that could be employed to generate revenues for school construction?

Key Policy Questions Related to Spending

- How has the need changed based on technology, educational reform, early childhood programs, and other developments?
- How well does the current state formula address high enrollment growth?
- What has been the impact on school districts that can not pass bonds or meet the local match requirements?
- What is the appropriate role for local control in deciding the need for school facilities and how well does the current funding system reflect that?
- How well does the current system promote the appropriate maintenance of school facilities?
- Does the existing funding formula address facility condition needs and/or emergent conditions?

POLICIES AND PRINCIPLES
FOR SCHOOL CONSTRUCTION ASSISTANCE

The following are the key words/concepts used by the State Board of Education in crafting the substantial program revisions to the construction assistance program in the early 1990's.

Balance. Balance state and local interests and obligations.

Ownership. Ownership is invested in the local district(s).

Validation. Need is locally validated.

Equalization. Related to local taxpayer burden/geography/growth.

Neutrality. Minimize influence of regulations on local decisions.

Timeliness. Predictability of project progress and state funding.

Priority. System acceptable to both the districts and the state.

Source: Mike Roberts

K-12 Statutes & Rules

Statutes and Rules
Related to School Construction Assistance and District Organization

Revised Code of Washington (RCW's)

RCW 28A.315 - Organization and Reorganization of School Districts

RCW 28A.335 - School Districts' Property

RCW 28A.525 - Bond Issues (State School Construction Bonds)

RCW 28A.530 - District Bonds for Land, Buildings, and Equipment

RCW 28A.540 - Capital Fund Aid by Nonhigh Districts

RCW 39.04 - Public Works

RCW 39.80 - Contracts for Architectural and Engineering Services

Washington Administrative Code (WAC's)

WAC 392-340 - School District Organization

WAC 392-341 - State Assistance in Providing School Plant Facilities-Preliminary Provisions

WAC 392-342 - State Assistance in Providing School Plant Facilities-Educational Specifications and Site Selection

WAC 392-343 - State Assistance in Providing School Plant Facilities-Basic State Support

WAC 392-344 - State Assistance in Providing School Plant Facilities-Procedural Regulations

WAC 392-345- State Assistance in Providing School Plant Facilities-Interdistrict Cooperation in Financing School Plant Facilities

WAC 392-346 - State Assistance in Providing School Plant Facilities-Interdistrict Transportation Cooperatives

WAC 392-347 - State Assistance in Providing School Plant Facilities-Modernization

WAC 392-348 - Secondary Education New Secondary Program or New Grades Nine through Twelve

WAC 392-349 - Small School Plants - Remote and Necessary Schools

Enrollment

Student Enrollment by School District
Alphabetical Order

School District	2001	2002	2003	2004	2005	2006
Aberdeen	3,718	3,787	3,750	3,755	3,727	3,645
Adna	514	505	511	535	549	547
Almira	91	89	87	74	73	63
Anacortes	3,013	3,012	3,005	2,988	2,980	2,956
Arlington	4,765	4,872	4,901	5,048	5,188	5,237
Asotin-Anatone	565	530	540	573	568	552
Auburn	12,634	12,797	12,823	13,014	13,129	13,482
Bainbridge Island	3,837	3,914	3,960	4,004	4,038	4,109
Battle Ground	10,768	11,093	11,525	11,907	12,045	12,301
Bellevue	14,881	14,965	15,038	14,989	15,269	15,717
Bellingham	9,857	9,818	9,912	9,994	10,160	10,178
Benge	10	8	10	10	10	10
Bethel	15,202	15,489	15,944	16,419	16,839	17,071
Bickleton	105	90	92	106	106	98
Blaine	1,895	1,958	1,912	2,009	2,140	2,200
Boistfort	91	86	73	80	86	99
Bremerton	5,898	5,811	5,739	5,652	5,346	5,261
Brewster	944	938	936	923	896	896
Bridgeport	625	601	586	610	643	693
Brinnon	66	67	57	50	36	50
Burlington-Edison	3,353	3,374	3,448	3,436	3,597	3,728
Camas	3,665	3,929	4,154	4,503	4,764	5,023
Cape Flattery	518	505	487	475	515	491
Carbonado	175	175	175	175	178	176
Cascade	1,450	1,397	1,372	1,371	1,341	1,308
Cashmere	1,462	1,401	1,427	1,416	1,392	1,439
Castle Rock	1,307	1,316	1,320	1,321	1,340	1,361
Centerville	93	80	73	69	76	87
Central Kitsap	12,647	12,654	12,649	12,450	12,276	12,124
Central Valley	10,670	10,661	10,788	10,861	11,217	11,608
Centralia	3,146	3,111	3,152	3,169	3,209	3,284
Chehalis	2,611	2,647	2,665	2,580	2,583	2,644
Cheney	3,357	3,327	3,298	3,250	3,261	3,371
Chewelah	1,286	1,248	1,195	1,168	1,108	1,105
Chimacum	1,351	1,313	1,267	1,268	1,243	1,193
Clarkston	2,764	2,710	2,669	2,680	2,656	2,629
Cle Elum-Roslyn	940	956	919	903	936	979
Clover Park	12,370	12,421	12,158	11,760	11,380	11,673
Colfax	751	734	711	697	695	693
College Place	771	776	776	806	793	757
Colton	186	185	190	175	174	165
Columbia (Stevens)	215	192	205	196	202	207
Columbia (Walla Walla)	870	876	903	919	900	906
Colville	2,270	2,172	2,080	2,035	1,982	1,978
Concrete	867	813	790	780	756	770
Conway	431	432	409	393	395	409
Cosmopolis	197	167	159	157	156	175
Coulee-Hartline	241	235	212	207	193	169
Coupeville	1,087	1,059	1,089	1,131	1,153	1,131
Crescent	222	212	204	186	172	264
Creston	111	108	109	108	112	116
Curlew	255	238	231	255	247	245
Cusick	309	299	279	268	259	267
Damman	35	34	36	35	38	36
Darrington	582	589	574	550	537	554
Davenport	435	436	441	495	506	547
Dayton	589	572	553	578	530	521
Deer Park	1,875	1,896	1,971	2,028	2,123	2,223
Dieringer	1,055	1,078	1,089	1,089	1,135	1,139
Dixie	35	37	39	39	33	30
East Valley (Spokane)	4,568	4,490	4,410	4,261	4,168	4,101

Student Enrollment by School District
Alphabetical Order

School District	2001	2002	2003	2004	2005	2006
East Valley (Yakima)	2,318	2,292	2,249	2,270	2,392	2,477
Eastmont	4,990	5,013	5,103	5,134	5,183	5,266
Easton	120	120	121	123	119	111
Eatonville	2,027	2,016	2,014	2,008	2,070	2,099
Edmonds	20,814	20,841	20,614	20,167	20,137	20,160
Ellensburg	2,742	2,719	2,780	2,797	2,770	2,808
Elma	1,929	1,940	1,902	1,839	1,853	1,812
Endicott	120	123	109	96	93	97
Entiat	380	374	363	355	367	367
Enumclaw	4,930	4,903	4,857	4,721	4,718	4,664
Ephrata	2,217	2,189	2,147	2,131	2,106	2,112
Evaline	38	35	31	32	37	43
Everett	17,415	17,477	17,365	17,313	17,182	17,566
Evergreen (Clark)	20,928	21,776	22,410	23,065	23,788	24,070
Evergreen (Stevens)	20	16	15	20	21	19
Federal Way	21,301	21,318	21,115	21,246	21,431	21,534
Ferndale	4,979	5,016	5,011	5,068	5,077	5,063
Fife	2,818	2,919	3,005	3,105	3,107	3,126
Finley	1,078	1,058	1,000	974	971	934
Franklin Pierce	7,209	7,494	7,377	7,371	7,317	7,309
Freeman	853	893	895	860	860	858
Garfield	140	121	114	116	105	111
Glenwood	95	93	81	80	73	67
Goldendale	1,264	1,235	1,171	1,132	1,072	1,052
Grand Coulee Dam	838	821	816	781	781	725
Grandview	2,803	2,865	2,965	2,970	3,008	3,054
Granger	1,233	1,242	1,251	1,230	1,285	1,285
Granite Falls	2,111	2,173	2,260	2,275	2,289	2,297
Grapeview	178	154	156	154	171	175
Great Northern	40	42	42	39	42	33
Green Mountain	107	119	114	118	113	112
Griffin	604	598	626	658	648	636
Harrington	142	140	143	150	139	139
Highland	1,119	1,098	1,122	1,098	1,140	1,140
Highline	17,422	17,381	17,104	16,971	16,831	16,855
Hockinson	1,320	1,373	1,460	1,672	1,879	1,968
Hood Canal	343	332	310	326	290	285
Hoquiam	2,096	2,048	2,016	1,984	1,942	1,961
Inchelium	255	234	222	223	222	217
Index	35	46	35	26	27	22
Issaquah	13,412	13,653	13,884	14,267	14,636	15,080
Kahlotus	89	91	79	77	78	75
Kalama	956	941	959	985	988	981
Keller	46	52	54	53	46	40
Kelso	4,984	4,980	5,038	4,994	5,028	5,014
Kennewick	13,210	13,447	13,674	13,778	13,779	14,043
Kent	25,275	25,437	25,457	25,594	26,027	26,178
Kettle Falls	842	816	826	829	823	824
Kiona-Benton City	1,583	1,585	1,560	1,556	1,532	1,505
Kittitas	503	511	513	525	560	562
Klickitat	175	170	163	145	137	145
La Center	1,314	1,328	1,273	1,263	1,320	1,415
La Conner	623	621	619	609	613	617
Lacrosse	148	150	157	148	142	139
Lake Chelan	1,287	1,257	1,234	1,245	1,237	1,248
Lake Stevens	6,389	6,643	6,809	7,045	7,117	7,327
Lake Washington	22,743	22,718	22,665	22,735	22,748	22,835
Lakewood	2,303	2,287	2,421	2,461	2,392	2,369
Lamont	39	35	34	25	37	38
Liberty	585	532	508	512	502	498
Lind	217	212	209	211	213	232

Student Enrollment by School District
Alphabetical Order

School District	2001	2002	2003	2004	2005	2006
Longview	7,059	7,141	6,995	6,978	6,887	6,980
Loon Lake	136	153	145	131	162	174
Lopez Island	249	254	247	260	255	241
Lyle	397	386	371	380	366	368
Lynden	2,434	2,417	2,470	2,533	2,629	2,656
Mabton	821	776	803	866	866	878
Mansfield	103	104	115	103	84	79
Manson	637	629	601	599	583	599
Mary M. Knight	207	198	207	196	199	167
Mary Walker	544	565	578	556	563	550
Marysville	11,191	11,309	11,161	10,729	10,860	11,133
McCleary	265	263	261	265	266	270
Mead	7,874	8,055	8,224	8,379	8,549	8,690
Medical Lake	2,155	2,178	2,175	2,174	2,140	2,089
Mercer Island	4,164	4,055	4,018	4,026	4,025	3,973
Meridian	1,532	1,485	1,504	1,493	1,467	1,473
Methow Valley	689	651	620	624	605	563
Mill A	74	82	81	75	75	76
Monroe	5,598	5,824	5,913	6,086	6,162	6,298
Montesano	1,320	1,311	1,246	1,237	1,223	1,258
Morton	469	450	461	454	421	423
Moses Lake	6,113	6,231	6,301	6,390	6,418	6,587
Mossyrock	600	600	605	597	623	634
Mount Adams	1,059	1,019	1,005	1,006	1,016	971
Mount Baker	2,251	2,301	2,319	2,318	2,281	2,247
Mount Pleasant	62	59	59	60	58	57
Mount Vernon	5,319	5,425	5,419	5,469	5,484	5,577
Mukilteo	13,361	13,549	13,667	13,715	13,989	14,050
Naches Valley	1,507	1,518	1,542	1,508	1,491	1,481
Napavine	645	645	622	664	679	690
Naselle-Grays River	325	317	314	321	331	340
Nespelem	200	174	161	153	157	155
Newport	1,219	1,173	1,153	1,152	1,132	1,104
Nine Mile Falls	1,555	1,563	1,568	1,554	1,586	1,654
Nooksack Valley	1,760	1,769	1,716	1,717	1,680	1,644
North Beach	642	634	641	688	697	687
North Franklin	1,830	1,815	1,795	1,784	1,759	1,725
North Kitsap	6,617	6,669	6,743	6,636	6,666	6,618
North Mason	2,255	2,295	2,282	2,278	2,238	2,220
North River	56	58	51	57	60	54
North Thurston	12,267	12,258	12,383	12,382	12,411	12,547
Northport	215	195	189	201	182	182
Northshore	19,327	19,296	19,248	19,184	19,255	19,436
Oak Harbor	5,912	5,873	5,764	5,859	5,660	5,553
Oakesdale	137	136	131	125	122	107
Oakville	282	279	279	270	258	270
Ocean Beach	1,161	1,156	1,147	1,100	1,080	1,030
Ocosta	704	695	695	697	696	662
Odessa	309	282	281	270	238	232
Okanogan	1,067	962	922	944	964	997
Olympia	8,739	8,772	8,636	8,569	8,547	8,611
Omak	1,998	1,913	1,883	1,802	1,709	1,686
Onalaska	892	863	870	886	866	876
Onion Creek	46	53	43	38	47	36
Orcas Island	492	530	508	495	486	514
Orchard Prairie	63	58	57	61	59	65
Orient	81	83	87	86	87	79
Orondo	178	167	192	184	183	179
Oroville	770	751	740	680	645	624
Orting	1,701	1,741	1,767	1,831	1,891	1,925
Othello	2,840	2,866	2,913	2,923	2,996	3,031

Student Enrollment by School District
Alphabetical Order

School District	2001	2002	2003	2004	2005	2006
Palisades	43	46	47	39	43	34
Palouse	244	230	223	213	208	190
Pasco	8,185	8,619	9,087	9,656	10,283	11,035
Pateros	305	290	288	279	294	289
Paterson	85	88	93	96	106	106
Pe Ell	316	314	322	308	306	308
Peninsula	9,064	9,016	9,058	9,172	9,157	9,191
Pioneer	754	735	739	750	705	701
Pomeroy	446	417	409	391	379	358
Port Angeles	4,704	4,641	4,541	4,540	4,523	4,386
Port Townsend	1,669	1,654	1,614	1,552	1,504	1,506
Prescott	255	248	242	238	242	251
Prosser	2,675	2,679	2,655	2,698	2,685	2,727
Pullman	2,142	2,142	2,128	2,160	2,156	2,161
Puyallup	18,807	19,233	19,464	19,703	19,894	20,516
Queets-Clearwater	36	36	35	35	29	25
Quilcene	281	284	272	269	278	275
Quillayute Valley	1,349	1,256	1,252	1,262	1,258	1,205
Quinault	253	263	265	252	246	225
Quincy	2,121	2,132	2,140	2,183	2,185	2,211
Rainier	917	898	892	868	876	891
Raymond	556	543	536	534	533	549
Reardan	591	606	639	641	622	657
Renton	12,000	12,150	12,363	12,573	12,588	12,738
Republic	490	498	484	471	487	437
Richland	8,970	9,157	9,304	9,282	9,393	9,498
Ridgefield	1,730	1,748	1,757	1,762	1,829	1,892
Ritzville	386	384	378	354	359	363
Riverside	1,977	1,896	1,897	1,862	1,842	1,875
Riverview	2,825	2,791	2,755	2,759	2,813	2,920
Rochester	1,784	1,812	1,822	1,930	1,925	1,961
Roosevelt	18	14	17	11	11	19
Rosalia	266	263	258	249	235	240
Royal	1,243	1,254	1,305	1,305	1,317	1,336
San Juan Island	923	926	904	929	947	919
Satsop	47	45	47	56	55	53
Seattle	44,622	44,759	44,396	44,521	44,201	43,962
Sedro-Woolley	4,195	4,188	4,318	4,303	4,240	4,179
Selah	3,388	3,332	3,312	3,343	3,323	3,349
Selkirk	375	367	358	358	361	346
Sequim	2,743	2,772	2,740	2,739	2,798	2,845
Shaw Island	11	15	18	17	17	16
Shelton	3,954	3,873	3,874	3,899	3,949	4,080
Shoreline	9,807	9,801	9,596	9,559	9,522	9,455
Skamania	76	76	68	58	57	68
Skykomish	67	68	66	58	70	77
Snohomish	8,313	8,350	8,431	8,568	8,731	9,067
Snoqualmie Valley	4,248	4,306	4,470	4,618	4,719	5,054
Soap Lake	498	518	519	514	494	494
South Bend	539	547	557	559	569	562
South Kitsap	10,694	10,603	10,626	10,508	10,427	10,286
South Whidbey	2,247	2,206	2,180	2,143	2,052	1,977
Southside	219	242	262	251	249	240
Spokane	30,183	30,074	29,865	29,670	29,283	29,002
Sprague	110	108	105	99	93	89
St. John	192	172	167	176	174	190
Stanwood-Camano	5,142	5,243	5,309	5,210	5,223	5,297
Star	9	9	11	7	8	12
Starbuck	14	13	17	7	13	12
Stehekin	12	10	9	14	14	13
Steilacoom Historical	1,929	1,983	2,003	2,070	2,082	2,234

Student Enrollment by School District
Alphabetical Order

School District	2001	2002	2003	2004	2005	2006
Steptoe	20	29	39	43	32	30
Stevenson-Carson	1,032	1,043	1,028	1,004	993	995
Sultan	2,076	2,117	2,168	2,104	2,108	2,149
Summit Valley	37	85	95	89	95	91
Sumner	7,441	7,505	7,546	7,619	7,763	7,988
Sunnyside	5,046	5,112	5,214	5,355	5,428	5,498
Tacoma	30,842	31,119	31,057	30,299	29,439	28,898
Taholah	213	209	221	225	223	210
Tahoma	5,671	5,765	5,907	6,113	6,317	6,512
Tekoa	190	190	183	182	187	195
Tenino	1,383	1,384	1,409	1,343	1,331	1,352
Thorp	197	193	173	168	166	162
Toledo	973	965	964	955	952	972
Tonasket	1,091	1,051	1,064	1,038	1,013	999
Toppenish	3,258	3,188	3,165	3,127	3,117	3,124
Touchet	310	312	301	292	299	302
Toutle Lake	611	598	599	614	606	618
Trout Lake	155	159	155	167	154	160
Tukwila	2,446	2,412	2,496	2,460	2,461	2,520
Tumwater	6,089	6,109	6,046	6,109	6,195	6,334
Union Gap	528	554	560	549	552	564
University Place	5,062	5,118	5,060	5,114	5,111	5,163
Vader	106	94	71	60	60	63
Valley	152	149	161	225	299	322
Vancouver	20,632	20,888	20,832	20,806	21,094	21,246
Vashon Island	1,575	1,543	1,501	1,488	1,510	1,523
Wahkiakum	493	489	456	478	484	493
Wahluke	1,454	1,481	1,514	1,614	1,652	1,702
Waitsburg	375	381	369	367	351	343
Walla Walla	5,612	5,679	5,690	5,740	5,760	5,752
Wapato	3,105	3,143	3,201	3,257	3,230	3,199
Warden	878	911	903	878	875	898
Washougal	2,410	2,465	2,514	2,638	2,712	2,847
Washtucna	88	76	69	63	52	53
Waterville	310	303	325	341	356	325
Wellpinit	384	413	446	496	511	513
Wenatchee	6,792	6,846	6,840	6,902	7,005	7,033
West Valley (Spokane)	3,498	3,494	3,496	3,519	3,539	3,513
West Valley (Yakima)	4,325	4,376	4,398	4,432	4,463	4,528
White Pass	820	742	651	596	560	545
White River	4,009	4,136	4,184	4,215	4,252	4,337
White Salmon	1,245	1,212	1,223	1,182	1,142	1,138
Wilbur	247	241	225	211	220	216
Willapa Valley	413	414	417	407	387	372
Wilson Creek	125	116	118	108	124	128
Winlock	810	804	769	757	761	750
Wishkah Valley	244	229	221	213	204	190
Wishram	56	62	49	51	53	56
Woodland	1,788	1,819	1,862	1,934	1,950	2,063
Yakima	13,186	13,327	13,411	13,653	13,558	13,729
Yelm	4,191	4,313	4,451	4,499	4,639	4,815
Zillah	1,202	1,199	1,258	1,258	1,250	1,253
Statewide	**950,397**	**955,928**	**958,181**	**961,543**	**965,464**	**974,402**

Student Enrollment by School District
Sorted by Student Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Evergreen (Clark)	849	634	654	723	282	628
Pasco	434	469	569	627	752	570
Bethel	286	455	476	420	232	374
Puyallup	425	231	239	192	622	342
Issaquah	241	231	383	369	444	334
Battle Ground	325	432	383	138	256	307
Camas	265	224	350	261	259	272
Central Valley	(9)	127	73	356	391	188
Lake Stevens	254	166	236	72	210	188
Kent	162	21	137	433	151	181
Auburn	163	26	191	115	353	170
Tahoma	94	142	206	205	195	168
Bellevue	84	73	(49)	280	448	167
Kennewick	236	227	105	1	264	167
Mead	181	169	155	170	141	163
Snoqualmie Valley	58	164	148	101	335	161
Snohomish	37	81	137	163	336	151
Renton	150	213	211	15	150	148
Monroe	226	90	173	76	136	140
Mukilteo	187	119	47	274	62	138
Hockinson	53	87	212	207	89	130
Yelm	122	138	48	140	176	125
Vancouver	256	(56)	(26)	288	152	123
Sumner	64	41	73	145	225	110
Yakima	141	84	242	(95)	171	109
Richland	187	147	(22)	112	105	106
Moses Lake	118	71	89	27	169	95
Arlington	107	29	147	140	49	94
Sunnyside	67	102	140	74	70	90
Washougal	55	50	124	74	135	87
Burlington-Edison	21	74	(11)	160	132	75
Deer Park	22	75	57	95	99	70
White River	126	48	31	38	85	66
Bellingham	(39)	95	82	166	18	64
Fife	101	85	100	3	19	62
Blaine	63	(46)	96	131	61	61
Steilacoom Historical	54	20	67	12	152	61
North Thurston	(9)	125	(1)	30	135	56
Eastmont	23	90	31	49	83	55
Woodland	30	43	72	16	114	55
Bainbridge Island	77	45	44	34	72	54
Mount Vernon	106	(6)	50	14	93	52
Grandview	62	100	5	38	45	50
Wahluke	27	33	100	39	50	50
Tumwater	20	(63)	63	87	138	49
Wenatchee	54	(7)	62	103	28	48
Federal Way	18	(204)	131	184	104	47
Orting	40	27	64	59	34	45
Lynden	(17)	54	63	96	27	45
West Valley (Yakima)	51	23	34	31	65	41
Othello	26	46	11	72	35	38
Granite Falls	62	88	15	14	8	37
Rochester	28	10	108	(6)	37	36
Valley	(3)	12	64	74	23	34
Ridgefield	18	9	5	67	64	32
East Valley (Yakima)	(26)	(44)	21	122	85	32
Stanwood-Camano	101	66	(99)	13	74	31
Everett	62	(112)	(52)	(130)	383	30
Walla Walla	67	11	51	20	(8)	28
Centralia	(36)	41	18	40	74	27
Wellpinit	29	33	50	15	2	26

Student Enrollment by School District
Sorted by Student Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Peninsula	(48)	42	113	(14)	34	25
Shelton	(81)	1	24	50	131	25
Davenport	2	4	55	10	42	22
Northshore	(31)	(48)	(64)	70	181	22
Sequim	29	(32)	(1)	59	47	20
La Center	14	(55)	(10)	57	95	20
University Place	55	(58)	54	(3)	51	20
Franklin Pierce	285	(116)	(7)	(54)	(8)	20
Nine Mile Falls	9	5	(14)	32	68	20
Riverview	(34)	(36)	4	54	107	19
Wapato	38	58	55	(27)	(31)	19
Royal	11	51	(0)	12	20	19
Lake Washington	(25)	(53)	70	13	87	18
Quincy	11	8	43	2	26	18
Ferndale	37	(5)	57	9	(13)	17
Dieringer	24	11	(0)	46	4	17
Tukwila	(33)	83	(36)	2	59	15
Sultan	41	51	(64)	4	41	15
Eatonville	(11)	(2)	(5)	62	29	15
Bridgeport	(24)	(15)	24	34	50	14
Lakewood	(16)	135	40	(70)	(22)	13
Reardan	15	33	3	(19)	35	13
Ellensburg	(23)	61	17	(27)	39	13
Kittitas	8	2	12	35	2	12
Mabton	(45)	26	64	(0)	12	11
Castle Rock	9	4	1	19	22	11
Summit Valley	48	10	(5)	5	(4)	11
Granger	10	8	(21)	55	0	11
Prosser	4	(24)	43	(13)	42	11
Zillah	(3)	59	0	(8)	3	10
Napavine	0	(24)	42	15	11	9
North Beach	(8)	6	47	9	(10)	9
Coupeville	(28)	30	42	22	(22)	9
Crescent	(11)	(8)	(18)	(14)	92	8
Cle Elum-Roslyn	17	(38)	(16)	33	43	8
Loon Lake	18	(8)	(14)	31	12	8
Columbia (Walla Walla)	5	27	17	(19)	6	7
Union Gap	25	6	(11)	3	12	7
Chehalis	36	18	(85)	3	61	7
Mossyrock	(1)	6	(9)	26	11	7
Adna	(10)	7	24	14	(2)	7
Griffin	(6)	28	32	(9)	(12)	7
Kelso	(4)	57	(44)	34	(14)	6
Kalama	(14)	18	26	3	(7)	5
South Bend	8	9	2	10	(7)	5
Orcas Island	38	(22)	(13)	(9)	28	4
Paterson	3	5	2	10	0	4
Southside	22	20	(11)	(2)	(9)	4
Highland	(21)	24	(24)	42	0	4
Warden	33	(8)	(25)	(4)	23	4
Pullman	0	(15)	33	(4)	5	4
Naselle-Grays River	(8)	(3)	7	10	9	3
Waterville	(7)	22	15	16	(31)	3
West Valley (Spokane)	(4)	3	22	20	(26)	3
Lind	(4)	(4)	2	3	18	3
Cheney	(30)	(29)	(49)	11	110	3
Steptoe	10	10	4	(11)	(2)	2
Skykomish	1	(2)	(8)	11	7	2
Toutle Lake	(12)	1	15	(8)	12	2
Boistfort	(4)	(13)	6	6	13	2
Satsop	(3)	3	9	(1)	(2)	1

Student Enrollment by School District
Sorted by Student Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Mary Walker	21	13	(22)	7	(13)	1
Trout Lake	4	(4)	12	(13)	7	1
Creston	(3)	1	(1)	4	5	1
Evaline	(3)	(3)	1	4	6	1
Freeman	40	2	(35)	(1)	(2)	1
Shaw Island	4	3	(1)	1	(1)	1
McCleary	(2)	(1)	4	1	4	1
Green Mountain	11	(5)	4	(4)	(2)	1
Tekoa	(1)	(7)	(0)	4	8	1
Star	0	2	(4)	1	4	1
Wilson Creek	(10)	2	(9)	16	4	1
Mill A	8	(2)	(6)	(0)	2	0
Orchard Prairie	(5)	(1)	4	(2)	6	0
Damman	(1)	2	(1)	3	(2)	0
Roosevelt	(4)	3	(6)	(0)	8	0
North Kitsap	53	74	(107)	30	(48)	0
Carbonado	(0)	0	0	3	(2)	0
Wishram	7	(13)	1	2	4	0
Wahkiakum	(4)	(32)	21	6	9	0
Stehekin	(3)	(1)	5	1	(1)	0
Benge	(2)	3	(1)	1	(0)	0
Orondo	(11)	25	(8)	(1)	(4)	0
Evergreen (Stevens)	(3)	(1)	5	1	(2)	(0)
Toledo	(8)	(1)	(9)	(3)	20	(0)
Orient	2	4	(1)	1	(8)	(0)
Lamont	(4)	(2)	(8)	12	1	(0)
North River	2	(7)	6	2	(6)	(0)
Starbuck	(1)	4	(9)	6	(1)	(0)
St. John	(20)	(5)	8	(1)	16	(1)
Grapeview	(24)	2	(2)	17	4	(1)
Harrington	(2)	3	7	(11)	0	(1)
Taholah	(3)	11	4	(3)	(13)	(1)
Prescott	(7)	(6)	(4)	4	9	(1)
Mount Baker	50	18	(1)	(37)	(34)	(1)
San Juan Island	3	(22)	25	18	(28)	(1)
Soap Lake	20	0	(5)	(20)	(0)	(1)
Mount Pleasant	(3)	(0)	1	(1)	(1)	(1)
Dixie	2	3	(1)	(6)	(3)	(1)
Keller	7	2	(1)	(7)	(6)	(1)
Centerville	(12)	(7)	(5)	7	11	(1)
La Conner	(1)	(2)	(10)	5	3	(1)
Great Northern	2	(0)	(2)	3	(9)	(1)
Quilcene	3	(13)	(2)	9	(3)	(1)
Raymond	(13)	(7)	(2)	(0)	15	(1)
Bickleton	(16)	3	14	(0)	(8)	(1)
Lopez Island	5	(7)	13	(4)	(14)	(2)
Columbia (Stevens)	(23)	13	(9)	6	5	(2)
Touchet	2	(10)	(9)	7	3	(2)
Pe Ell	(2)	8	(14)	(2)	2	(2)
Skamania	0	(8)	(10)	(1)	11	(2)
Lacrosse	2	7	(9)	(6)	(2)	(2)
Easton	0	1	2	(5)	(8)	(2)
Palisades	3	1	(8)	3	(9)	(2)
Onion Creek	8	(10)	(5)	10	(12)	(2)
Curlew	(18)	(7)	24	(8)	(1)	(2)
Oakville	(3)	1	(9)	(12)	13	(2)
Queets-Clearwater	(1)	(1)	(1)	(5)	(5)	(2)
Asotin-Anatone	(35)	10	33	(5)	(16)	(3)
Entiat	(5)	(12)	(7)	12	(1)	(3)
Index	11	(11)	(10)	1	(5)	(3)
College Place	5	(0)	30	(13)	(36)	(3)

Student Enrollment by School District
Sorted by Student Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Kahlotus	2	(13)	(2)	2	(4)	(3)
Sedro-Woolley	(6)	130	(15)	(63)	(61)	(3)
Pateros	(15)	(2)	(9)	15	(5)	(3)
Brinnon	1	(11)	(7)	(13)	13	(3)
Onalaska	(29)	7	16	(19)	9	(3)
Kettle Falls	(26)	10	3	(6)	1	(4)
Sprague	(1)	(4)	(6)	(6)	(4)	(4)
Colton	(1)	5	(15)	(1)	(9)	(4)
Cosmopolis	(30)	(8)	(2)	(1)	18	(4)
Conway	1	(24)	(15)	2	14	(4)
Endicott	3	(14)	(12)	(4)	4	(5)
Cashmere	(61)	26	(11)	(24)	48	(5)
Ritzville	(2)	(6)	(24)	6	3	(5)
Mansfield	1	11	(13)	(19)	(5)	(5)
Naches Valley	11	24	(33)	(17)	(11)	(5)
Rainier	(19)	(6)	(24)	7	16	(5)
Rosalia	(3)	(5)	(9)	(14)	5	(5)
Cape Flattery	(13)	(18)	(12)	41	(25)	(5)
Almira	(1)	(2)	(13)	(2)	(9)	(5)
Glenwood	(1)	(12)	(1)	(7)	(6)	(5)
Quinault	11	2	(13)	(6)	(21)	(5)
Darrington	7	(15)	(24)	(13)	17	(6)
Garfield	(18)	(8)	2	(10)	6	(6)
Selkirk	(8)	(9)	(0)	3	(15)	(6)
Lyle	(12)	(15)	9	(14)	2	(6)
Oakesdale	(1)	(5)	(6)	(4)	(14)	(6)
Klickitat	(5)	(7)	(17)	(8)	8	(6)
Wilbur	(7)	(16)	(14)	9	(4)	(6)
Tenino	1	25	(66)	(12)	20	(6)
Waitsburg	6	(11)	(2)	(16)	(8)	(6)
Northport	(20)	(6)	12	(19)	(1)	(7)
North Mason	40	(13)	(4)	(40)	(18)	(7)
Thorp	(4)	(21)	(5)	(2)	(3)	(7)
Washtucna	(12)	(7)	(7)	(11)	1	(7)
Stevenson-Carson	10	(14)	(24)	(11)	2	(7)
Manson	(8)	(27)	(2)	(16)	16	(8)
Inchelium	(22)	(12)	2	(2)	(4)	(8)
Selah	(56)	(20)	31	(21)	27	(8)
Lake Chelan	(30)	(23)	11	(7)	10	(8)
Mary M. Knight	(9)	9	(11)	3	(31)	(8)
Willapa Valley	1	3	(10)	(20)	(15)	(8)
Cusick	(10)	(20)	(10)	(9)	8	(8)
Ocosta	(9)	(0)	2	(0)	(34)	(8)
Vader	(13)	(23)	(11)	(0)	3	(9)
Nespelem	(25)	(13)	(8)	4	(2)	(9)
Morton	(18)	11	(8)	(32)	2	(9)
Brewster	(6)	(2)	(13)	(27)	(0)	(10)
Vashon Island	(32)	(42)	(13)	22	13	(10)
Republic	8	(13)	(13)	16	(50)	(10)
Pioneer	(19)	4	11	(45)	(4)	(11)
Wishkah Valley	(14)	(9)	(8)	(9)	(13)	(11)
Palouse	(13)	(7)	(10)	(5)	(18)	(11)
Anacortes	(2)	(7)	(17)	(7)	(24)	(11)
Hood Canal	(10)	(23)	16	(36)	(5)	(11)
Marysville	118	(148)	(433)	131	274	(12)
Colfax	(17)	(23)	(14)	(2)	(3)	(12)
Meridian	(47)	19	(11)	(26)	6	(12)
Winlock	(6)	(35)	(11)	4	(12)	(12)
Montesano	(9)	(65)	(9)	(14)	35	(12)
Medical Lake	23	(3)	(1)	(34)	(51)	(13)
Dayton	(16)	(19)	25	(48)	(9)	(14)

Student Enrollment by School District
Sorted by Student Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Okanogan	(105)	(40)	22	20	33	(14)
Coulee-Hartline	(6)	(22)	(6)	(14)	(24)	(14)
Aberdeen	69	(37)	6	(28)	(82)	(15)
Odessa	(27)	(1)	(11)	(32)	(6)	(15)
Kiona-Benton City	2	(25)	(4)	(24)	(27)	(16)
Longview	81	(145)	(17)	(90)	92	(16)
Liberty	(53)	(25)	4	(10)	(5)	(17)
Pomeroy	(29)	(8)	(18)	(12)	(20)	(18)
Mount Adams	(40)	(15)	1	9	(44)	(18)
Tonasket	(40)	14	(26)	(25)	(14)	(18)
Concrete	(54)	(23)	(10)	(24)	14	(19)
Riverside	(81)	1	(35)	(19)	32	(21)
North Franklin	(15)	(20)	(11)	(25)	(34)	(21)
Ephrata	(29)	(41)	(16)	(25)	6	(21)
White Salmon	(33)	11	(41)	(41)	(4)	(21)
Grand Coulee Dam	(17)	(5)	(35)	(1)	(56)	(23)
Newport	(46)	(20)	(1)	(20)	(28)	(23)
Nooksack Valley	9	(53)	1	(37)	(36)	(23)
Elma	11	(38)	(63)	14	(41)	(23)
Methow Valley	(38)	(31)	3	(19)	(42)	(25)
Olympia	34	(136)	(67)	(22)	64	(25)
Ocean Beach	(5)	(9)	(47)	(20)	(50)	(26)
Toppenish	(70)	(23)	(37)	(10)	7	(27)
Hoquiam	(47)	(33)	(32)	(42)	19	(27)
Clarkston	(53)	(41)	11	(23)	(27)	(27)
Cascade	(53)	(24)	(1)	(31)	(33)	(28)
Finley	(20)	(58)	(26)	(3)	(37)	(29)
Quillayute Valley	(93)	(4)	10	(4)	(53)	(29)
Oroville	(19)	(11)	(60)	(35)	(21)	(29)
Chimacum	(38)	(46)	2	(25)	(50)	(32)
Port Townsend	(15)	(40)	(62)	(48)	2	(33)
Chewelah	(38)	(53)	(27)	(60)	(3)	(36)
Mercer Island	(109)	(37)	8	(1)	(52)	(38)
Goldendale	(29)	(64)	(39)	(60)	(20)	(42)
Enumclaw	(27)	(46)	(136)	(2)	(54)	(53)
South Whidbey	(41)	(26)	(37)	(92)	(75)	(54)
White Pass	(78)	(91)	(55)	(36)	(15)	(55)
Colville	(99)	(92)	(45)	(53)	(4)	(58)
Omak	(85)	(30)	(82)	(93)	(23)	(63)
Port Angeles	(63)	(100)	(1)	(17)	(137)	(63)
Shoreline	(6)	(205)	(37)	(38)	(66)	(70)
Oak Harbor	(39)	(109)	95	(199)	(107)	(72)
South Kitsap	(91)	23	(118)	(80)	(141)	(82)
East Valley (Spokane)	(78)	(80)	(149)	(93)	(68)	(93)
Central Kitsap	7	(5)	(199)	(174)	(152)	(105)
Highline	(41)	(277)	(133)	(140)	25	(113)
Bremerton	(87)	(72)	(86)	(307)	(85)	(127)
Edmonds	28	(228)	(446)	(30)	22	(131)
Seattle	137	(363)	125	(320)	(238)	(132)
Clover Park	51	(262)	(398)	(381)	293	(139)
Spokane	(109)	(209)	(196)	(387)	(281)	(236)
Tacoma	278	(63)	(758)	(860)	(541)	(389)
Statewide	**5,530**	**2,254**	**3,362**	**3,921**	**8,938**	**4,801**

Student Enrollment by School District
Sorted by Percentage Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Summit Valley	131.3%	11.3%	-5.4%	6.0%	-4.4%	27.8%
Valley	-2.0%	8.0%	39.8%	32.8%	7.7%	17.3%
Steptoe	48.2%	34.4%	9.8%	-25.0%	-7.2%	12.0%
Star	4.5%	17.1%	-38.5%	17.7%	55.4%	11.2%
Hockinson	4.0%	6.3%	14.5%	12.4%	4.8%	8.4%
Shaw Island	32.0%	19.2%	-5.9%	4.0%	-7.8%	8.3%
Roosevelt	-22.6%	21.5%	-35.5%	-1.0%	77.2%	7.9%
Starbuck	-8.3%	29.7%	-56.3%	83.4%	-10.0%	7.7%
Camas	7.2%	5.7%	8.4%	5.8%	5.4%	6.5%
Pasco	5.3%	5.4%	6.3%	6.5%	7.3%	6.2%
Wellpinit	7.6%	8.0%	11.2%	3.1%	0.4%	6.1%
Crescent	-4.7%	-3.7%	-8.8%	-7.5%	53.7%	5.8%
Loon Lake	13.1%	-5.4%	-9.7%	23.3%	7.4%	5.8%
Davenport	0.4%	1.0%	12.4%	2.1%	8.2%	4.8%
Paterson	3.8%	6.1%	2.5%	10.3%	0.3%	4.6%
Stehekin	-22.4%	-11.0%	57.7%	3.7%	-7.1%	4.2%
Snoqualmie Valley	1.4%	3.8%	3.3%	2.2%	7.1%	3.6%
Deer Park	1.2%	4.0%	2.9%	4.7%	4.7%	3.5%
Washougal	2.3%	2.0%	4.9%	2.8%	5.0%	3.4%
Skykomish	1.6%	-2.5%	-12.0%	19.2%	10.6%	3.4%
Wahluke	1.9%	2.2%	6.6%	2.4%	3.0%	3.2%
Evaline	-8.0%	-9.5%	3.0%	13.6%	16.9%	3.2%
Blaine	3.3%	-2.4%	5.0%	6.5%	2.8%	3.1%
Steilacoom Historical	2.8%	1.0%	3.4%	0.6%	7.3%	3.0%
Woodland	1.7%	2.4%	3.9%	0.8%	5.8%	2.9%
Evergreen (Clark)	4.1%	2.9%	2.9%	3.1%	1.2%	2.8%
Yelm	2.9%	3.2%	1.1%	3.1%	3.8%	2.8%
Tahoma	1.7%	2.5%	3.5%	3.3%	3.1%	2.8%
Lake Stevens	4.0%	2.5%	3.5%	1.0%	3.0%	2.8%
Satsop	-6.0%	6.2%	18.2%	-2.0%	-2.9%	2.7%
Battle Ground	3.0%	3.9%	3.3%	1.2%	2.1%	2.7%
Benge	-21.1%	35.6%	-6.1%	5.9%	-1.1%	2.6%
Orting	2.3%	1.5%	3.6%	3.2%	1.8%	2.5%
Monroe	4.0%	1.5%	2.9%	1.3%	2.2%	2.4%
Issaquah	1.8%	1.7%	2.8%	2.6%	3.0%	2.4%
Bethel	1.9%	2.9%	3.0%	2.6%	1.4%	2.3%
Kittitas	1.6%	0.4%	2.4%	6.6%	0.4%	2.3%
Boistfort	-4.9%	-15.0%	8.3%	7.6%	15.1%	2.2%
Reardan	2.5%	5.4%	0.4%	-3.0%	5.7%	2.2%
Bridgeport	-3.8%	-2.5%	4.1%	5.5%	7.7%	2.2%
Burlington-Edison	0.6%	2.2%	-0.3%	4.7%	3.7%	2.2%
Fife	3.6%	2.9%	3.3%	0.1%	0.6%	2.1%
Southside	10.2%	8.2%	-4.1%	-0.7%	-3.6%	2.0%
Mead	2.3%	2.1%	1.9%	2.0%	1.7%	2.0%
Rochester	1.6%	0.6%	5.9%	-0.3%	1.9%	1.9%
Arlington	2.2%	0.6%	3.0%	2.8%	0.9%	1.9%
Ridgefield	1.1%	0.5%	0.3%	3.8%	3.5%	1.8%
Lynden	-0.7%	2.2%	2.5%	3.8%	1.0%	1.8%
Puyallup	2.3%	1.2%	1.2%	1.0%	3.1%	1.8%
Snohomish	0.4%	1.0%	1.6%	1.9%	3.8%	1.8%
Grandview	2.2%	3.5%	0.2%	1.3%	1.5%	1.7%
Sunnyside	1.3%	2.0%	2.7%	1.4%	1.3%	1.7%
Granite Falls	2.9%	4.0%	0.7%	0.6%	0.4%	1.7%
Central Valley	-0.1%	1.2%	0.7%	3.3%	3.5%	1.7%
Lamont	-9.8%	-4.3%	-25.0%	45.6%	1.9%	1.7%
White River	3.2%	1.2%	0.7%	0.9%	2.0%	1.6%
La Center	1.1%	-4.1%	-0.8%	4.5%	7.2%	1.6%
Dieringer	2.2%	1.0%	0.0%	4.2%	0.4%	1.6%
Moses Lake	1.9%	1.1%	1.4%	0.4%	2.6%	1.5%
Royal	0.9%	4.1%	0.0%	0.9%	1.5%	1.5%
Mabton	-5.4%	3.4%	7.9%	0.0%	1.4%	1.4%

Student Enrollment by School District
Sorted by Percentage Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Sumner	0.9%	0.5%	1.0%	1.9%	2.9%	1.4%
Napavine	0.0%	-3.7%	6.8%	2.3%	1.7%	1.4%
North Beach	-1.2%	1.0%	7.4%	1.3%	-1.5%	1.4%
Lind	-2.0%	-1.7%	0.8%	1.3%	8.7%	1.4%
Bainbridge Island	2.0%	1.2%	1.1%	0.8%	1.8%	1.4%
East Valley (Yakima)	-1.1%	-1.9%	1.0%	5.4%	3.5%	1.4%
Union Gap	4.8%	1.1%	-2.0%	0.6%	2.2%	1.3%
Auburn	1.3%	0.2%	1.5%	0.9%	2.7%	1.3%
Othello	0.9%	1.6%	0.4%	2.5%	1.2%	1.3%
Adna	-1.9%	1.3%	4.7%	2.5%	-0.3%	1.3%
Nine Mile Falls	0.6%	0.3%	-0.9%	2.1%	4.3%	1.3%
Kennewick	1.8%	1.7%	0.8%	0.0%	1.9%	1.2%
Renton	1.2%	1.8%	1.7%	0.1%	1.2%	1.2%
Richland	2.1%	1.6%	-0.2%	1.2%	1.1%	1.2%
Waterville	-2.2%	7.2%	4.7%	4.6%	-8.7%	1.1%
Mossyrock	-0.1%	1.0%	-1.4%	4.3%	1.8%	1.1%
Griffin	-1.0%	4.7%	5.1%	-1.4%	-1.9%	1.1%
Bellevue	0.6%	0.5%	-0.3%	1.9%	2.9%	1.1%
Eastmont	0.5%	1.8%	0.6%	0.9%	1.6%	1.1%
Wishram	12.0%	-20.9%	2.9%	4.0%	7.0%	1.0%
Mukilteo	1.4%	0.9%	0.3%	2.0%	0.4%	1.0%
Orcas Island	7.7%	-4.1%	-2.6%	-1.8%	5.8%	1.0%
Creston	-2.5%	0.8%	-1.2%	3.6%	4.3%	1.0%
Mount Vernon	2.0%	-0.1%	0.9%	0.3%	1.7%	1.0%
Naselle-Grays River	-2.4%	-0.9%	2.2%	3.1%	2.8%	1.0%
West Valley (Yakima)	1.2%	0.5%	0.8%	0.7%	1.5%	0.9%
Damman	-1.4%	4.7%	-2.0%	9.6%	-6.3%	0.9%
Green Mountain	10.4%	-3.8%	3.3%	-3.7%	-1.6%	0.9%
Cle Elum-Roslyn	1.8%	-3.9%	-1.7%	3.6%	4.5%	0.9%
Granger	0.8%	0.7%	-1.7%	4.5%	0.0%	0.9%
Centralia	-1.1%	1.3%	0.6%	1.3%	2.3%	0.9%
Zillah	-0.2%	4.9%	0.0%	-0.6%	0.3%	0.9%
Orchard Prairie	-8.1%	-1.8%	6.6%	-2.5%	10.1%	0.9%
Trout Lake	2.4%	-2.4%	7.6%	-7.7%	4.4%	0.9%
Wilson Creek	-7.7%	1.8%	-7.9%	14.8%	3.3%	0.9%
Quincy	0.5%	0.4%	2.0%	0.1%	1.2%	0.8%
Coupeville	-2.5%	2.8%	3.9%	1.9%	-1.9%	0.8%
South Bend	1.4%	1.7%	0.4%	1.8%	-1.2%	0.8%
Columbia (Walla Walla)	0.6%	3.1%	1.8%	-2.1%	0.7%	0.8%
Castle Rock	0.7%	0.3%	0.1%	1.4%	1.6%	0.8%
Yakima	1.1%	0.6%	1.8%	-0.7%	1.3%	0.8%
Mill A	11.2%	-2.0%	-7.3%	-0.2%	2.3%	0.8%
Tumwater	0.3%	-1.0%	1.0%	1.4%	2.2%	0.8%
Sequim	1.1%	-1.2%	0.0%	2.1%	1.7%	0.7%
Evergreen (Stevens)	-17.5%	-6.2%	30.1%	5.3%	-8.1%	0.7%
Eatonville	-0.5%	-0.1%	-0.3%	3.1%	1.4%	0.7%
Sultan	2.0%	2.4%	-2.9%	0.2%	1.9%	0.7%
Kent	0.6%	0.1%	0.5%	1.7%	0.6%	0.7%
Wenatchee	0.8%	-0.1%	0.9%	1.5%	0.4%	0.7%
Riverview	-1.2%	-1.3%	0.1%	2.0%	3.8%	0.7%
Bellingham	-0.4%	1.0%	0.8%	1.7%	0.2%	0.6%
Shelton	-2.0%	0.0%	0.6%	1.3%	3.3%	0.6%
Tukwila	-1.4%	3.5%	-1.5%	0.1%	2.4%	0.6%
Lakewood	-0.7%	5.9%	1.6%	-2.8%	-0.9%	0.6%
Wapato	1.2%	1.9%	1.7%	-0.8%	-1.0%	0.6%
Stanwood-Camano	2.0%	1.3%	-1.9%	0.2%	1.4%	0.6%
Vancouver	1.2%	-0.3%	-0.1%	1.4%	0.7%	0.6%
Kalama	-1.5%	1.9%	2.7%	0.3%	-0.8%	0.5%
Walla Walla	1.2%	0.2%	0.9%	0.3%	-0.1%	0.5%
Ellensburg	-0.8%	2.2%	0.6%	-1.0%	1.4%	0.5%
Warden	3.8%	-0.9%	-2.8%	-0.4%	2.6%	0.5%2

Student Enrollment by School District
Sorted by Percentage Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Tekoa	-0.5%	-3.6%	-0.2%	2.4%	4.2%	0.5%
North Thurston	-0.1%	1.0%	0.0%	0.2%	1.1%	0.5%
University Place	1.1%	-1.1%	1.1%	-0.1%	1.0%	0.4%
Highland	-1.9%	2.2%	-2.2%	3.8%	0.0%	0.4%
Prosser	0.2%	-0.9%	1.6%	-0.5%	1.6%	0.4%
McCleary	-0.9%	-0.5%	1.4%	0.4%	1.5%	0.4%
Ferndale	0.7%	-0.1%	1.1%	0.2%	-0.3%	0.3%
Orondo	-6.2%	14.8%	-4.3%	-0.6%	-2.2%	0.3%
Franklin Pierce	3.9%	-1.6%	-0.1%	-0.7%	-0.1%	0.3%
Peninsula	-0.5%	0.5%	1.3%	-0.2%	0.4%	0.3%
Chehalis	1.4%	0.7%	-3.2%	0.1%	2.4%	0.3%
Toutle Lake	-2.0%	0.2%	2.5%	-1.3%	2.1%	0.3%
Mary Walker	3.8%	2.4%	-3.8%	1.3%	-2.4%	0.3%
Federal Way	0.1%	-1.0%	0.6%	0.9%	0.5%	0.2%
Pullman	0.0%	-0.7%	1.5%	-0.2%	0.2%	0.2%
Everett	0.4%	-0.6%	-0.3%	-0.8%	2.2%	0.2%
Freeman	4.7%	0.3%	-3.9%	-0.1%	-0.2%	0.2%
Kelso	-0.1%	1.2%	-0.9%	0.7%	-0.3%	0.1%
Northshore	-0.2%	-0.2%	-0.3%	0.4%	0.9%	0.1%
Carbonado	-0.2%	0.3%	0.2%	1.5%	-1.1%	0.1%
Wahkiakum	-0.8%	-6.6%	4.7%	1.3%	1.9%	0.1%
Cheney	-0.9%	-0.9%	-1.5%	0.3%	3.4%	0.1%
West Valley (Spokane)	-0.1%	0.1%	0.6%	0.6%	-0.7%	0.1%
Lake Washington	-0.1%	-0.2%	0.3%	0.1%	**0**	0.1%
North Kitsap	0.8%	1.1%	-1.6%	0.5%	-0.7%	0.0%
Toledo	-0.8%	-0.1%	-0.9%	-0.3%	2.1%	0.0%
Grapeview	-13.4%	1.5%	-1.5%	10.8%	2.5%	0.0%
Mount Baker	2.2%	0.8%	0.0%	-1.6%	-1.5%	0.0%
St. John	-10.4%	-2.9%	4.9%	-0.8%	9.1%	0.0%
San Juan Island	0.4%	-2.4%	2.8%	1.9%	-3.0%	-0.1%
Sedro-Woolley	-0.2%	3.1%	-0.4%	-1.5%	-1.4%	-0.1%
Marysville	1.1%	-1.3%	-3.9%	1.2%	2.5%	-0.1%
Soap Lake	4.0%	0.1%	-0.9%	-3.9%	-0.1%	-0.1%
Orient	2.5%	5.3%	-1.0%	1.0%	-8.7%	-0.2%
La Conner	-0.2%	-0.3%	-1.7%	0.7%	0.5%	-0.2%
Longview	1.2%	-2.0%	-0.2%	-1.3%	1.3%	-0.2%
Selah	-1.7%	-0.6%	0.9%	-0.6%	0.8%	-0.2%
Taholah	-1.6%	5.5%	2.0%	-1.1%	-5.9%	-0.2%
Raymond	-2.3%	-1.3%	-0.4%	-0.1%	2.8%	-0.2%
Prescott	-2.7%	-2.4%	-1.6%	1.7%	3.7%	-0.3%
Cashmere	-4.2%	1.8%	-0.8%	-1.7%	3.4%	-0.3%
Olympia	0.4%	-1.6%	-0.8%	-0.3%	0.7%	-0.3%
Seattle	0.3%	-0.8%	0.3%	-0.7%	-0.5%	-0.3%
North Mason	1.8%	-0.6%	-0.2%	-1.8%	-0.8%	-0.3%
North River	4.2%	-11.7%	11.2%	4.1%	-9.4%	-0.3%
College Place	0.7%	0.0%	3.9%	-1.7%	-4.5%	-0.3%
Naches Valley	0.7%	1.6%	-2.2%	-1.1%	-0.7%	-0.3%
Onalaska	-3.3%	0.8%	1.8%	-2.2%	1.1%	-0.4%
Harrington	-1.5%	2.4%	4.7%	-7.4%	0.1%	-0.4%
Asotin-Anatone	-6.2%	1.9%	6.1%	-0.9%	-2.8%	-0.4%
Anacortes	-0.1%	-0.2%	-0.6%	-0.2%	-0.8%	-0.4%
Aberdeen	1.9%	-1.0%	0.2%	-0.7%	-2.2%	-0.4%
Kettle Falls	-3.1%	1.2%	0.4%	-0.7%	0.1%	-0.4%
Quilcene	1.1%	-4.4%	-0.9%	3.3%	-1.3%	-0.4%
Tenino	0.1%	1.8%	-4.7%	-0.9%	1.5%	-0.4%
Pe Ell	-0.6%	2.4%	-4.2%	-0.6%	0.5%	-0.5%
Touchet	0.6%	-3.4%	-3.0%	2.3%	0.9%	-0.5%
Columbia (Stevens)	-10.7%	6.8%	-4.3%	2.9%	2.5%	-0.5%
Rainier	-2.1%	-0.7%	-2.7%	0.8%	1.8%	-0.6%
Lopez Island	2.1%	-2.7%	5.1%	-1.7%	-5.6%	-0.6%
Lake Chelan	-2.3%	-1.9%	0.9%	-0.6%	0.8%	-0.6%3

Student Enrollment by School District
Sorted by Percentage Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Medical Lake	1.0%	-0.1%	0.0%	-1.6%	-2.4%	-0.6%
Curlew	-6.9%	-3.0%	10.6%	-3.2%	-0.5%	-0.6%
Centerville	-13.3%	-8.6%	-6.5%	10.6%	14.7%	-0.6%
Edmonds	0.1%	-1.1%	-2.2%	-0.1%	0.1%	-0.6%
Vashon Island	-2.1%	-2.7%	-0.9%	1.5%	0.9%	-0.7%
Highline	-0.2%	-1.6%	-0.8%	-0.8%	0.1%	-0.7%
Entiat	-1.4%	-3.1%	-2.0%	3.3%	-0.2%	-0.7%
Stevenson-Carson	1.0%	-1.4%	-2.3%	-1.1%	0.2%	-0.7%
Shoreline	-0.1%	-2.1%	-0.4%	-0.4%	-0.7%	-0.7%
Meridian	-3.1%	1.3%	-0.7%	-1.7%	0.4%	-0.8%
South Kitsap	-0.9%	0.2%	-1.1%	-0.8%	-1.4%	-0.8%
Oakville	-1.2%	0.2%	-3.4%	-4.5%	4.9%	-0.8%
Spokane	-0.4%	-0.7%	-0.7%	-1.3%	-1.0%	-0.8%
Toppenish	-2.1%	-0.7%	-1.2%	-0.3%	0.2%	-0.8%
Central Kitsap	0.1%	0.0%	-1.6%	-1.4%	-1.2%	-0.8%
Montesano	-0.7%	-4.9%	-0.7%	-1.1%	2.9%	-0.9%
Bickleton	-14.9%	2.8%	15.2%	-0.3%	-7.5%	-0.9%
Mercer Island	-2.6%	-0.9%	0.2%	0.0%	-1.3%	-0.9%
Darrington	1.3%	-2.5%	-4.2%	-2.4%	3.1%	-0.9%
Cape Flattery	-2.5%	-3.5%	-2.6%	8.6%	-4.8%	-1.0%
Ephrata	-1.3%	-1.9%	-0.8%	-1.2%	0.3%	-1.0%
Conway	0.2%	-5.5%	-3.7%	0.4%	3.6%	-1.0%
Clarkston	-1.9%	-1.5%	0.4%	-0.9%	-1.0%	-1.0%
Kiona-Benton City	0.1%	-1.6%	-0.2%	-1.5%	-1.8%	-1.0%
Brewster	-0.6%	-0.2%	-1.3%	-2.9%	0.0%	-1.0%
Pateros	-4.9%	-0.6%	-3.2%	5.4%	-1.8%	-1.0%
Riverside	-4.1%	0.1%	-1.9%	-1.0%	1.7%	-1.0%
Enumclaw	-0.6%	-0.9%	-2.8%	0.0%	-1.1%	-1.1%
Clover Park	0.4%	-2.1%	-3.3%	-3.2%	2.6%	-1.1%
Lacrosse	1.4%	4.8%	-5.9%	-4.3%	-1.7%	-1.1%
North Franklin	-0.8%	-1.1%	-0.6%	-1.4%	-1.9%	-1.2%
Manson	-1.3%	-4.4%	-0.4%	-2.6%	2.7%	-1.2%
Ritzville	-0.5%	-1.6%	-6.4%	1.6%	0.9%	-1.2%
Ocosta	-1.3%	-0.1%	0.3%	0.0%	-4.9%	-1.2%
Okanogan	-9.9%	-4.1%	2.4%	2.1%	3.4%	-1.2%
Elma	0.6%	-1.9%	-3.3%	0.7%	-2.2%	-1.2%
Oak Harbor	-0.7%	-1.9%	1.7%	-3.4%	-1.9%	-1.2%
Tacoma	0.9%	-0.2%	-2.4%	-2.8%	-1.8%	-1.3%
Hoquiam	-2.3%	-1.6%	-1.6%	-2.1%	1.0%	-1.3%
Nooksack Valley	0.5%	-3.0%	0.1%	-2.1%	-2.2%	-1.3%
Port Angeles	-1.3%	-2.2%	0.0%	-0.4%	-3.0%	-1.4%
Pioneer	-2.6%	0.6%	1.5%	-6.0%	-0.6%	-1.4%
Easton	0.3%	0.8%	1.9%	-3.8%	-6.5%	-1.5%
Lyle	-2.9%	-3.8%	2.3%	-3.7%	0.4%	-1.5%
Winlock	-0.8%	-4.4%	-1.5%	0.5%	-1.5%	-1.5%
Colfax	-2.2%	-3.2%	-1.9%	-0.3%	-0.4%	-1.6%
Mount Pleasant	-5.4%	-0.3%	1.2%	-2.2%	-1.4%	-1.6%
Selkirk	-2.1%	-2.5%	0.0%	0.7%	-4.2%	-1.6%
Skamania	0.0%	-11.1%	-14.7%	-1.2%	18.9%	-1.6%
Mount Adams	-3.8%	-1.4%	0.1%	0.9%	-4.4%	-1.7%
Tonasket	-3.7%	1.3%	-2.5%	-2.4%	-1.4%	-1.7%
Waitsburg	1.5%	-3.0%	-0.5%	-4.5%	-2.3%	-1.8%
White Salmon	-2.7%	0.9%	-3.3%	-3.4%	-0.3%	-1.8%
Keller	14.5%	3.6%	-1.6%	-12.5%	-13.5%	-1.9%
Cosmopolis	-15.2%	-5.0%	-1.0%	-0.3%	11.8%	-1.9%
Newport	-3.8%	-1.7%	-0.1%	-1.8%	-2.5%	-2.0%
Morton	-3.9%	2.5%	-1.7%	-7.1%	0.5%	-2.0%
Rosalia	-1.1%	-2.1%	-3.4%	-5.7%	2.2%	-2.0%
Port Townsend	-0.9%	-2.4%	-3.9%	-3.1%	0.1%	-2.0%
Cascade	-3.7%	-1.7%	-0.1%	-2.2%	-2.4%	-2.0%
Willapa Valley	0.2%	0.8%	-2.4%	-4.9%	-3.8%	-2.0%4

Student Enrollment by School District
Sorted by Percentage Growth

School District	2002	2003	2004	2005	2006	5 Year Avg.
Republic	1.6%	-2.7%	-2.7%	3.4%	-10.2%	-2.1%
East Valley (Spokane)	-1.7%	-1.8%	-3.4%	-2.2%	-1.6%	-2.1%
Quinault	4.2%	0.6%	-5.0%	-2.3%	-8.4%	-2.2%
Quillayute Valley	-6.9%	-0.3%	0.8%	-0.3%	-4.2%	-2.2%
Bremerton	-1.5%	-1.2%	-1.5%	-5.4%	-1.6%	-2.2%
Colton	-0.6%	3.0%	-7.9%	-0.5%	-5.3%	-2.3%
Concrete	-6.2%	-2.8%	-1.3%	-3.0%	1.8%	-2.3%
Dayton	-2.8%	-3.4%	4.6%	-8.3%	-1.7%	-2.3%
Ocean Beach	-0.4%	-0.8%	-4.1%	-1.8%	-4.6%	-2.3%
Chimacum	-2.8%	-3.5%	0.1%	-2.0%	-4.0%	-2.4%
South Whidbey	-1.8%	-1.2%	-1.7%	-4.3%	-3.7%	-2.5%
Wilbur	-2.7%	-6.7%	-6.3%	4.4%	-1.6%	-2.6%
Onion Creek	17.0%	-19.6%	-12.5%	26.2%	-24.6%	-2.7%
Colville	-4.3%	-4.2%	-2.2%	-2.6%	-0.2%	-2.7%
Great Northern	5.2%	0.0%	-5.2%	7.5%	-21.1%	-2.7%
Dixie	4.9%	7.9%	-1.4%	-15.3%	-10.0%	-2.8%
Finley	-1.9%	-5.5%	-2.6%	-0.3%	-3.8%	-2.8%
Grand Coulee Dam	-2.0%	-0.6%	-4.2%	-0.1%	-7.2%	-2.8%
Cusick	-3.3%	-6.8%	-3.7%	-3.3%	2.9%	-2.8%
Chewelah	-2.9%	-4.2%	-2.3%	-5.1%	-0.3%	-3.0%
Inchelium	-8.5%	-5.2%	0.7%	-0.7%	-1.9%	-3.1%
Liberty	-9.0%	-4.6%	0.8%	-1.9%	-0.9%	-3.1%
Northport	-9.3%	-3.0%	6.3%	-9.3%	-0.3%	-3.1%
Kahlotus	2.7%	-13.8%	-2.7%	2.4%	-4.5%	-3.2%
Brinnon	1.4%	-15.7%	-11.9%	-26.8%	36.4%	-3.3%
Omak	-4.3%	-1.6%	-4.3%	-5.2%	-1.4%	-3.3%
Hood Canal	-3.0%	-6.9%	5.2%	-11.0%	-1.6%	-3.5%
Klickitat	-3.1%	-4.2%	-10.6%	-5.8%	5.6%	-3.6%
Goldendale	-2.3%	-5.2%	-3.4%	-5.3%	-1.8%	-3.6%
Thorp	-2.1%	-10.6%	-2.9%	-1.4%	-1.9%	-3.8%
Palisades	7.2%	2.9%	-16.2%	8.2%	-21.3%	-3.8%
Endicott	2.8%	-11.5%	-11.4%	-3.9%	4.8%	-3.9%
Mary M. Knight	-4.2%	4.3%	-5.3%	1.5%	-15.7%	-3.9%
Methow Valley	-5.5%	-4.7%	0.6%	-3.0%	-7.0%	-3.9%
Sprague	-1.3%	-3.2%	-5.4%	-6.0%	-4.3%	-4.1%
Oroville	-2.5%	-1.4%	-8.1%	-5.1%	-3.3%	-4.1%
Garfield	-13.2%	-6.3%	1.7%	-9.0%	5.5%	-4.3%
Pomeroy	-6.5%	-2.0%	-4.5%	-3.0%	-5.4%	-4.3%
Mansfield	0.8%	10.9%	-10.9%	-18.3%	-5.5%	-4.6%
Oakesdale	-0.6%	-4.0%	-4.5%	-2.8%	-11.9%	-4.8%
Nespelem	-12.6%	-7.6%	-5.1%	2.5%	-1.2%	-4.8%
Wishkah Valley	-5.8%	-3.7%	-3.8%	-4.2%	-6.6%	-4.8%
Palouse	-5.5%	-3.1%	-4.5%	-2.6%	-8.7%	-4.9%
Odessa	-8.6%	-0.5%	-3.8%	-11.9%	-2.6%	-5.5%
Glenwood	-1.4%	-13.1%	-1.3%	-9.0%	-7.6%	-6.5%
Index	32.2%	-23.1%	-27.4%	3.7%	-18.4%	-6.6%
Almira	-1.2%	-2.5%	-14.9%	-2.3%	-12.8%	-6.8%
Coulee-Hartline	-2.5%	-9.5%	-2.6%	-6.9%	-12.3%	-6.8%
Queets-Clearwater	-2.1%	-1.8%	-1.5%	-15.1%	-16.5%	-7.4%
White Pass	-9.5%	-12.3%	-8.4%	-6.0%	-2.7%	-7.8%
Vader	-11.9%	-24.5%	-15.0%	-0.1%	4.6%	-9.4%
Washtucna	-13.6%	-9.3%	-9.8%	-17.4%	2.1%	-9.6%
Statewide	**0.6%**	**0.2%**	**0.4%**	**0.4%**	**0.9%**	**0.5%**

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Matching Ratios

2007 State Matching Ratios

COUNTY	SCHOOL DISTRICT	TOTAL MATCHING RATIO
01 ADAMS		
109	WASHTUCNA	52.41%
122	BENGE	20.00%
147	OTHELLO	83.58%
158	LIND	53.18%
160	RITZVILLE	57.43%
02 ASOTIN		
250	CLARKSTON	74.46%
420	ASOTIN	65.71%
03 BENTON		
017	KENNEWICK	75.94%
050	PATERSON	20.00%
052	KIONA BENTON	80.06%
053	FINLEY	74.12%
116	PROSSER	76.43%
400	RICHLAND	68.54%
04 CHELAN		
019	MANSON	53.12%
069	STEHEKIN	25.15%
127	ENTIAT	61.24%
129	LAKE CHELAN	37.56%
222	CASHMERE	71.52%
228	CASCADE	33.15%
246	WENATCHEE	63.67%
05 CLALLAM		
121	PORT ANGELES	51.01%
313	CRESCENT	48.16%
323	SEQUIM	24.51%
401	CAPE FLATTERY	73.84%
402	QUILLAYUTE VALLEY	93.61%
06 CLARK		
037	VANCOUVER	60.37%
098	HOCKINSON	65.71%
101	LA CENTER	61.74%
103	GREEN MOUNTAIN	53.42%
112	WASHOUGAL	57.52%
114	EVERGREEN	65.88%
117	CAMAS	56.33%
119	BATTLE GROUND	65.47%
122	RIDGEFIELD	45.01%
07 COLUMBIA		
002	DAYTON	54.36%
035	STARBUCK	43.04%
08 COWLITZ		
122	LONGVIEW	60.82%
130	TOUTLE LAKE	63.96%
401	CASTLE ROCK	71.80%
402	KALAMA	44.60%
404	WOODLAND	62.95%
458	KELSO	75.26%

09 DOUGLAS

013	ORONDO	53.40%
075	BRIDGEPORT	96.24%
102	PALISADES	66.32%
206	EASTMONT	74.09%
207	MANSFIELD	61.54%
209	WATERVILLE	66.43%

10 FERRY

003	KELLER	82.44%
050	CURLEW	72.03%
065	ORIENT	48.62%
070	INCHELIUM	78.47%
309	REPUBLIC	65.95%

11 FRANKLIN

001	PASCO	85.57%
051	NORTH FRANKLIN	76.51%
054	STAR	42.16%
056	KAHLOTUS	66.22%

12 GARFIELD

110	POMEROY	63.75%

13 GRANT

073	WAHLUKE	86.83%
144	QUINCY	72.12%
146	WARDEN	80.52%
151	COULEE-HARTLINE	43.18%
156	SOAP LAKE	77.26%
160	ROYAL	79.56%
161	MOSES LAKE	76.96%
165	EPHRATA	80.19%
167	WILSON CREEK	74.62%
301	GRAND COULEE DAM	79.57%

14 GRAYS HARBOR

005	ABERDEEN	70.89%
028	HOQUIAM	75.89%
064	NORTH BEACH	20.00%
065	MCCLEARY	70.22%
066	MONTESANO	62.51%
068	ELMA	69.01%
077	TAHOLAH	88.65%
097	QUINAULT	48.23%
099	COSMOPOLIS	57.34%
104	SATSOP	62.08%
117	WISHKAH VALLEY	53.51%
172	OCOSTA	28.84%
400	OAKVILLE	55.67%

15 ISLAND

201	OAK HARBOR	58.05%
204	COUPEVILLE	20.00%
206	SOUTH WHIDBEY	20.00%

16 JEFFERSON

020	CLEARWATER	20.00%
046	BRINNON	20.00%
048	QUILCENE	20.52%
049	CHIMACUM	29.64%
050	PORT TOWNSEND	26.33%

17 KING

001	SEATTLE	20.00%
210	FEDERAL WAY	61.84%
216	ENUMCLAW	57.67%
400	MERCER ISLAND	20.00%
401	HIGHLINE	49.02%
402	VASHON ISLAND	23.98%
403	RENTON	35.22%
404	SKYKOMISH	20.00%
405	BELLEVUE	20.00%
406	TUKWILA	42.13%
407	RIVERVIEW	44.41%
408	AUBURN	59.32%
409	TAHOMA	60.38%
410	SNOQUALMIE VALLEY	43.64%
411	ISSAQUAH	38.23%
412	SHORELINE	42.47%
414	LAKE WASHINGTON	23.96%
415	KENT	57.06%
417	NORTHSHORE	41.16%

18 KITSAP

100	BREMERTON	53.97%
303	BAINBRIDGE	24.28%
400	NORTH KITSAP	39.05%
401	CENTRAL KITSAP	60.63%
402	SOUTH KITSAP	57.12%

19 KITTITAS

007	DAMMAN	38.43%
028	EASTON	20.00%
400	THORP	31.68%
401	ELLENSBURG	57.27%
403	KITTITAS	60.33%
404	CLE ELUM-ROSLYN	20.00%

20 KLICKITAT

094	WISHRAM	62.09%
203	BICKLETON	25.24%
215	CENTERVILLE	62.27%
400	TROUT LAKE	43.94%
401	GLENWOOD	30.93%
402	KLICKITAT	76.93%
403	ROOSEVELT	44.24%
404	GOLDENDALE	48.85%
405	WHITE SALMON	48.87%
406	LYLE	50.54%

21 LEWIS

014	NAPAVINE	72.55%
018	VADER	31.36%
036	EVALINE	50.17%
206	MOSSYROCK	64.31%
214	MORTON	49.13%
226	ADNA	64.88%
232	WINLOCK	75.58%
234	BOISTFORT	20.00%
237	TOLEDO	72.68%
300	ONALASKA	66.83%
301	PE ELL	58.54%
302	CHEHALIS	66.60%
303	WHITE PASS	34.89%
401	CENTRALIA	55.34%

22 LINCOLN

008	SPRAGUE	49.60%

009	REARDAN	67.08%
017	ALMIRA	48.56%
073	CRESTON	35.90%
105	ODESSA	57.88%
200	WILBUR	61.14%
204	HARRINGTON	54.82%
207	DAVENPORT	79.92%

23 MASON

042	SOUTHSIDE	66.89%
054	GRAPEVIEW	20.00%
309	SHELTON	71.49%
311	MARY M KNIGHT	31.63%
402	PIONEER	41.03%
403	NORTH MASON	40.21%
404	HOOD CANAL	20.00%

24 OKANOGAN

014	NESPELEM	95.79%
019	OMAK	79.90%
105	OKANOGAN	83.24%
111	BREWSTER	79.97%
122	PATEROS	60.24%
350	METHOW VALLEY	20.00%
404	TONASKET	73.65%
410	OROVILLE	67.39%

25 PACIFIC

101	OCEAN BEACH	20.05%
116	RAYMOND	69.42%
118	SOUTH BEND	74.96%
155	NASELLE GRAYS RIVER	48.60%
160	WILLAPA VALLEY	54.46%
200	NORTH RIVER	20.00%

26 PEND OREILLE

056	NEWPORT	58.39%
059	CUSICK	22.30%
070	SELKIRK	53.94%

27 PIERCE

001	STEILACOOM HISTORICAL	75.87%
003	PUYALLUP	61.78%
010	TACOMA	52.62%
019	CARBONADO	64.26%
083	UNIVERSITY PLACE	61.64%
320	SUMNER	57.59%
343	DIERINGER	46.93%
344	ORTING	64.61%
400	CLOVER PARK	63.93%
401	PENINSULA	34.10%
402	FRANKLIN PIERCE	65.90%
403	BETHEL	66.81%
404	EATONVILLE	58.06%
416	WHITE RIVER	61.70%
417	FIFE	47.63%

28 SAN JUAN

010	SHAW	20.00%
137	ORCAS	20.00%
144	LOPEZ	20.00%
149	SAN JUAN	20.00%

29 SKAGIT

011	CONCRETE	60.35%

100	BURLINGTON EDISON	56.47%
101	SEDRO WOOLLEY	62.49%
103	ANACORTES	22.18%
311	LA CONNER	42.27%
317	CONWAY	53.11%
320	MT VERNON	63.12%

30 SKAMANIA

002	SKAMANIA	26.13%
029	MOUNT PLEASANT	61.52%
031	MILL A	63.10%
303	STEVENSON-CARSON	54.71%

31 SNOHOMISH

002	EVERETT	50.37%
004	LAKE STEVENS	66.78%
006	MUKILTEO	49.78%
015	EDMONDS	41.50%
016	ARLINGTON	60.72%
025	MARYSVILLE	65.22%
063	INDEX	20.00%
103	MONROE	58.15%
201	SNOHOMISH	55.76%
306	LAKEWOOD	54.94%
311	SULTAN	62.26%
330	DARRINGTON	60.22%
332	GRANITE FALLS	60.52%
401	STANWOOD	42.16%

32 SPOKANE

081	SPOKANE	67.51%
123	ORCHARD PRAIRIE	41.72%
312	GREAT NORTHERN	24.23%
325	NINE MILE FALLS	71.77%
326	MEDICAL LAKE	84.80%
354	MEAD	70.21%
356	CENTRAL VALLEY	70.75%
358	FREEMAN	68.31%
360	CHENEY	66.13%
361	EAST VALLEY	66.50%
362	LIBERTY	51.31%
363	WEST VALLEY	70.45%
414	DEER PARK	82.63%
416	RIVERSIDE	73.08%

33 STEVENS

030	ONION CREEK	58.78%
036	CHEWELAH	73.29%
049	WELLPINIT	100.00%
070	VALLEY	100.00%
115	COLVILLE	70.19%
183	LOON LAKE	33.59%
202	SUMMIT VALLEY	76.44%
205	EVERGREEN	32.96%
206	COLUMBIA	74.08%
207	MARY WALKER	81.80%
211	NORTHPORT	48.13%
212	KETTLE FALLS	66.73%

34 THURSTON

002	YELM	68.39%
003	NORTH THURSTON	57.04%
033	TUMWATER	59.28%
111	OLYMPIA	46.69%
307	RAINIER	67.73%

324	GRIFFIN	38.37%
401	ROCHESTER	66.57%
402	TENINO	56.99%

35 WAHKIAKUM

200	WAHKIAKUM	44.47%

36 WALLA WALLA

101	DIXIE	40.79%
140	WALLA WALLA	69.03%
250	COLLEGE PLACE	59.49%
300	TOUCHET	44.78%
400	COLUMBIA	57.86%
401	WAITSBURG	73.43%
402	PRESCOTT	36.07%

37 WHATCOM

501	BELLINGHAM	36.72%
502	FERNDALE	47.50%
503	BLAINE	20.00%
504	LYNDEN	60.06%
505	MERIDIAN	61.64%
506	NOOKSACK VALLEY	66.56%
507	MOUNT BAKER	61.22%

38 WHITMAN

126	LACROSSE JOINT	42.49%
264	LAMONT	65.80%
265	TEKOA	84.33%
267	PULLMAN	57.48%
300	COLFAX	67.92%
301	PALOUSE	71.14%
302	GARFIELD	62.48%
304	STEPTOE	60.58%
306	COLTON	61.00%
308	ENDICOTT	51.94%
320	ROSALIA	73.93%
322	ST JOHN	55.78%
324	OAKESDALE	50.84%

39 YAKIMA

002	UNION GAP	60.34%
003	NACHES VALLEY	70.17%
007	YAKIMA	79.47%
090	EAST VALLEY	74.69%
119	SELAH	74.00%
120	MABTON	90.10%
200	GRANDVIEW	86.97%
201	SUNNYSIDE	85.26%
202	TOPPENISH	87.57%
203	HIGHLAND	77.96%
204	GRANGER	90.52%
205	ZILLAH	81.42%
207	WAPATO	87.66%
208	WEST VALLEY	70.84%
209	MOUNT ADAMS	88.10%

2007 Project Release

SUPERINTENDENT OF PUBLIC INSTRUCTION
SCHOOL CONSTRUCTION ASSISTANCE PROGRAM
2007 PROJECT RELEASE

Preliminary

	DISTRICT	PROJECT	STATE FUNDS
	BENTON COUNTY		
1	Kiona-Benton 52	Kiona-Benton City High Repl (N/L)	$558,885
	Kiona-Benton 52	Kiona-Benton City High Mod	$11,236,906
2	Richland 400	Jason Lee El Repl (N/L)	$7,327,829
3	Richland 400	New Elementary (N/L)	$2,709,702
	CLARK COUNTY		
4	Evergreen 114	New Elementary #2	$7,841,208
5	Battle Ground 119	New K-8 School #2	$16,185,807
6	Battle Ground 119	Amboy Mid Ad	$3,319,274
	Battle Ground 119	Amboy Mid Repl (N/L)	$4,115,056
7	Battle Ground 119	Lewisville Mid Ad	$2,139,430
	Battle Ground 119	Lewisville Mid Repl (N/L)	$8,693,474
	FRANKLIN COUNTY		
8	Pasco 1	New Chiawana High	$46,274,291
9	Pasco 1	Pasco High Ad	$3,977,137
	Pasco 1	Pasco High Mod	$3,042,156
	GRANT COUNTY		
10	Coulee-Hartline 151	Almira/Coulee Coop High Repl (N/L)	$5,662,253
	KING COUNTY		
11	Seattle 1	Garfield High Repl (N/L)	$1,880,850
	Seattle 1	Garfield High Mod	$6,476,745
12	Seattle 1	Cleveland High Repl (N/L)	$3,223,515
	Seattle 1	Cleveland High Mod	$3,190,399
13	Seattle 1	Roosevelt High Repl (N/L)	$2,726,982
	Seattle 1	Roosevelt High Mod	$6,522,711
14	Seattle 1	New South Lake High (N/L)	$1,131,873
15	Highline 401	Midway El Repl (N/L)	$4,036,175
16	Highline 401	Shorewood El Repl (N/L)	$3,819,295
17	Bellevue 405	Woodridge El Repl (N/L)	$1,496,495
18	Bellevue 405	Lake Heights El Repl (N/L)	$1,613,102
19	Bellevue 405	Sherwood Forest El Repl (N/L)	$1,501,612
20	Kent 415	Mill Creek Mid Repl (N/L)	$907,834
	Kent 415	Mill Creek Mid Mod	$582,356
21	Kent 415	Kentlake High Ad	$1,380,869
22	Northshore 417	Bothell High Repl (N/L) - Phase 3	$6,892,307

	KITSAP COUNTY		
23	Bremerton 100-C	Bremerton High Ad	$2,974,816
24	Bainbridge Island 303	Bainbridge Island High Repl (N/L)	$1,900,117
25	North Kitsap 400	North Kitsap High Mod	$6,562,118
	LEWIS COUNTY		
26	Centralia 401	Oakview El Mod	$1,529,764
	PACIFIC COUNTY		
27	Willapa Valley 160	Willapa Vly Mid/High Repl (N/L)	$3,417,237
	Willapa Valley 160	Willapa Valley Mid/High Mod	$2,198,263
	PIERCE COUNTY		
28	Steilacoom Historical 1	Pioneer Mid Ad	$1,324,440
	Steilacoom Historical 1	Pioneer Mid Repl (N/L)	$3,763,430
29	Steilacoom Historical 1	Steilacoom High Ad	$53,641
	Steilacoom Historical 1	Steilacoom High Mod	$11,622,462
30	Puyallup 3	Aylen Jr High Ad	$2,097,817
	Puyallup 3	Aylen Jr High Repl (N/L)	$9,678,564
31	Tacoma 10	Gray Mid Repl (N/L)	$13,121,960
32	University Place 83	University Place Primary Repl (N/L)	$5,274,562
33	Orting 344	Orting Mid Ad	$3,707,807
	Orting 344	Orting Mid Repl (N/L)	$4,731,106
34	Orting 344	Orting High Ad	$1,687,380
35	Clover Park 400	Lakeview El Repl (N/L)	$4,907,471
	SNOHOMISH COUNTY		
36	Everett 2	Garfield El Ad (N/L)	$163,831
	Everett 2	Garfield El Mod	$4,836,970
37	Everett 2	Silver Lake El Repl (N/L)	$874,621
	Everett 2	Silver Lake El Mod	$2,085,072
38	Lake Stevens 4	Hillcrest El Mod	$6,366,127
39	Lake Stevens 4	Mount Pilchuck El Mod	$5,861,964
40	Lake Stevens 4	Lake Stevens High Cafeteria Mod	$3,367,370
41	Edmonds 15	New Lynnwood High (N/L)	$15,644,179
42	Marysville 25	New Grove Elementary #11	$5,544,252
	SPOKANE COUNTY		
43	Spokane 81	John R. Rogers High Repl (N/L)	$9,992,199
	Spokane 81	John R. Rogers High Mod	$9,159,159
44	Spokane 81	Shadle Park High Repl (N/L)	$6,767,125
	Spokane 81	Shadle Park High Mod	$26,270,818
	STEVENS COUNTY		
45	Valley 70	Valley K-8 Ad	$101,224
	Valley 70	Valley K-8 Mod	$4,424,096

	THURSTON COUNTY		
46	Yelm 2	Prairie El Ad	$538,232
47	North Thurston 3	Timberline High Ad - Phase 2	$451,651
	North Thurston 3	Timberline Hi Repl (N/L) - Phase 2	$8,546,661
	North Thurston 3	Timberline High Mod - Phase 2	$1,942,044
48	North Thurston 3	Woodland El Ad	$571,094
	North Thurston 3	Woodland El Mod	$4,787,532
49	Tumwater 33	Littlerock El Bldg B Mod	$648,901
50	Tumwater 33	Tumwater Mid Mod	$2,845,360
	YAKIMA COUNTY		
51	Sunnyside 201	New Sun Valley Elementary	$6,588,486
52	Toppenish 202	Toppenish High Mod	$15,258,200
			$394,656,648

Explanation of Abbreviations

N/L = New-in-Lieu: a new building that is being built in lieu of modernizing an existing building consistent with the cost/benefit analysis.

Repl = Replacement: a new building is being built to replace an existing building.

Ad = Addition: additional area is being built on to an existing facility.

Mod = Modernization: An existing facility is being modernized.

Bond Elections

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
01-147	OTHELLO	5/90	$4,800,000		68.98%	
01-147	OTHELLO	5/95		$23,500,000	35.38%	
01-147	OTHELLO	5/96		$8,800,000	54.71%	
01-147	OTHELLO	2/97	$3,900,000		62.74%	
01-147	OTHELLO	5/05		$26,981,000	53.90%	
01-147	OTHELLO	9/05		$26,981,000	54.00%	**54.95%**
01-158	LIND	11/94	$3,000,000		60.50%	**60.50%**
01-160	RITZVILLE	3/90		$4,500,000	30.85%	
01-160	RITZVILLE	5/92		$1,700,000	45.83%	
01-160	RITZVILLE	5/93		$1,300,000	51.69%	
01-160	RITZVILLE	11/93	$150,000		62.72%	
01-160	RITZVILLE	11/01		$4,500,000	49.08%	
01-160	RITZVILLE	4/02	$3,500,000		69.28%	**51.58%**
02-250	CLARKSTON	5/97		$8,300,000	55.07%	
02-250	CLARKSTON	5/98	$8,794,368		76.20%	**65.64%**
02-420	ASOTIN-ANATONE	9/90		$2,600,000	54.37%	
02-420	ASOTIN-ANATONE	11/90		$2,350,000	53.95%	
02-420	ASOTIN-ANATONE	9/91	$1,750,000		71.22%	**59.85%**
03-017	KENNEWICK	9/90		$17,600,000	59.38%	
03-017	KENNEWICK	11/90	$17,600,000		61.70%	
03-017	KENNEWICK	5/93		$39,000,000	73.01%	
03-017	KENNEWICK	5/93		$2,500,000	62.39%	
03-017	KENNEWICK	11/93		$4,000,000	52.12%	
03-017	KENNEWICK	11/93	$37,000,000		63.20%	
03-017	KENNEWICK	5/94	$4,500,000		70.14%	
03-017	KENNEWICK	3/99		$25,300,000	58.22%	
03-017	KENNEWICK	5/99		$26,300,000	57.06%	
03-017	KENNEWICK	3/01	$25,000,000		72.38%	**62.96%**
03-050	PATERSON	11/92		$975,000	56.67%	
03-050	PATERSON	5/93	$1,300,000		61.54%	
03-050	PATERSON	3/01		$1,200,000	48.51%	
03-050	PATERSON	2/03	$1,724,000		63.06%	**57.45%**
03-052	KIONA-BENTON	5/92	$3,500,000		70.50%	
03-052	KIONA-BENTON	3/01		$6,375,000	58.91%	
03-052	KIONA-BENTON	5/01		$6,375,000	52.73%	**60.71%**
03-053	FINLEY	2/91	$4,070,000		66.28%	
03-053	FINLEY	9/94		$3,800,000	45.83%	
03-053	FINLEY	2/95		$2,813,019	50.79%	
03-053	FINLEY	3/99	$4,700,000		64.17%	**56.77%**
03-116	PROSSER	5/91		$7,440,000	55.49%	
03-116	PROSSER	3/92		$14,050,000	48.68%	
03-116	PROSSER	9/94	$11,500,000		63.18%	
03-116	PROSSER	5/98		$17,900,000	59.60%	
03-116	PROSSER	5/05		$43,600,000	29.40%	**51.27%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
03-400	RICHLAND	9/91		$15,800,000	37.54%	
03-400	RICHLAND	5/92	$16,150,000		83.34%	
03-400	RICHLAND	2/94		$11,577,217	37.92%	
03-400	RICHLAND	11/96		$5,900,000	54.55%	
03-400	RICHLAND	11/96		$14,000,000	51.93%	
03-400	RICHLAND	3/97	$5,900,000		66.11%	
03-400	RICHLAND	3/97	$14,000,000		63.02%	
03-400	RICHLAND	3/01		$88,500,000	54.06%	
03-400	RICHLAND	5/01		$76,000,000	49.70%	
03-400	RICHLAND	4/03	$77,800,000		64.08%	**56.23%**
04-019	MANSON	5/95	$4,900,000		61.72%	**61.72%**
04-127	ENTIAT	11/93	$1,900,000		68.08%	
04-127	ENTIAT	5/95	$575,000		62.38%	**65.23%**
04-129	LAKE CHELAN	5/96		$6,900,000	54.23%	
04-129	LAKE CHELAN	9/96		$6,900,000	49.19%	
04-129	LAKE CHELAN	3/98		$17,547,000	54.62%	**52.68%**
04-222	CASHMERE	3/05	$16,337,000		80.94%	**80.94%**
04-228	CASCADE	2/90	$9,045,200		60.00%	**60.00%**
04-246	WENATCHEE	5/90	$24,975,000		61.50%	
04-246	WENATCHEE	2/96		$21,650,000	31.29%	
04-246	WENATCHEE	5/01		$29,860,000	59.39%	
04-246	WENATCHEE	9/01		$29,860,000	59.22%	
04-246	WENATCHEE	4/02	$26,700,000		66.11%	**55.50%**
05-121	PORT ANGELES	2/92		$26,707,750	57.90%	
05-121	PORT ANGELES	4/92		$26,707,750	58.52%	
05-121	PORT ANGELES	2/93		$9,687,743	77.73%	
05-121	PORT ANGELES	2/94	$9,900,000		67.31%	
05-121	PORT ANGELES	5/99		$15,000,000	57.48%	
05-121	PORT ANGELES	9/99		$14,000,000	51.88%	
05-121	PORT ANGELES	2/01	$9,500,000		62.92%	**61.96%**
05-323	SEQUIM	2/92		$25,200,000	36.24%	
05-323	SEQUIM	2/94		$10,500,000	54.82%	
05-323	SEQUIM	9/94		$11,000,000	52.23%	
05-323	SEQUIM	2/96	$25,000,000		66.34%	**52.41%**
05-401	CAPE FLATTERY	11/96		$3,270,000	58.28%	
05-401	CAPE FLATTERY	5/97		$2,980,000	53.39%	**55.84%**
05-402	QUILLAYUTE VALLEY	11/97		$7,425,000	58.08%	
05-402	QUILLAYUTE VALLEY	2/98	$7,425,000		62.97%	**60.53%**
06-037	VANCOUVER	2/90	$45,000,000		64.26%	
06-037	VANCOUVER	2/94	$135,000,000		63.11%	
06-037	VANCOUVER	3/00		$85,500,000	58.90%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
06-037	VANCOUVER	3/01	$87,700,000		62.98%	**62.31%**
06-098	HOCKINSON	3/90		$2,500,000	58.61%	
06-098	HOCKINSON	5/90	$2,500,000		65.17%	
06-098	HOCKINSON	2/94		$608,000	55.29%	
06-098	HOCKINSON	3/00	$16,100,000		60.40%	**59.87%**
06-101	LACENTER	2/90		$325,000	54.84%	
06-101	LACENTER	9/90	$4,600,000		62.97%	
06-101	LACENTER	2/95		$8,125,000	42.11%	
06-101	LACENTER	5/95		$8,085,000	42.75%	
06-101	LACENTER	2/97		$8,500,000	49.08%	
06-101	LACENTER	11/99		$16,500,000	51.53%	
06-101	LACENTER	5/02		$12,800,000	54.93%	
06-101	LACENTER	5/02		$3,200,000	51.27%	
06-101	LACENTER	9/02	$12,800,000		60.88%	
06-101	LACENTER	9/02		$3,200,000	56.01%	**52.64%**
06-103	GREEN MOUNTAIN	11/92		$794,000	57.76%	
06-103	GREEN MOUNTAIN	2/93	$814,000		66.38%	
06-103	GREEN MOUNTAIN	5/95		$780,000	38.10%	**54.08%**
06-112	WASHOUGAL	2/94		$15,000,000	53.91%	
06-112	WASHOUGAL	5/94		$15,000,000	57.48%	
06-112	WASHOUGAL	2/95		$12,775,000	57.72%	
06-112	WASHOUGAL	2/95		$6,205,000	53.69%	
06-112	WASHOUGAL	5/95		$19,000,000	59.09%	
06-112	WASHOUGAL	5/96		$24,470,000	54.72%	
06-112	WASHOUGAL	3/99	$36,000,000		67.90%	**57.79%**
06-114	EVERGREEN	2/90	$9,765,000		64.67%	
06-114	EVERGREEN	11/91		$19,875,000	54.05%	
06-114	EVERGREEN	2/92	$19,875,000		61.88%	
06-114	EVERGREEN	2/94	$47,980,000		60.87%	
06-114	EVERGREEN	2/96		$68,700,000	48.17%	
06-114	EVERGREEN	5/96		$68,700,000	56.94%	
06-114	EVERGREEN	5/97		$69,700,000	52.69%	
06-114	EVERGREEN	3/98		$64,550,000	54.90%	
06-114	EVERGREEN	2/99	$40,000,000		60.80%	
06-114	EVERGREEN	5/02	$167,930,000		65.07%	**58.00%**
06-117	CAMAS	5/91		$22,395,000	56.70%	
06-117	CAMAS	2/92		$23,765,000	50.00%	
06-117	CAMAS	2/94		$32,300,000	59.49%	
06-117	CAMAS	5/94	$30,300,000		61.49%	
06-117	CAMAS	5/99	$57,300,000		69.20%	**59.38%**
06-119	BATTLE GROUND	2/92		$20,000,000	49.44%	
06-119	BATTLE GROUND	5/93	$11,500,000		65.90%	
06-119	BATTLE GROUND	5/93	$9,820,000		62.93%	
06-119	BATTLE GROUND	3/97		$36,125,100	39.23%	
06-119	BATTLE GROUND	3/97		$28,158,750	36.48%	
06-119	BATTLE GROUND	5/98		$46,000,000	50.28%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
06-119	BATTLE GROUND	5/04		$54,980,000	57.96%	
06-119	BATTLE GROUND	3/05	$62,950,000		61.09%	
06-119	BATTLE GROUND	3/05		$19,490,000	57.40%	
06-119	BATTLE GROUND	9/05		$20,390,000	55.85%	**53.66%**
06-122	RIDGEFIELD	2/90		$575,000	50.44%	
06-122	RIDGEFIELD	3/90		$4,742,368	53.78%	
06-122	RIDGEFIELD	2/91	$4,814,956		62.15%	
06-122	RIDGEFIELD	9/99		$24,000,000	49.30%	
06-122	RIDGEFIELD	3/00		$21,995,400	50.30%	
06-122	RIDGEFIELD	9/04	$1,000,000		68.54%	
06-122	RIDGEFIELD	11/05		$56,000,000	49.91%	**54.92%**
07-002	DAYTON	2/97		$2,360,000	34.94%	**34.94%**
08-122	LONGVIEW	2/90		$3,870,000	55.24%	
08-122	LONGVIEW	5/90	$1,875,000		71.96%	
08-122	LONGVIEW	9/94		$22,050,000	47.50%	
08-122	LONGVIEW	4/95	$16,700,000		60.57%	
08-122	LONGVIEW	11/99		$29,365,000	49.61%	
08-122	LONGVIEW	3/01	$39,700,000		61.50%	
08-404	WOODLAND	9/05	$3,750,000		66.34%	**58.96%**
08-130	TOUTLE LAKE	5/91	$875,000		78.92%	
08-130	TOUTLE LAKE	5/00	$1,500,000		60.27%	
08-130	TOUTLE LAKE	5/00		$1,500,000	51.77%	
08-130	TOUTLE LAKE	11/00	$600,000		61.96%	**63.23%**
08-401	CASTLE ROCK	2/94		$6,790,000	56.16%	
08-401	CASTLE ROCK	9/94		$6,790,000	49.93%	
08-401	CASTLEROCK	2/95		$7,850,000	50.58%	
08-401	CASTLE ROCK	2/98	$3,700,000		60.42%	**54.27%**
08-402	KALAMA	9/92	$4,200,000		61.94%	**61.94%**
08-404	WOODLAND	9/91	$10,890,000		69.07%	
08-404	WOODLAND	9/95		$6,100,000	54.57%	
08-404	WOODLAND	9/96	$6,885,000		60.77%	
08-404	WOODLAND	3/00		$1,500,000	50.00%	
08-404	WOODLAND	5/04		$33,935,000	52.39%	**57.36%**
08-458	KELSO	9/94		$23,520,000	38.51%	
08-458	KELSO	4/95		$15,650,000	51.58%	
08-458	KELSO	4/95		$1,285,000	39.52%	
08-458	KELSO	4/95		$790,000	38.03%	
08-458	KELSO	3/01	$29,900,000		61.41%	**45.81%**
09-075	BRIDGEPORT	5/90	$1,700,000		70.52%	
09-075	BRIDGEPORT	9/97		$1,000,000	48.61%	
09-075	BRIDGEPORT	11/97		$1,000,000	51.16%	
09-075	BRIDGEPORT	5/99		$1,900,000	55.71%	**56.50%**
09-206	EASTMONT	9/91		$25,500,000	54.45%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
09-206	EASTMONT	5/92	$14,855,000		77.63%	
09-206	EASTMONT	5/97		$23,580,000	53.60%	
09-206	EASTMONT	5/97		$6,938,910	50.61%	
09-206	EASTMONT	5/99		$40,585,000	59.30%	
09-206	EASTMONT	11/99		$33,600,000	58.80%	
09-206	EASTMONT	5/00	$34,740,700		61.31%	**59.39%**
09-209	WATERVILLE	4/92	$2,400,000		65.15%	**65.15%**
10-050	CURLEW	3/90	$330,000		83.71%	**83.71%**
10-309	REPUBLIC	4/92		$3,800,000	52.45%	
10-309	REPUBLIC	12/92		$3,129,000	52.15%	
10-309	REPUBLIC	2/94	$2,442,000		64.29%	**56.30%**
11-001	PASCO	5/90		$12,750,000	56.66%	
11-001	PASCO	5/91	$14,500,000		77.83%	
11-001	PASCO	9/94		$26,700,000	58.50%	
11-001	PASCO	11/94		$26,700,000	57.68%	
11-001	PASCO	5/96	$17,800,000		64.69%	
11-001	PASCO	3/99	$26,530,000		67.40%	
11-001	PASCO	2/03	$28,378,000		64.84%	**63.94%**
11-051	NORTH FRANKLIN	3/90		$3,955,000	48.66%	
11-051	NORTH FRANKLIN	2/91	$7,900,000		62.63%	
11-051	NORTH FRANKLIN	5/03		$6,800,000	42.90%	**51.40%**
11-056	KAHLOTUS	11/90		$200,000	55.17%	
11-056	KAHLOTUS	5/91	$160,000		69.92%	**62.55%**
12-110	POMEROY	11/95		$3,600,000	50.61%	
12-110	POMEROY	5/96	$3,250,000		65.97%	**58.29%**
13-073	WAHLUKE	5/92	$1,100,000		72.65%	
13-073	WAHLUKE	9/94		$1,400,000	59.95%	
13-073	WAHLUKE	11/94	$1,400,000		60.57%	
13-073	WAHLUKE	5/03	$9,989,990		67.82%	**65.25%**
13-144	QUINCY	2/90	$2,300,000		72.85%	
13-144	QUINCY	2/94		$19,820,000	27.37%	
13-144	QUINCY	2/95		$13,950,000	51.70%	
13-144	QUINCY	11/95		$13,950,000	54.41%	
13-144	QUINCY	2/97	$19,885,000		73.29%	**55.92%**
13-146	WARDEN	11/93		$2,295,000	45.66%	
13-146	WARDEN	2/95		$2,090,000	54.93%	
13-146	WARDEN	2/96	$2,300,000		62.09%	**54.23%**
13-151	COULEE-HARTLINE	5/98		$4,100,000	53.66%	
13-151	COULEE-HARTLINE	11/99	$2,700,000		62.00%	**57.83%**
13-156	SOAP LAKE	2/90		$1,220,000	38.38%	
13-156	SOAP LAKE	2/97	$2,400,000		69.42%	**53.90%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
13-160	ROYAL	5/90	$2,495,000		76.13%	
13-160	ROYAL	5/94		$5,273,280	39.18%	
13-160	ROYAL	11/95	$2,700,000		62.56%	**59.29%**
13-161	MOSES LAKE	3/91		$22,500,000	57.75%	
13-161	MOSES LAKE	5/91		$22,500,000	52.19%	
13-161	MOSES LAKE	11/93	$29,700,000		71.12%	**60.35%**
13-165	EPHRATA	4/95	$1,825,000		61.76%	**61.76%**
13-167	WILSON CREEK	11/95	$1,170,000		77.02%	**77.02%**
13-301	GRAND COULEE DAM	2/96		$4,600,000	38.30%	**38.30%**
14-005	ABERDEEN	11/95		$27,937,635	46.30%	
14-005	ABERDEEN	11/96		$7,925,000	57.81%	
14-005	ABERDEEN	2/97	$7,925,000		70.37%	
14-005	ABERDEEN	11/99		$8,630,000	59.49%	
14-005	ABERDEEN	2/00		$8,630,000	58.22%	
14-005	ABERDEEN	5/00	$8,630,000		65.09%	
14-005	ABERDEEN	4/03		$22,300,000	34.09%	
14-005	ABERDEEN	9/03	$19,690,000		69.70%	**57.63%**
14-028	HOQUIAM	2/00	$5,541,300		63.87%	**63.87%**
14-064	NORTH BEACH	5/95		$7,300,000	38.11%	
14-064	NORTH BEACH	5/97		$8,000,000	59.73%	
14-064	NORTH BEACH	9/97		$9,000,000	49.03%	
14-064	NORTH BEACH	3/03	$12,940,000		62.20%	**52.27%**
14-065	MCCLEARY	2/90	$150,000		70.14%	**70.14%**
14-068	ELMA	11/92		$2,975,000	40.18%	
14-068	ELMA	11/94		$3,950,000	56.64%	
14-068	ELMA	3/95	$3,950,000		65.73%	**54.18%**
14-099	COSMOPOLIS	2/04	$1,990,000		72.76%	**72.76%**
14-117	WISHKAH VALLEY	5/90		$1,541,771	50.00%	
14-117	WISHKAH VALLEY	9/96		$4,900,000	48.41%	
14-117	WISHKAH VALLEY	5/97		$4,900,000	55.56%	
14-117	WISHKAH VALLEY	11/02	$580,000		65.53%	**54.88%**
15-201	OAK HARBOR	5/91		$7,000,000	33.83%	
15-201	OAK HARBOR	11/91		$7,000,000	49.01%	
15-201	OAK HARBOR	5/96	$21,000,000		73.44%	
15-201	OAK HARBOR	5/96	$3,000,000		67.95%	
15-201	OAK HARBOR	5/96		$3,000,000	49.25%	
15-201	OAK HARBOR	3/01		$7,900,000	56.49%	
15-201	OAK HARBOR	3/03		$45,000,000	54.20%	
15-201	OAK HARBOR	5/03		$45,000,000	49.48%	
15-201	OAK HARBOR	11/05	$6,500,000		61.76%	**55.05%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
15-204	COUPEVILLE	9/90	$6,700,000		63.82%	
15-204	COUPEVILLE	5/04	$22,860,585		65.56%	**64.69%**
15-206	SOUTH WHIDBEY	2/93		$19,000,000	67.51%	
15-206	SOUTH WHIDBEY	2/94		$19,948,000	55.59%	
15-206	SOUTH WHIDBEY	5/94	$13,810,000		62.30%	
15-206	SOUTH WHIDBEY	5/94	$3,060,000		63.08%	
15-206	SOUTH WHIDBEY	5/94	$2,865,000		63.05%	**62.31%**
16-046	BRINNON	2/92		$2,600,000	28.57%	
16-046	BRINNON	11/92		$1,564,000	40.76%	
16-046	BRINNON	4/93		$1,564,000	39.68%	**36.34%**
16-048	QUILCENE	4/91		$3,400,000	25.85%	
16-048	QUILCENE	11/98	$2,400,000		61.86%	**43.86%**
16-049	CHIMACUM	9/96		$13,200,000	58.76%	
16-049	CHIMACUM	11/96		$13,200,000	59.43%	
16-049	CHIMACUM	5/97	$12,900,000		65.16%	**61.12%**
16-050	PORT TOWNSEND	4/92	$17,785,000		60.98%	**60.98%**
17-001	SEATTLE	9/92		$695,000,000	58.37%	
17-001	SEATTLE	11/92		$695,000,000	56.86%	
17-001	SEATTLE	2/94		$339,000,000	65.98%	
17-001	SEATTLE	11/94		$332,000,000	59.11%	**60.08%**
17-210	FEDERAL WAY	11/90		$57,000,000	42.91%	
17-210	FEDERAL WAY	3/91		$34,930,000	66.70%	
17-210	FEDERAL WAY	9/91	$52,750,000		67.09%	
17-210	FEDERAL WAY	5/99		$83,000,000	59.50%	
17-210	FEDERAL WAY	9/99	$83,000,000		63.93%	**60.03%**
17-216	ENUMCLAW	2/90	$8,780,000		67.23%	
17-216	ENUMCLAW	11/94		$24,800,000	46.02%	
17-216	ENUMCLAW	5/95		$17,800,000	53.04%	
17-216	ENUMCLAW	5/95		$4,900,000	52.87%	
17-216	ENUMCLAW	9/95		$17,800,000	54.20%	
17-216	ENUMCLAW	9/95		$4,900,000	53.63%	
17-216	ENUMCLAW	5/97		$30,888,000	59.30%	
17-216	ENUMCLAW	9/97	$31,238,000		61.21%	
17-216	ENUMCLAW	5/03		$42,864,077	50.10%	
17-216	ENUMCLAW	5/04		$45,334,000	52.26%	**54.99%**
17-400	MERCER ISLAND	2/90		$49,510,000	36.55%	
17-400	MERCER ISLAND	11/93	$10,945,000		71.07%	
17-400	MERCER ISLAND	11/94	$16,400,000		61.40%	
17-400	MERCER ISLAND	5/96	$26,700,000		65.34%	
17-400	MERCER ISLAND	5/02	$1,100,000		67.02%	**60.28%**
17-401	HIGHLINE	11/92		$150,000,000	49.17%	
17-401	HIGHLINE	5/95		$118,500,000	49.51%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
17-401	HIGHLINE	9/00		$297,500,000	49.56%	
17-401	HIGHLINE	9/01		$189,500,000	59.33%	
17-401	HIGHLINE	3/02	$189,000,000		61.81%	**53.88%**
17-402	VASHON ISLAND	5/90	$20,100,000		64.44%	
17-402	VASHON ISLAND	11/05	$4,975,000		61.38%	**62.91%**
17-403	RENTON	2/92	$89,600,000		74.75%	
17-403	RENTON	2/96		$107,000,000	57.69%	
17-403	RENTON	5/96		$107,000,000	59.88%	
17-403	RENTON	2/98		$115,000,000	59.41%	
17-403	RENTON	4/98	$115,000,000		62.83%	
17-403	RENTON	2/02		$150,000,000	58.14%	
17-403	RENTON	4/02		$150,000,000	56.55%	
17-403	RENTON	2/03		$150,000,000	59.94%	
17-403	RENTON	5/03	$150,000,000		60.40%	**61.07%**
17-404	SKYKOMISH	9/90		$780,000	39.79%	**39.79%**
17-405	BELLEVUE	2/92	$11,000,000		67.56%	
17-405	BELLEVUE	2/02	$324,000,000		72.70%	**70.13%**
17-406	TUKWILA	5/93		$20,186,000	48.32%	
17-406	TUKWILA	2/94	$21,327,617		63.03%	
17-406	TUKWILA	2/98		$23,500,000	59.45%	
17-406	TUKWILA	5/98	$23,500,000		62.50%	**58.33%**
17-407	RIVERVIEW	11/90	$11,550,000		61.92%	
17-407	RIVERVIEW	2/94		$2,500,000	57.41%	
17-407	RIVERVIEW	11/94		$3,300,000	37.12%	
17-407	RIVERVIEW	11/94		$2,500,000	56.11%	
17-407	RIVERVIEW	2/96	$2,500,000		60.16%	
17-407	RIVERVIEW	9/97		$5,500,000	54.73%	
17-407	RIVERVIEW	11/97		$5,500,000	53.97%	
17-407	RIVERVIEW	11/98		$6,500,000	48.23%	
17-407	RIVERVIEW	11/00		$2,995,000	59.73%	
17-407	RIVERVIEW	5/01	$45,750,000		65.18%	**55.46%**
17-408	AUBURN	2/90	$53,520,000		71.04%	
17-408	AUBURN	2/96		$38,000,000	58.73%	
17-408	AUBURN	5/96	$38,000,000		64.30%	
17-408	AUBURN	3/00		$51,500,000	58.75%	
17-408	AUBURN	5/00		$51,500,000	59.43%	
17-408	AUBURN	2/02		$54,000,000	58.70%	
17-408	AUBURN	3/02		$54,000,000	59.01%	
17-408	AUBURN	2/03	$54,000,000		68.71%	
17-408	AUBURN	2/05	$32,650,000		64.72%	**62.60%**
17-409	TAHOMA	11/92		$39,660,000	47.54%	
17-409	TAHOMA	11/94		$64,000,000	41.58%	
17-409	TAHOMA	2/97	$45,500,000		66.73%	
17-409	TAHOMA	3/01		$10,375,000	49.69%	
17-409	TAHOMA	4/04		$4,900,000	49.71%	**51.05%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
17-410	SNOQUALMIE VALLEY	2/92	$3,500,000		68.39%	
17-410	SNOQUALMIE VALLEY	2/94		$3,500,000	47.99%	
17-410	SNOQUALMIE VALLEY	5/97		$30,865,000	59.80%	
17-410	SNOQUALMIE VALLEY	9/97	$30,865,000		61.97%	
17-410	SNOQUALMIE VALLEY	5/03	$53,500,000		60.59%	**59.75%**
17-411	ISSAQUAH	2/90	$27,000,000		72.28%	
17-411	ISSAQUAH	2/92	$20,000,000		75.84%	
17-411	ISSAQUAH	2/94	$138,800,000		61.79%	
17-411	ISSAQUAH	2/98		$53,315,000	46.41%	
17-411	ISSAQUAH	5/98		$31,200,000	55.62%	
17-411	ISSAQUAH	4/99	$68,700,000		68.70%	**63.44%**
17-412	SHORELINE	2/94	$89,000,000		64.77%	**64.77%**
17-414	LAKE WASHINGTON	2/90	$98,000,000		79.34%	
17-414	LAKE WASHINGTON	2/98	$160,000,000		61.86%	**70.60%**
17-415	KENT	2/90	$105,400,000		74.28%	
17-415	KENT	2/94	$130,000,000		61.05%	
17-415	KENT	3/00		$97,500,000	58.89%	
17-415	KENT	5/00		$97,500,000	57.09%	
17-415	KENT	2/02	$69,500,000		61.79%	**62.62%**
17-417	NORTHSHORE	2/91		$51,150,000	82.88%	
17-417	NORTHSHORE	4/91	$51,150,000		89.24%	
17-417	NORTHSHORE	2/94	$64,580,000		62.56%	
17-417	NORTHSHORE	2/96	$49,747,000		67.43%	
17-417	NORTHSHORE	2/98	$75,200,000		65.86%	
17-417	NORTHSHORE	2/02	$98,000,000		66.22%	**72.37%**
18-100	BREMERTON	5/90		$17,280,506	65.29%	
18-100	BREMERTON	9/90		$17,280,506	58.38%	
18-100	BREMERTON	2/91	$17,280,506		72.46%	
18-100	BREMERTON	5/05	$30,578,525		61.72%	**64.46%**
18-303	BAINBRIDGE ISLAND	2/90	$4,100,000		67.92%	
18-303	BAINBRIDGE ISLAND	2/92	$26,750,000		71.64%	
18-303	BAINBRIDGE ISLAND	2/97	$26,800,000		71.65%	**70.40%**
18-400	NORTH KITSAP	3/01	$60,897,500		63.20%	
18-400	NORTH KITSAP	5/91	$28,000,000		61.14%	**62.17%**
18-401	CENTRAL KITSAP	2/90	$14,944,473		66.58%	
18-401	CENTRAL KITSAP	2/92	$62,455,177		68.05%	
18-401	CENTRAL KITSAP	9/03		$60,000,000	50.30%	**61.64%**
18-402	SOUTH KITSAP	2/93		$59,619,000	51.20%	
18-402	SOUTH KITSAP	5/96		$63,780,000	37.07%	
18-402	SOUTH KITSAP	5/96		$33,150,000	30.61%	**39.63%**
19-028	EASTON	3/00	$3,750,000		60.99%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
19-028	EASTON	11/95		$5,000,000	46.08%	
19-028	EASTON	11/99		$3,750,000	52.46%	**53.18%**
19-401	ELLENSBURG	9/01	$28,000,000		72.21%	
19-401	ELLENSBURG	2/90	$5,300,000		74.09%	
19-401	ELLENSBURG	5/99		$18,000,000	45.69%	**64.00%**
19-403	KITTITAS	11/90	$1,201,709		63.09%	
19-403	KITTITAS	5/03	$7,875,000		60.84%	**61.97%**
19-404	CLE ELUM-ROSLYN	9/90	$8,720,000		60.22%	
19-404	CLE ELUM-ROSLYN	2/03		$3,930,000	50.34%	
19-404	CLE ELUM-ROSLYN	2/04		$3,495,701	54.50%	**55.02%**
20-215	CENTERVILLE	3/98	$100,000		76.60%	**76.60%**
20-400	TROUT LAKE	5/90	$1,310,000		63.04%	**63.04%**
20-405	WHITE SALMON	11/98	$2,300,000		60.01%	**60.01%**
20-406	LYLE	9/95	$3,730,000		60.70%	**60.70%**
21-014	NAPAVINE	5/94		$4,000,000	49.23%	
21-014	NAPAVINE	11/94		$4,000,000	42.74%	
21-014	NAPAVINE	5/97		$7,100,000	47.10%	
21-014	NAPAVINE	9/97		$6,500,000	47.83%	
21-014	NAPAVINE	9/99	$3,985,000		61.00%	**49.58%**
21-206	MOSSYROCK	5/90		$4,100,000	50.80%	
21-206	MOSSYROCK	2/91	$3,700,000		65.96%	**58.38%**
21-214	MORTON	5/92		$4,200,000	57.00%	
21-214	MORTON	9/92		$4,651,000	46.84%	
21-214	MORTON	5/95		$7,410,000	36.66%	
21-214	MORTON	5/97	$3,995,000		63.21%	**50.93%**
21-226	ADNA	5/90	$2,350,000		62.13%	
21-226	ADNA	5/90		$300,000	58.06%	**60.10%**
21-232	WINLOCK	11/94		$5,100,000	37.22%	
21-232	WINLOCK	11/97		$8,258,500	39.80%	
21-232	WINLOCK	5/02		$7,000,000	54.65%	
21-232	WINLOCK	9/02	$7,000,000		62.81%	**48.62%**
21-237	TOLEDO	2/94	$5,800,000		70.09%	**70.09%**
21-300	ONALASKA	5/92	$2,475,000		60.49%	
21-300	ONALASKA	5/99		$2,725,000	54.53%	
21-300	ONALASKA	2/01		$998,000	57.81%	
21-300	ONALASKA	5/01		$998,000	56.86%	
21-300	ONALASKA	2/03	$1,500,000		60.25%	**57.99%**
21-301	PE ELL	5/91		$2,800,000	58.52%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
21-301	PE ELL	5/92	$2,800,000		69.10%	**63.81%**
21-302	CHEHALIS	9/90	$5,700,000		66.35%	
21-302	CHEHALIS	5/97		$3,500,000	65.19%	
21-302	CHEHALIS	9/98		$2,950,000	59.74%	
21-302	CHEHALIS	11/98		$2,950,000	59.70%	
21-302	CHEHALIS	2/99	$2,950,000		64.01%	**63.00%**
21-303	WHITE PASS	9/04		$9,875,000	51.92%	
21-303	WHITE PASS	2/05		$10,550,000	50.06%	**50.99%**
21-401	CENTRALIA	11/93		$10,500,000	45.99%	
21-401	CENTRALIA	5/95		$5,000,000	49.26%	
21-401	CENTRALIA	5/03		$35,000,000	53.93%	
21-401	CENTRALIA	5/04		$34,490,000	51.50%	
21-401	CENTRALIA	5/05		$25,580,000	57.52%	**51.64%**
22-008	SPRAGUE	11/00	$310,000		67.47%	
22-008	SPRAGUE	2/02		$90,000	43.79%	**55.63%**
22-009	REARDAN-EDWALL	11/91		$2,550,000	46.50%	
22-009	REARDAN-EDWALL	9/95		$4,088,000	55.05%	
22-009	REARDAN-EDWALL	5/96		$4,177,442	56.08%	
22-009	REARDAN-EDWALL	2/97		$4,190,764	58.50%	
22-009	REARDAN-EDWALL	2/01		$2,750,000	56.51%	
22-009	REARDAN-EDWALL	5/03		$5,575,000	56.94%	
22-009	REARDAN-EDWALL	11/03		$5,650,000	56.74%	**55.19%**
22-200	WILBUR	5/97		$1,280,000	54.13%	
22-200	WILBUR	9/99		$958,000	49.90%	
22-200	WILBUR	3/00	$469,000		64.07%	
22-200	WILBUR	2/04	$278,200		70.51%	**59.65%**
22-204	HARRINGTON	11/91		$2,380,000	38.65%	
22-204	HARRINGTON	3/92	$888,000		86.78%	
22-204	HARRINGTON	3/93	$155,000		60.19%	**61.87%**
22-207	DAVENPORT	2/01	$3,500,000		64.72%	
22-207	DAVENPORT	5/00		$3,500,000	58.53%	
22-207	DAVENPORT	9/00		$3,500,000	59.75%	**61.00%**
23-042	SOUTHSIDE	11/91		$975,000	58.16%	
23-042	SOUTHSIDE	2/92	$995,000		73.83%	
23-042	SOUTHSIDE	11/02		$2,970,000	54.97%	
23-042	SOUTHSIDE	2/03	$2,970,000		64.54%	**62.88%**
23-054	GRAPEVIEW	11/94		$5,000,000	44.05%	
23-054	GRAPEVIEW	2/95		$5,000,000	43.31%	
23-054	GRAPEVIEW	5/95		$3,350,000	45.67%	
23-054	GRAPEVIEW	5/97	$2,000,000		61.67%	**48.68%**
23-309	SHELTON	5/97		$29,000,000	49.27%	
23-309	SHELTON	2/00		$30,700,000	51.60%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
23-309	SHELTON	4/00		$30,700,000	54.00%	
23-309	SHELTON	2/01	$30,965,000		53.60%	**52.12%**
23-311	MARY M KNIGHT	11/91		$1,800,000	41.02%	
23-311	MARY M KNIGHT	2/99		$8,440,000	35.20%	
23-311	MARY M KNIGHT	2/01		$5,920,000	43.40%	
23-311	MARY M KNIGHT	2/01		$1,188,180	45.50%	
23-311	MARY M KNIGHT	2/01		$900,200	46.10%	
23-311	MARY M KNIGHT	2/01		$1,520,184	60.80%	
23-311	MARY M KNIGHT	11/03		$8,451,700	44.03%	**45.15%**
23-402	PIONEER	11/90		$7,684,000	42.65%	
23-402	PIONEER	11/91		$5,300,000	51.58%	
23-402	PIONEER	2/92	$5,300,000		69.87%	
23-402	PIONEER	2/98		$16,130,000	54.21%	
23-402	PIONEER	4/98		$16,130,000	56.90%	
23-402	PIONEER	2/99		$16,130,000	59.60%	
23-402	PIONEER	4/99		$16,130,000	55.56%	
23-402	PIONEER	2/00		$8,640,000	50.30%	
23-402	PIONEER	2/01		$16,000,000	56.20%	
23-402	PIONEER	2/02		$11,000,000	48.54%	
23-402	PIONEER	2/04		$12,800,000	47.20%	**53.87%**
23-403	NORTH MASON	2/94		$15,000,000	53.12%	
23-403	NORTH MASON	4/94		$15,000,000	53.19%	
23-403	NORTH MASON	2/02		$33,900,000	34.93%	**47.08%**
23-404	HOOD CANAL	2/04		$9,755,000	57.99%	
23-404	HOOD CANAL	4/04	$9,755,000		61.30%	**59.65%**
24-019	OMAK	9/02		$9,850,000	48.46%	
24-019	OMAK	2/03		$9,850,000	51.90%	
24-019	OMAK	5/03		$9,500,000	53.07%	
24-019	OMAK	3/05	$9,500,000		60.49%	**53.48%**
24-105	OKANOGAN	11/90		$2,351,379	58.58%	
24-105	OKANOGAN	12/90	$2,351,379		75.63%	
24-105	OKANOGAN	2/97		$1,293,870	59.78%	
24-105	OKANOGAN	4/97		$1,293,870	58.62%	
24-105	OKANOGAN	11/98		$578,000	56.31%	
24-105	OKANOGAN	5/99		$435,000	58.58%	
24-105	OKANOGAN	5/99	$235,000		62.04%	
24-105	OKANOGAN	5/99		$62,000	55.76%	
24-105	OKANOGAN	5/99		$494,500	56.52%	
24-105	OKANOGAN	3/05	$7,456,529		68.22%	**61.00%**
24-111	BREWSTER	2/90	$4,850,000		68.49%	
24-111	BREWSTER	5/96		$1,800,000	41.36%	**54.93%**
24-122	PATEROS	2/95		$1,650,000	56.70%	
24-122	PATEROS	2/95		$550,000	55.52%	
24-122	PATEROS	5/95		$2,200,000	52.26%	
24-122	PATEROS	3/05		$5,500,000	49.44%	**53.48%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
24-350	METHOW VALLEY	9/92		$6,250,000	58.34%	
24-350	METHOW VALLEY	5/93	$6,250,000		64.47%	
24-350	METHOW VALLEY	9/00		$3,600,000	52.58%	**58.46%**
24-404	TONASKET	11/90		$3,223,000	56.34%	
24-404	TONASKET	2/91		$3,492,000	54.00%	
24-404	TONASKET	9/93	$8,699,000		71.35%	**60.56%**
24-410	OROVILLE	5/92	$4,900,000		72.25%	**72.25%**
25-101	OCEAN BEACH	11/93		$14,900,000	50.58%	
25-101	OCEAN BEACH	12/93		$14,550,000	49.67%	
25-101	OCEAN BEACH	5/97		$19,665,000	53.20%	
25-101	OCEAN BEACH	11/99		$21,900,000	41.50%	
25-101	OCEAN BEACH	5/03	$23,000,000		62.02%	**51.39%**
25-116	RAYMOND	2/90		$3,540,000	49.17%	
25-116	RAYMOND	4/92		$4,945,000	47.94%	
25-116	RAYMOND	3/93		$5,000,000	58.65%	
25-116	RAYMOND	5/93		$5,000,000	57.97%	
25-116	RAYMOND	2/94	$2,380,000		60.73%	
25-116	RAYMOND	5/99	$6,483,000		64.54%	**56.50%**
25-118	SOUTH BEND	2/94	$1,629,500		65.14%	
25-118	SOUTH BEND	2/94		$115,000	58.69%	
25-118	SOUTH BEND	4/94	$75,000		74.89%	**66.24%**
25-155	NASELLE-GRAYS RIVER	5/92		$6,340,000	41.66%	
25-155	NASELLE-GRAYS RIVER	5/93	$3,941,000		61.14%	
25-155	NASELLE-GRAYS RIVER	5/93		$1,100,000	54.38%	
25-155	NASELLE-GRAYS RIVER	9/93		$1,100,000	43.95%	**50.28%**
25-160	WILLAPA VALLEY	2/90	$340,000		70.22%	
25-160	WILLAPA VALLEY	11/96		$6,500,000	45.03%	
25-160	WILLAPA VALLEY	4/99		$6,300,000	51.87%	
25-160	WILLAPA VALLEY	9/99		$6,400,000	57.78%	
25-160	WILLAPA VALLEY	5/04		$9,411,407	45.42%	**54.06%**
25-200	NORTH RIVER	9/99		$500,000	38.00%	
25-200	NORTH RIVER	11/99		$500,000	54.54%	
25-200	NORTH RIVER	2/00		$500,000	56.70%	
25-200	NORTH RIVER	5/00		$500,000	50.52%	**49.94%**
26-056	NEWPORT	5/90		$5,600,000	47.53%	
26-056	NEWPORT	11/91		$5,280,000	48.83%	
26-056	NEWPORT	5/92		$5,150,000	57.42%	
26-056	NEWPORT	9/92		$5,150,000	54.11%	
26-056	NEWPORT	9/93	$3,950,000		65.68%	
26-056	NEWPORT	9/93	$1,302,000		60.70%	
26-056	NEWPORT	11/02		$7,640,000	59.69%	
26-056	NEWPORT	2/03		$7,640,000	59.21%	
26-056	NEWPORT	4/04	$6,640,000		61.60%	**57.20%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
26-059	CUSICK	11/98	$2,400,000		61.89%	**61.89%**
26-070	SELKIRK	11/91		$1,334,000	37.29%	
26-070	SELKIRK	5/96		$1,350,000	51.90%	
26-070	SELKIRK	11/96		$1,350,000	44.89%	
26-070	SELKIRK	3/04		$5,113,050	56.14%	
26-070	SELKIRK	5/05		$5,999,928	52.88%	**48.62%**
27-001	STEILACOOM HISTORICAL	9/92		$28,600,000	55.56%	
27-001	STEILACOOM HISTORICAL	11/92		$28,600,000	56.04%	
27-001	STEILACOOM HISTORICAL	4/93		$27,400,000	38.30%	
27-001	STEILACOOM HISTORICAL	2/97		$22,200,000	56.20%	
27-001	STEILACOOM HISTORICAL	2/97		$15,800,000	49.02%	
27-001	STEILACOOM HISTORICAL	5/97	$21,900,000		60.90%	
27-001	STEILACOOM HISTORICAL	5/05	$55,900,000		62.57%	**54.08%**
27-003	PUYALLUP	2/90		$25,600,000	52.66%	
27-003	PUYALLUP	9/90		$25,300,000	58.22%	
27-003	PUYALLUP	5/91	$49,810,000		63.00%	
27-003	PUYALLUP	2/94		$118,300,000	50.67%	
27-003	PUYALLUP	5/95		$103,860,000	50.69%	
27-003	PUYALLUP	9/95		$95,641,833	48.81%	
27-003	PUYALLUP	5/96		$40,550,000	58.52%	
27-003	PUYALLUP	5/96		$44,570,000	57.23%	
27-003	PUYALLUP	3/97	$76,920,000		63.35%	
27-003	PUYALLUP	5/01		$89,900,000	50.59%	
27-003	PUYALLUP	2/04	$198,500,000		60.73%	**55.86%**
27-010	TACOMA	2/94		$54,100,000	59.84%	
27-010	TACOMA	9/94		$54,100,000	53.65%	
27-010	TACOMA	2/96		$10,000,000	58.85%	
27-010	TACOMA	2/01	$450,000,000		61.01%	**58.34%**
27-019	CARBONADO	2/94	$105,000		68.94%	
27-019	CARBONADO	11/98	$200,000		68.28%	
27-019	CARBONADO	3/00	$1,500,000		82.26%	**73.16%**
27-083	UNIVERSITY PLACE	2/90	$660,000		78.11%	
27-083	UNIVERSITY PLACE	2/92	$31,700,000		77.26%	**77.69%**
27-320	SUMNER	2/90	$29,850,000		68.68%	
27-320	SUMNER	2/96		$30,300,000	56.05%	
27-320	SUMNER	4/96		$30,300,000	57.92%	
27-320	SUMNER	3/97	$22,800,000		66.48%	
27-320	SUMNER	3/00	$44,000,000		60.26%	
27-320	SUMNER	3/00		$5,000,000	43.10%	
27-320	SUMNER	3/00		$5,000,000	46.17%	**56.95%**
27-343	DIERINGER	2/90	$8,000,000		73.55%	
27-343	DIERINGER	2/94		$3,000,000	53.61%	
27-343	DIERINGER	4/94	$3,045,000		66.70%	
27-343	DIERINGER	2/96		$10,600,000	43.54%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
27-343	DIERINGER	3/97	$9,900,000		60.91%	
27-343	DIERINGER	3/00		$4,520,000	57.86%	
27-343	DIERINGER	2/02		$11,200,000	54.71%	
27-343	DIERINGER	4/02		$11,200,000	57.97%	
27-343	DIERINGER	2/03	$11,900,000		62.34%	
27-343	DIERINGER	2/04	$4,900,000		71.54%	
27-343	DIERINGER	11/05		$10,025,000	56.42%	**59.92%**
27-344	ORTING	2/95		$10,500,000	55.28%	
27-344	ORTING	5/95		$10,500,000	53.42%	
27-344	ORTING	2/98	$10,700,000		62.64%	
27-344	ORTING	2/04		$18,500,000	53.54%	
27-344	ORTING	5/04		$18,500,000	56.86%	**56.35%**
27-400	CLOVER PARK	2/90	$18,500,000		69.18%	
27-400	CLOVER PARK	3/02		$120,000,000	52.96%	
27-400	CLOVER PARK	2/03		$98,500,000	54.41%	**58.85%**
27-401	PENINSULA	2/90	$37,767,000		71.45%	
27-401	PENINSULA	11/92		$66,000,000	51.83%	
27-401	PENINSULA	2/94		$45,100,000	44.48%	
27-401	PENINSULA	5/03	$45,000,000		60.90%	**57.17%**
27-402	FRANKLIN PIERCE	2/90	$15,796,245		69.59%	
27-402	FRANKLIN PIERCE	2/98	$25,500,000		60.66%	**65.13%**
27-403	BETHEL	2/90	$25,000,000		69.54%	
27-403	BETHEL	2/93		$54,000,000	56.50%	
27-403	BETHEL	2/93		$7,300,000	51.92%	
27-403	BETHEL	2/94		$61,800,000	55.25%	
27-403	BETHEL	4/94		$61,800,000	58.48%	
27-403	BETHEL	5/95		$65,000,000	52.22%	
27-403	BETHEL	5/96		$26,000,000	52.73%	
27-403	BETHEL	2/98		$26,800,000	53.39%	
27-403	BETHEL	3/00		$65,000,000	53.09%	
27-403	BETHEL	5/00		$65,000,000	55.63%	
27-403	BETHEL	2/01	$83,525,000		60.60%	**56.30%**
27-404	EATONVILLE	11/90		$5,500,000	28.52%	
27-404	EATONVILLE	9/92		$8,200,000	46.67%	
27-404	EATONVILLE	5/93		$14,900,000	34.11%	
27-404	EATONVILLE	2/02		$33,757,984	47.98%	
27-404	EATONVILLE	3/03		$24,000,000	52.73%	
27-404	EATONVILLE	5/03		$24,000,000	52.90%	**43.82%**
27-416	WHITE RIVER	11/90		$11,800,000	47.66%	
27-416	WHITE RIVER	2/91		$9,875,000	65.73%	
27-416	WHITE RIVER	4/91	$9,875,000		78.00%	
27-416	WHITE RIVER	3/97		$13,900,000	59.70%	
27-416	WHITE RIVER	5/97		$13,900,000	59.82%	
27-416	WHITE RIVER	2/98		$14,500,000	54.15%	
27-416	WHITE RIVER	3/00	$48,500,000		61.82%	**60.98%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
27-417	FIFE	2/90	$16,077,000		64.08%	
27-417	FIFE	2/90	$15,244,000		60.30%	
27-417	FIFE	2/00	$35,000,000		60.78%	**61.72%**
28-137	ORCAS ISLAND	9/90	$5,915,000		63.34%	
28-137	ORCAS ISLAND	11/04	$3,195,000		69.67%	**66.51%**
28-144	LOPEZ ISLAND	11/92		$2,000,000	57.06%	
28-144	LOPEZ ISLAND	2/93	$2,000,000		73.00%	
28-144	LOPEZ ISLAND	5/97	$2,850,000		70.45%	**66.84%**
28-149	SAN JUAN ISLAND	2/93		$1,700,000	66.67%	
28-149	SAN JUAN ISLAND	5/93		$1,700,000	55.09%	
28-149	SAN JUAN ISLAND	11/94	$400,000		62.75%	
28-149	SAN JUAN ISLAND	3/97	$11,480,000		80.24%	**66.19%**
29-011	CONCRETE	9/90	$3,510,000		65.03%	**65.03%**
29-100	BURLINGTON-EDISON	9/92	$13,500,000		61.15%	
29-100	BURLINGTON-EDISON	9/92		$3,400,000	45.21%	
29-100	BURLINGTON EDISON	9/94	$8,980,000		61.45%	
29-100	BURLINGTON-EDISON	3/01	$19,950,000		69.55%	**59.34%**
29-101	SEDRO WOOLLEY	5/90	$9,975,000		73.67%	
29-101	SEDRO WOOLLEY	9/95	$15,000,000		63.45%	**68.56%**
29-103	ANACORTES	5/90	$7,700,000		67.50%	
29-103	ANACORTES	11/94		$27,500,000	54.13%	
29-103	ANACORTES	2/95		$27,500,000	57.50%	
29-103	ANACORTES	5/95	$14,900,000		61.98%	
29-103	ANACORTES	2/97	$14,942,000		65.56%	**61.33%**
29-311	LACONNER	2/90	$1,551,000		78.35%	
29-311	LA CONNER	2/93	$5,500,000		83.14%	
29-311	LA CONNER	5/98	$5,600,000		76.70%	**79.40%**
29-317	CONWAY	3/94	$3,200,000		60.26%	
29-317	CONWAY	2/02	$1,722,066		67.52%	**63.89%**
29-320	MOUNT VERNON	9/92		$36,900,000	54.94%	
29-320	MOUNT VERNON	11/92		$36,900,000	57.15%	
29-320	MOUNT VERNON	3/93		$23,090,628	54.70%	
29-320	MOUNT VERNON	3/93		$8,434,000	47.85%	
29-320	MOUNT VERNON	9/94	$29,500,000		63.89%	
29-320	MOUNT VERNON	3/99		$33,000,000	43.60%	
29-320	MOUNT VERNON	9/00		$33,000,000	51.10%	
29-320	MOUNT VERNON	3/01	$33,000,000		67.02%	**55.03%**
31-002	EVERETT	2/90	$96,500,000		67.67%	
31-002	EVERETT	2/94		$74,000,000	52.34%	
31-002	EVERETT	2/96		$68,500,000	54.74%	
31-002	EVERETT	4/96	$68,500,000		60.73%	
31-002	EVERETT	2/02	$74,000,000		63.86%	**59.87%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
31-004	LAKE STEVENS	2/90	$4,000,000		70.92%	
31-004	LAKE STEVENS	2/94	$15,000,000		69.50%	
31-004	LAKE STEVENS	4/99	$9,000,000		60.68%	
31-004	LAKE STEVENS	2/05	$65,500,000		72.40%	**68.38%**
31-006	MUKILTEO	2/91		$74,000,000	71.60%	
31-006	MUKILTEO	4/91		$74,000,000	83.15%	
31-006	MUKILTEO	2/92	$89,500,000		77.96%	
31-006	MUKILTEO	2/98		$9,520,000	56.15%	
31-006	MUKILTEO	3/00		$48,085,000	54.74%	
31-006	MUKILTEO	5/00	$48,085,000		66.87%	**68.41%**
31-015	EDMONDS	2/91		$261,640,000	52.52%	
31-015	EDMONDS	9/91		$137,000,000	53.09%	
31-015	EDMONDS	11/92		$67,000,000	57.06%	
31-015	EDMONDS	2/94	$117,850,000		61.30%	
31-015	EDMONDS	2/98	$72,250,000		61.16%	
31-015	EDMONDS	2/02		$110,000,000	54.25%	
31-015	EDMONDS	2/03		$110,000,000	56.45%	**56.55%**
31-016	ARLINGTON	2/91		$4,900,000	58.54%	
31-016	ARLINGTON	5/91	$4,900,000		67.42%	
31-016	ARLINGTON	2/93		$4,900,000	76.11%	
31-016	ARLINGTON	5/93		$4,900,000	73.43%	
31-016	ARLINGTON	2/97		$41,000,000	51.62%	
31-016	ARLINGTON	9/97		$36,000,000	52.55%	
31-016	ARLINGTON	5/98		$37,900,000	46.10%	
31-016	ARLINGTON	11/99		$60,000,000	57.41%	
31-016	ARLINGTON	3/00	$54,000,000		61.50%	
31-016	ARLINGTON	3/00		$6,000,000	54.60%	**59.93%**
31-025	MARYSVILLE	2/90	$23,000,000		70.96%	
31-025	MARYSVILLE	2/03		$59,190,000	48.49%	
31-025	MARYSVILLE	2/03		$77,430,000	43.38%	
31-025	MARYSVILLE	5/03		$54,300,000	53.63%	
31-025	MARYSVILLE	5/05		$171,600,000	58.52%	
31-025	MARYSVILLE	9/05		$171,600,000	58.75%	**55.62%**
31-063	INDEX	5/96		$610,000	45.83%	**45.83%**
31-103	MONROE	2/91		$16,600,000	59.60%	
31-103	MONROE	5/91		$16,600,000	46.77%	
31-103	MONROE	3/93		$19,850,000	61.57%	
31-103	MONROE	3/93		$4,800,000	57.26%	
31-103	MONROE	2/94		$23,060,000	49.04%	
31-103	MONROE	2/94		$1,015,000	47.89%	
31-103	MONROE	5/95		$38,500,000	45.10%	
31-103	MONROE	5/96	$24,000,000		70.51%	
31-103	MONROE	5/96		$2,100,000	55.38%	
31-103	MONROE	5/96		$1,900,000	57.65%	
31-103	MONROE	5/96		$1,500,000	53.44%	
31-103	MONROE	5/96	$4,000,000		64.14%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
31-103	MONROE	11/96		$2,100,000	50.26%	
31-103	MONROE	11/96		$1,900,000	53.96%	
31-103	MONROE	11/96		$1,500,000	47.90%	
31-103	MONROE	4/99		$2,980,000	50.96%	
31-103	MONROE	2/02		$12,000,000	56.16%	
31-103	MONROE	5/02		$12,000,000	57.66%	
31-103	MONROE (T)	5/03	$21,852,000		60.12%	**55.02%**
31-201	SNOHOMISH	2/91		$3,860,000	58.23%	
31-201	SNOHOMISH	2/92	$13,000,000		63.03%	
31-201	SNOHOMISH	2/94		$21,535,000	35.95%	
31-201	SNOHOMISH	9/97		$71,000,000	53.54%	
31-201	SNOHOMISH	11/97		$71,000,000	47.71%	
31-201	SNOHOMISH	4/98	$3,900,000		60.58%	
31-201	SNOHOMISH	3/00	$6,120,000		64.90%	
31-201	SNOHOMISH	4/01		$14,500,000	58.91%	
31-201	SNOHOMISH	5/04	$141,570,000		61.26%	**56.01%**
31-306	LAKEWOOD	5/90		$6,925,000	58.76%	
31-306	LAKEWOOD	9/90		$6,925,000	56.40%	
31-306	LAKEWOOD	2/91		$8,377,293	59.45%	
31-306	LAKEWOOD	5/91		$8,377,293	58.00%	
31-306	LAKEWOOD	5/92	$7,800,000		71.49%	
31-306	LAKEWOOD	5/97		$16,765,000	49.39%	
31-306	LAKEWOOD	9/97		$10,268,842	53.45%	
31-306	LAKEWOOD	9/97		$6,497,000	45.51%	
31-306	LAKEWOOD	4/99		$14,343,964	50.26%	
31-306	LAKEWOOD	9/99		$14,343,964	53.63%	
31-306	LAKEWOOD	3/00	$14,258,664		61.25%	**56.14%**
31-311	SULTAN	5/90	$3,200,000		76.63%	
31-311	SULTAN	9/92		$6,500,000	54.73%	
31-311	SULTAN	11/92		$5,100,000	57.93%	
31-311	SULTAN	11/92		$1,284,000	42.90%	
31-311	SULTAN	3/93	$4,200,000		67.19%	
31-311	SULTAN	3/93		$700,000	58.82%	
31-311	SULTAN	5/95	$1,000,000		62.39%	
31-311	SULTAN	5/97		$1,300,000	66.08%	
31-311	SULTAN	11/97	$1,300,000		61.69%	
31-311	SULTAN	2/98	$2,385,000		62.51%	**61.09%**
31-330	DARRINGTON	3/00	$3,750,000		63.07%	**63.07%**
31-332	GRANITE FALLS	3/93		$7,000,000	68.92%	
31-332	GRANITE FALLS	5/93	$7,000,000		76.65%	
31-332	GRANITE FALLS	4/99		$7,500,000	55.39%	
31-332	GRANITE FALLS	9/99	$7,500,000		61.10%	
31-332	GRANITE FALLS	2/02		$21,000,000	54.30%	
31-332	GRANITE FALLS	9/02		$21,000,000	55.03%	
31-332	GRANITE FALLS	3/03		$21,000,000	55.59%	
31-332	GRANITE FALLS	5/05	$30,000,000		61.33%	**61.04%**
31-401	STANWOOD	4/91	$9,800,000		69.96%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
31-401	STANWOOD	9/92		$8,600,000	50.30%	
31-401	STANWOOD	3/93		$9,200,000	52.41%	
31-401	STANWOOD	2/95	$22,000,000		67.36%	
31-401	STANWOOD	9/98	$25,000,000		60.69%	**60.14%**
32-081	SPOKANE	3/92	$49,831,000		75.19%	
32-081	SPOKANE	2/98	$74,533,140		76.76%	
32-081	SPOKANE	3/03	$165,350,000		67.54%	**73.16%**
32-325	NINE MILE FALLS	9/91		$2,100,000	52.25%	
32-325	NINE MILE FALLS	11/91		$2,100,000	48.67%	
32-325	NINE MILE FALLS	5/92	$1,000,000		72.47%	
32-325	NINE MILE FALLS	2/97	$7,000,000		66.93%	
32-325	NINE MILE FALLS	3/04		$7,990,000	55.68%	
32-325	NINE MILE FALLS	5/04		$7,990,000	58.47%	
32-325	NINE MILE FALLS	5/05		$13,300,000	52.81%	**58.18%**
32-326	MEDICAL LAKE	3/93	$3,630,000		69.92%	
32-326	MEDICAL LAKE	5/97	$6,250,000		70.28%	
32-326	MEDICAL LAKE	5/05		$12,700,000	52.95%	**64.38%**
32-354	MEAD	3/90	$14,545,000		74.56%	
32-354	MEAD	9/92		$23,300,000	56.68%	
32-354	MEAD	5/93	$28,500,000		78.91%	
32-354	MEAD	3/98	$25,000,000		65.60%	
32-354	MEAD	5/01		$13,875,000	65.10%	
32-354	MEAD	3/02		$15,455,000	42.95%	
32-354	MEAD	5/04	$37,700,000		62.83%	**63.80%**
32-356	CENTRAL VALLEY	3/92		$28,355,000	54.44%	
32-356	CENTRAL VALLEY	11/92		$33,900,000	58.47%	
32-356	CENTRAL VALLEY	11/92		$22,100,000	52.17%	
32-356	CENTRAL VALLEY	3/93		$33,900,000	71.51%	
32-356	CENTRAL VALLEY	3/94		$35,988,000	58.87%	
32-356	CENTRAL VALLEY	2/96	$23,281,000		73.14%	
32-356	CENTRAL VALLEY	9/98	$78,100,000		65.80%	
32-356	CENTRAL VALLEY	3/03		$25,000,000	55.38%	**61.22%**
32-358	FREEMAN	9/92		$800,000	55.28%	
32-358	FREEMAN	2/93		$800,000	74.43%	
32-358	FREEMAN	3/94	$1,116,400		62.67%	
32-358	FREEMAN	2/98	$915,000		61.88%	
32-358	FREEMAN	5/02		$8,000,000	56.17%	
32-358	FREEMAN	11/02		$8,000,000	58.45%	
32-358	FREEMAN	5/05		$11,700,000	50.43%	**59.90%**
32-360	CHENEY	11/90		$16,400,000	49.22%	
32-360	CHENEY	3/91		$15,300,000	45.79%	
32-360	CHENEY	3/92	$9,000,000		70.54%	
32-360	CHENEY	3/00	$13,900,000		72.21%	**59.44%**
32-361	EAST VALLEY	11/92		$13,440,000	54.59%	
32-361	EAST VALLEY	3/93		$13,610,000	69.28%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
32-361	EAST VALLEY	3/94		$14,980,000	57.06%	
32-361	EAST VALLEY	2/96	$11,974,000		74.22%	
32-361	EAST VALLEY	9/00		$6,270,000	58.80%	
32-361	EAST VALLEY	3/02		$8,000,000	55.43%	**61.56%**
32-362	LIBERTY	9/90		$3,800,000	39.83%	
32-362	LIBERTY	11/93		$6,270,360	54.11%	
32-362	LIBERTY	3/94		$6,270,360	55.75%	
32-362	LIBERTY	11/94		$6,800,000	52.07%	
32-362	LIBERTY	5/95		$6,980,000	57.81%	
32-362	LIBERTY	11/95		$6,980,000	55.16%	
32-362	LIBERTY	5/96		$5,890,000	59.21%	
32-362	LIBERTY	9/96		$5,890,000	55.56%	
32-362	LIBERTY	5/97		$6,250,000	57.97%	
32-362	LIBERTY	2/98	$3,100,000		62.30%	
32-362	LIBERTY	5/02		$4,500,000	59.03%	
32-362	LIBERTY	11/02		$4,900,000	54.67%	
32-362	LIBERTY	5/03		$4,990,000	53.46%	
32-362	LIBERTY	11/04		$6,240,000	48.97%	**54.71%**
32-363	WEST VALLEY	11/91		$5,690,000	47.87%	
32-363	WEST VALLEY	9/92		$7,500,000	53.44%	
32-363	WEST VALLEY	3/93		$7,500,000	72.75%	
32-363	WEST VALLEY	3/94		$8,200,000	54.89%	
32-363	WEST VALLEY	9/94		$9,600,000	51.78%	
32-363	WEST VALLEY	2/96	$4,200,000		73.41%	
32-363	WEST VALLEY	5/04	$35,000,000		62.94%	**59.58%**
32-414	DEER PARK	2/90		$5,989,000	57.13%	
32-414	DEER PARK	5/90		$5,989,000	59.43%	
32-414	DEER PARK	5/91		$7,600,000	40.81%	
32-414	DEER PARK	9/92		$4,400,000	55.49%	
32-414	DEER PARK	5/95	$5,500,000		63.33%	
32-414	DEER PARK	5/99		$5,945,000	55.62%	
32-414	DEER PARK	5/00	$5,700,000		65.30%	
32-414	DEER PARK	5/03		$7,700,000	53.26%	
32-414	DEER PARK	3/05		$11,900,000	59.22%	
32-414	DEER PARK	5/05		$11,900,000	59.85%	**56.94%**
32-416	RIVERSIDE	5/92	$1,300,000		70.41%	
32-416	RIVERSIDE	9/96		$2,039,500	49.92%	
32-416	RIVERSIDE	9/96		$777,500	44.61%	
32-416	RIVERSIDE	11/96		$2,817,000	47.71%	
32-416	RIVERSIDE	2/98	$2,600,000		62.39%	**55.01%**
33-036	CHEWELAH	3/96		$6,960,000	56.92%	
33-036	CHEWELAH	5/96		$6,029,000	52.36%	
33-036	CHEWELAH	5/96		$931,000	47.29%	
33-036	CHEWELAH	11/99		$7,800,000	54.68%	
33-036	CHEWELAH	9/00		$7,800,000	55.27%	
33-036	CHEWELAH	3/05		$13,700,658	44.39%	**51.82%**
33-049	WELLPINIT	11/94	$500,000		60.00%	**60.00%**

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
33-070	VALLEY	2/05	$3,928,785		77.22%	**77.22%**
33-115	COLVILLE	9/90		$7,930,000	55.38%	
33-115	COLVILLE	11/90	$8,477,000		60.07%	
33-115	COLVILLE	4/98		$1,920,572	53.56%	
33-115	COLVILLE	9/98		$1,920,572	51.33%	**55.09%**
33-183	LOON LAKE	9/90	$1,750,000		67.26%	**67.26%**
33-207	MARY WALKER	9/90	$526,000		67.93%	
33-207	MARY WALKER	11/93		$860,000	55.73%	
33-207	MARY WALKER	12/93	860,000		68.53%	
33-207	MARY WALKER	3/99		$1,150,000	54.90%	
33-207	MARY WALKER	3/03		$2,220,000	59.96%	
33-207	MARY WALKER	5/03	$2,220,000		68.71%	**62.63%**
33-211	NORTHPORT	9/03	$1,097,400		61.54%	**61.54%**
33-212	KETTLE FALLS	5/91		$375,000	60.93%	
33-212	KETTLE FALLS	9/91	$375,000		65.32%	
33-212	KETTLE FALLS	5/96		$425,000	73.68%	
33-212	KETTLE FALLS	9/96		$425,000	59.55%	
33-212	KETTLE FALLS	5/97	$425,000		69.53%	**65.80%**
34-002	YELM	2/90		$6,000,000	59.08%	
34-002	YELM	5/90	$6,000,000		61.58%	
34-002	YELM	9/92		$14,870,000	55.04%	
34-002	YELM	2/93		$14,870,000	61.18%	
34-002	YELM	2/94		$8,540,000	46.57%	
34-002	YELM	2/94		$7,660,000	51.00%	
34-002	YELM	2/02		$39,600,000	54.89%	
34-002	YELM	2/03	$46,015,000		62.02%	**56.42%**
34-003	NORTH THURSTON	9/91	$70,000,000		60.93%	
34-003	NORTH THURSTON	2/04		$125,000,000	56.31%	**58.62%**
34-033	TUMWATER	3/91		$20,000,000	68.78%	
34-033	TUMWATER	5/91		$20,000,000	74.26%	
34-033	TUMWATER	2/92	$25,000,000		75.28%	
34-033	TUMWATER	5/95	$27,500,000		64.01%	
34-033	TUMWATER	3/03	$37,835,672		60.04%	**68.47%**
34-111	OLYMPIA	9/90	$49,000,000		64.24%	
34-111	OLYMPIA	9/96	$49,900,000		60.22%	
34-111	OLYMPIA	2/03	$76,600,000		63.43%	**62.63%**
34-307	RAINIER	2/94	$2,900,000		64.00%	**64.00%**
34-324	GRIFFIN	9/93		$9,800,000	42.51%	
34-324	GRIFFIN	11/93		$9,550,000	44.36%	
34-324	GRIFFIN	2/95		$8,400,000	57.80%	
34-324	GRIFFIN	4/95		$8,400,000	58.60%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
34-324	GRIFFIN	2/02	$12,900,000		60.36%	**52.73%**
34-401	ROCHESTER	5/93		$6,870,000	51.19%	
34-401	ROCHESTER	5/95		$8,960,000	52.73%	
34-401	ROCHESTER	5/99		$14,000,000	57.30%	
34-401	ROCHESTER	9/99		$14,000,000	56.59%	
34-401	ROCHESTER	2/00		$16,400,000	58.83%	
34-401	ROCHESTER	5/00	$16,400,000		62.30%	**56.49%**
34-402	TENINO	4/04		$19,500,000	46.27%	**46.27%**
35-200	WAHKIAKUM	11/92	$1,500,000		62.14%	
35-200	WAHKIAKUM	11/97		$6,000,000	51.62%	
35-200	WAHKIAKUM	9/98		$6,760,000	54.41%	
35-200	WAHKIAKUM	11/98		$6,760,000	52.70%	
35-200	WAHKIAKUM	5/99		$6,948,069	43.40%	
35-200	WAHKIAKUM	9/00	$1,225,000		68.66%	**55.49%**
36-101	DIXIE	2/90	$132,000		83.33%	**83.33%**
36-140	WALLA WALLA	11/91		$9,950,000	52.61%	
36-140	WALLA WALLA	5/92	$4,600,000		74.60%	
36-140	WALLA WALLA	5/93	$6,770,000		80.60%	
36-140	WALLA WALLA	5/99	$11,400,000		67.90%	**68.93%**
36-250	COLLEGE PLACE	2/90	$250,000		71.05%	
36-250	COLLEGE PLACE	2/90	$750,000		73.14%	
36-250	COLLEGE PLACE	2/94	$4,500,000		67.65%	
36-250	COLLEGE PLACE	2/98		$559,800	46.52%	
36-250	COLLEGE PLACE	2/04		$17,750,000	41.60%	**59.99%**
36-300	TOUCHET	2/94	$1,810,000		77.43%	
36-300	TOUCHET	2/02	$2,500,000		64.00%	**70.72%**
36-400	COLUMBIA	11/92		$8,800,000	58.16%	
36-400	COLUMBIA	2/93	$7,000,000		71.89%	
36-400	COLUMBIA	3/98	$11,900,000		68.00%	**66.02%**
36-401	WAITSBURG	3/90		$2,600,000	46.38%	
36-401	WAITSBURG	11/91		$2,600,000	49.62%	
36-401	WAITSBURG	5/93	$2,100,000		60.91%	
36-401	WAITSBURG	5/99	$1,620,000		77.06%	**58.49%**
36-402	PRESCOTT	11/95		$2,000,000	53.56%	
36-402	PRESCOTT	5/96		$2,000,000	57.80%	
36-402	PRESCOTT	9/96		$2,000,000	50.67%	
36-402	PRESCOTT	4/97		$2,200,000	58.87%	**55.23%**
37-501	BELLINGHAM	2/90		$67,000,000	44.55%	
37-501	BELLINGHAM	5/90	$19,900,000		64.07%	
37-501	BELLINGHAM	5/93		$34,700,000	74.12%	
37-501	BELLINGHAM	2/94	$35,900,000		74.74%	
37-501	BELLINGHAM	2/96	$31,900,000		75.82%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
37-501	BELLINGHAM	3/00	$10,000,000		68.04%	**66.89%**
37-502	FERNDALE	2/92	$13,700,000		84.24%	
37-502	FERNDALE	2/98	$16,950,000		63.01%	**73.63%**
37-503	BLAINE	2/90	$2,355,000		67.03%	
37-503	BLAINE	2/92	$15,000,000		75.68%	
37-503	BLAINE	2/94		$3,250,000	51.63%	
37-503	BLAINE	5/01	$19,700,000		61.25%	**63.90%**
37-504	LYNDEN	2/92	$4,750,000		68.23%	
37-504	LYNDEN	2/96	$6,500,000		61.81%	**65.02%**
37-505	MERIDIAN	9/90	$3,975,000		66.92%	
37-505	MERIDIAN	2/96	$967,000		61.74%	
37-505	MERIDIAN	3/01	$2,900,000		66.05%	**64.90%**
37-506	NOOKSACK VALLEY	2/91	$7,000,000		64.04%	
37-506	NOOKSACK VALLEY	9/96		$9,800,000	58.20%	
37-506	NOOKSACK VALLEY	5/97	$9,800,000		64.10%	**62.11%**
37-507	MOUNT BAKER	11/94		$14,000,000	45.86%	
37-507	MOUNT BAKER	5/97	$10,360,000		67.41%	**56.64%**
38-267	PULLMAN	9/90		$12,600,000	35.09%	
38-267	PULLMAN	9/91		$10,000,000	44.51%	
38-267	PULLMAN	11/92	$4,750,000		76.21%	
38-267	PULLMAN	9/95	$10,000,000		65.26%	
38-267	PULLMAN	2/00		$15,600,000	55.70%	
38-267	PULLMAN	2/02	$15,400,000		63.21%	**56.66%**
38-300	COLFAX	11/91	$3,000,000		65.22%	
38-300	COLFAX	3/03	$7,400,000		60.14%	**62.68%**
38-301	PALOUSE	11/97	$750,000		62.35%	**62.35%**
38-302	GARFIELD	11/97		$1,370,000	40.96%	**40.96%**
38-306	COLTON	3/96		$1,150,000	53.58%	**53.58%**
38-308	ENDICOTT	3/93	$1,400,000		66.78%	**66.78%**
38-320	ROSALIA	11/94	$3,060,000		64.58%	
38-320	ROSALIA	3/05	$700,000		71.90%	**68.24%**
38-322	SAINT JOHN	11/01	$1,555,000		76.38%	**76.38%**
38-322	ST. JOHN	9/94		$3,900,000	40.32%	
38-322	ST. JOHN	5/98		$4,500,000	39.42%	**39.87%**
39-003	NACHES VALLEY	9/90		$4,708,953	53.49%	
39-003	NACHES VALLEY	9/90		$1,479,232	49.14%	
39-003	NACHES VALLEY	11/90		$5,172,957	55.44%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
39-003	NACHES VALLEY	11/92	$8,300,000		65.06%	
39-003	NACHES VALLEY	3/03		$16,000,000	55.19%	
39-003	NACHES VALLEY	2/04		$8,198,500	56.06%	**55.73%**
39-007	YAKIMA	5/94	$49,300,000		66.88%	**66.88%**
39-090	EAST VALLEY	3/93		$8,912,000	69.58%	
39-090	EAST VALLEY	5/93		$8,912,000	75.90%	
39-090	EAST VALLEY	2/94	$10,630,000		72.03%	
39-090	EAST VALLEY	3/05	$24,490,000		69.35%	**71.72%**
39-119	SELAH	2/98	$13,300,000		67.51%	**67.51%**
39-120	MABTON	5/99	$995,000		76.60%	**76.60%**
39-200	GRANDVIEW	2/94		$11,000,000	53.66%	
39-200	GRANDVIEW	9/94		$11,500,000	52.64%	
39-200	GRANDVIEW	11/95		$10,406,000	51.88%	
39-200	GRANDVIEW	3/97		$9,875,000	59.50%	
39-200	GRANDVIEW	3/97	$1,555,000		60.92%	
39-200	GRANDVIEW	3/97		$1,265,000	48.43%	
39-200	GRANDVIEW	5/97		$9,850,000	59.86%	
39-200	GRANDVIEW	5/98		$17,900,000	59.50%	
39-200	GRANDVIEW	3/99	$17,900,000		61.80%	**56.47%**
39-201	SUNNYSIDE	3/94	$8,000,000		65.94%	
39-201	SUNNYSIDE	2/04	$11,000,000		62.97%	**64.46%**
39-202	TOPPENISH	9/93		$400,000	72.97%	
39-202	TOPPENISH	11/93	$400,000		65.71%	
39-202	TOPPENISH	2/99	$10,000,000		68.60%	**69.09%**
39-203	HIGHLAND	2/99	$5,515,000		73.30%	**73.30%**
39-204	GRANGER	9/91		$3,200,000	20.51%	
39-204	GRANGER	5/97	$2,700,000		73.91%	**47.21%**
39-205	ZILLAH	2/93	$3,400,000		78.52%	
39-205	ZILLAH	9/96		$2,500,000	50.96%	
39-205	ZILLAH	5/00		$7,000,000	54.00%	
39-205	ZILLAH	9/00		$7,000,000	56.70%	
39-205	ZILLAH	11/03	$9,350,000		61.37%	**60.31%**
39-207	WAPATO	2/90	$3,410,000		67.91%	
39-207	WAPATO	11/94	$6,800,000		62.19%	
39-207	WAPATO	11/04		$17,500,000	52.22%	**60.77%**
39-208	WEST VALLEY	3/91		$8,700,000	81.68%	
39-208	WEST VALLEY	5/91	$8,700,000		87.12%	
39-208	WEST VALLEY	3/93		$12,500,000	79.22%	
39-208	WEST VALLEY	5/93	$12,500,000		64.68%	
39-208	WEST VALLEY	11/98		$21,500,000	52.40%	
39-208	WEST VALLEY	3/03		$43,500,000	50.41%	

Source: Office of the Superintendent of Public Instruction

BOND ISSUES ELECTIONS
CALENDAR YEAR 1990 - 2005

CO. DIST.	SCHOOL DISTRICT	ELECTION DATE	PASSED	FAILED	% YES	DISTRICT AVG. %
39-208	WEST VALLEY	5/03		$29,186,000	48.37%	
39-208	WEST VALLEY	5/03		$8,981,000	54.66%	
39-208	WEST VALLEY	5/03		$5,333,000	37.70%	**61.80%**

The highest average % for bonds ran is: **83.71%** by Curlew (but only ran one time)
The lowest average % for bonds ran is: **34.94%** by Dayton (but only ran one time)

The highest average % for multiple bonds ran: **79.40%** by LaConner
The lowest average % for multiple bonds ran: **36.34%** by Brinnon

The highest % of all bonds ran: **89.24%** by Northshore (Avg. for district = 72.37%)
The lowest % of all bonds ran: **20.51%** by Granger (1st time ran/2nd was 73.91%)

Impact Fees

Jurisdictions with Impact Fee Provisions

City/Town/County	Use of Impact Fees	Schools
ANACORTES	Fire, Parks, General	Y
ARLINGTON	Parks, Schools, Transportation	Y
AUBURN	Parks, Schools, Transportation	Y
BAINBRIDGE ISLAND	Schools	Y
BATTLE GROUND	Schools	Y
BELLEVUE	Schools, Transportation	Y
BELLINGHAM	Schools, Transportation	Y
BLAINE	Fire, Parks, Schools, Transportation	Y
BOTHELL	General, Parks, Schools, Tranportation	Y
BRIER	Parks, Tranportation	N
BUCKLEY	Parks, Schools, Transportation	Y
BURLINGTON	Fire, Parks, Schools, Transportation	Y
CAMAS	Fire, Parks, Schools, Transportation	Y
CARNATION	Schools, Transportation	Y
CHEHALIS	Tranportation	N
COUPEVILLE	Parks	N
COVINGTON	Schools, Transportation	Y
DARRINGTON	Schools, Transportation	Y
DUVALL	Parks, Schools, Transportation	Y
EATONVILLE	Fire, Parks, Schools, Transportation	Y
EDGEWOOD	Parks, Schools, Transportation	Y
ELLENSBURG	General, Parks	Y
ENUMCLAW	General	Y
EVERETT	Tranportation	N
FEDERAL WAY	General, Schools	Y
FERNDALE	Parks, Tranportation	N
FIFE	General, Parks, Schools	Y
GOLD BAR	Parks, Schools, Transportation	Y
GRANITE FALLS	Tranportation	N
ISSAQUAH	Fire, Parks, Schools, Transportation	Y
KENMORE	Parks, Tranportation	N
KENNEWICK	Parks	Y
KENT	Schools	Y
KIRKLAND	Parks, Tranportation	N
LA CENTER	Parks, Tranportation	N
LACEY	Tranportation	N
LYNDEN	Fire, Parks, Transportation	N
MAPLE VALLEY	Schools, Transportation	Y
MARYSVILLE	General, Parks, Schools, Tranportation	Y
MEDICAL LAKE	Fire, Parks, Schools	Y
MILL CREEK	General, Fire, Parks, Tranportation	

Source: Municipal Research and Services Center of Washington (Updated 04/07)

Jurisdictions with Impact Fee Provisions

MILTON	Schools, Transportation	Y
MONROE	Parks, Schools, Tranportation	Y
MOUNT VERNON	Fire, Parks, Schools, Transportation	Y
MUKILTEO	Schools, Tranportation	Y
NEWCASTLE	Parks, Schools, Tranportation	Y
NORTH BEND	General, Parks	Y
OAK HARBOR	General	N
OLYMPIA	General, Parks, Schools	Y
PASCO	Parks, Tranportation	N
POULSBO	Parks, Schools	Y
PUYALLUP	General, Parks	N
REDMOND	Fire, Parks, Transportation	N
RENTON	Fire, Parks, Schools, Transportation	Y
RIDGEFIELD	General	
SAMMAMISH	Schools, Tranportation	Y
SEATAC	Tranportation	N
SEDRO-WOOLLEY	General, Schools, Tranportation	Y
SPOKANE	General	N
STANWOOD	General, Fire, Parks, Schools, Tranportation	Y
STEILACOOM	Schools	Y
SULTAN	Parks, Schools, Transportation	Y
TUMWATER	Fire, Parks, Schools, Tranportation	Y
VANCOUVER	Parks, Schools, Transportation	Y
WASHOUGAL	Fire, Schools	Y
WOODINVILLE	General, Parks, Schools, Tranportation	Y
WOODLAND	Fire, Parks, Schools	Y
YELM	Fire, Tranportation	N
ZILLAH	Parks	N
CLARK COUNTY	Parks, Schools, Transportation	Y
KING COUNTY	General, Schools, Tranportation	Y
KITSAP COUNTY	Parks, Schools, Transportation	Y
PIERCE COUNTY	General, Parks, Schools	Y
SKAGIT COUNTY	Schools	Y
SNOHOMISH COUNTY	Parks, Schools, Transportation	Y

Source: Municipal Research and Services Center of Washington (Updated 04/07)

FY05-06 Mitigation and Impact Fees

Source: FY 05-06 F-196 Annual Financial Statements
Data provided is for school fiscal year 2005-2006 which begins September 1, 2005 and ends August 31, 2006

CCDDD	District Name	Growth Management Act Impact Fees	State Environmental Policy Act Mitigation Fees	Grand Total
06037	VANCOUVER	1,776,836		1,776,836
06098	HOCKINSON	33,810		33,810
06101	LACENTER	191,957		191,957
06103	GREEN MOUNTAIN	12,850		12,850
06112	WASHOUGAL	905,615		905,615
06114	EVERGREEN-Clark	2,371,950		2,371,950
06117	CAMAS	925,997		925,997
06119	BATTLE GROUND	1,507,649		1,507,649
06122	RIDGEFIELD	1,719,574		1,719,574
08404	WOODLAND	68,440		68,440
17210	FEDERAL WAY	1,022,238		1,022,238
17401	HIGHLINE	114,635		114,635
17407	RIVERVIEW	16,920		16,920
17408	AUBURN	2,442,050		2,442,050
17409	TAHOMA	638,455		638,455
17410	SNOQUALMIE VALLEY	1,485,292	355,688	1,840,979
17411	ISSAQUAH	4,393,473		4,393,473
17414	LAKE WASHINGTON	597,361	53,080	650,441
17415	KENT	3,877,093		3,877,093
18100	BREMERTON	32,941		32,941
18400	NORTH KITSAP	254,136		254,136
18401	CENTRAL KITSAP	246,606		246,606
18402	SOUTH KITSAP	407,373		407,373
23309	SHELTON		15,500	15,500
23403	NORTH MASON		7,650	7,650
26059	CUSICK	25,631		25,631
27001	STEILACOOM HIST.	115,456		115,456
27003	PUYALLUP	2,539,526		2,539,526
27010	TACOMA		50,732	50,732
27019	CARBONADO	2,675		2,675
27320	SUMNER	1,020,235		1,020,235
27343	DIERINGER	90,425		90,425
27344	ORTING	703,719		703,719
27401	PENINSULA	1,065,030		1,065,030
27402	FRANKLIN PIERCE	450,640		450,640
27403	BETHEL	2,571,860	41,800	2,613,660
27404	EATONVILLE	274,349		274,349
27416	WHITE RIVER	267,500		267,500
27417	FIFE	1,233,385		1,233,385
29100	BURLINGTON EDISON	601,158		601,158
29101	SEDRO WOOLLEY	1,026,538		1,026,538
29311	LA CONNER	4,785		4,785
29317	CONWAY	55,929		55,929
29320	MT VERNON	791,545		791,545

FY05-06 Mitigation and Impact Fees

Source: FY 05-06 F-196 Annual Financial Statements
Data provided is for school fiscal year 2005-2006 which begins September 1, 2005 and ends August 31, 2006

CCDDD	District Name	Growth Management Act Impact Fees	State Environmental Policy Act Mitigation Fees	Grand Total
31002	EVERETT	1,175,941	110,586	1,286,527
31004	LAKE STEVENS	1,145,929		1,145,929
31006	MUKILTEO	1,647,658	147,992	1,795,650
31016	ARLINGTON	43,563	187,152	230,715
31025	MARYSVILLE	2,509,475		2,509,475
31103	MONROE	684,455		684,455
31201	SNOHOMISH	1,231,794		1,231,794
31306	LAKEWOOD	30,152		30,152
31311	SULTAN	86,096		86,096
31332	GRANITE FALLS	72,239		72,239
31401	STANWOOD	209,775		209,775
34002	YELM	108,485	623,895	732,380
34003	NORTH THURSTON		2,188,819	2,188,819
34033	TUMWATER	354,184	89,845	444,029
34111	OLYMPIA	11,210	2,656	13,866
34307	RAINIER		75,485	75,485
34401	ROCHESTER	124,323		124,323
34402	TENINO	44,572		44,572
37501	BELLINGHAM	320,228	53,504	373,732
37502	FERNDALE	57,018		57,018
37505	MERIDIAN		38,200	38,200
	TOTAL	**47,740,733**	**4,042,583**	**51,783,316**

K-12 Major Events

History of Major Events in School Construction Since 1951

>1951	General Fund support for school construction.
1951-69	Funding from bonds paid from cigarette and motor vehicle taxes.
1967	Amendment to Constitution creating Common School Construction Fund and dedicating trust land revenues to school construction.
1979	Trust revenues insufficient and Legislature approves $105 million in General Obligation Bonds.
1980	$105 million bond bill flawed and instead $27.5 million is provided as compensation for land transferred to Parks.
1981	Surplus forecast in Common School Construction Fund. Legislature appropriates the surplus ($52.3 million) for operating purposes.
1982	Timber defaults occur. Surplus vanishes and Legislature cancels $52.3 million appropriation for operating purposes.
1983	Beginning of trust revenue shortfalls. State Board of Education reduces sq. ft./student allocation 20% and $/sq. ft. by 15%.
1985	State Board cancels “first come, first served” policy and adopts priority system.
1987-89	Backlog develops - reaches $410 million at its peak.
1990	Legislature considers various solutions: Candy tax, out-of-state catalog sales tax, state property tax, dedication of lottery revenues.
1991	Legislature directs State Board to develop new priority system.
1992	New priority system implemented.
1989-97	Legislature supplements trust land revenue with $795 million of state bonds and cash to eliminate the backlog of unfunded school construction projects.
1994	I-601 creates the Education Construction Account.
1995-96	Problems with quality of school construction raised and investigated by AG results in recommendations and efforts to address construction problems.
1997	The Education Savings Account is created.
2000	The Legislature places excess Emergency Reserve Fund (ERF) balance in the Education Construction Account annually rather than biennially. I-728 eliminates the excess ERF balance going into the Education Construction Account and replaces them with a portion of the lottery proceeds.
2001	increase the area cost allowance and eligible square feet by a specified amount if the bill expanding the lottery passes adding $30.5 million in available revenue. The bill did not pass.
2003	The Legislature increased funding to enable the area cost allowance in the state formula for calculating state assistance to be increased from $110 to $125 in 2004 and $129 in 2005.
2005	The Legislature increased funding to enable the area cost allowance in the state formula for calculating state assistance to be increased from $129 to $141.95 in 2006 and $154.22 in 2007. In addition, the Legislature increased the amount of eligible square feet per student at all grade levels and provided an increase in the amount paid for modernization projects (from 80% to 100% of the area cost allowance).
2007	The Legislature increases the area cost allowance in the formula from $154.22 in 2007 to $162.43 in 2008 and $168.79 in 2009.

2002 House Task Force

Report of the
House Capital Budget Committee
2002 Interim Workgroup on
K-12 School Construction

House Office of Program Research
January 2003

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Final Report

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Report of the
Capital Budget K-12 School Construction
2002 Interim Workgroup

Background

Formation of the Workgroup

The House Capital Budget 2002 Interim Plan called for the formation of a workgroup to discuss the state school construction assistance program and possible additional funding sources to enable the state to increase the amount of construction assistance it provides to local school districts. The workgroup is to present its findings and recommendations to the House Capital Budget Committee for consideration in the 2003 Legislative Session. The Speaker appointed Representative Hunt as chair of the workgroup, and Representatives Armstrong, Haigh, and Anderson to serve on the workgroup. A number of organizations were invited to participate at the table: two representatives each from the State Board of Education and the Office of the Superintendent of Public Instruction, and one representative each from the Office of Financial Management, a local school district, the Washington State School Directors Association, an Educational Service District, and the Department of Natural Resources. In addition, the Democratic and Republican leaders of the Senate Capital Budget Subcommittee and Senate Education Committee were invited to participate. A list of the participants can be found in Appendix A.

Workgroup Meetings

The workgroup met three times in Olympia: July 17th, September 24th, and December 4th. The meetings were open to the public. A summary of each of the meetings can be found in Appendix B.

Workgroup Report

This report comprises the work product of the workgroup. It provides background information, general findings, and a list of recommendations to the House Capital Budget Committee.

Findings

Other States

The K-12 school construction assistance provided by states to school districts varies widely by state. A minority of states, including Washington, have a program that provides a substantial amount of assistance; about a dozen states have no program of state assistance. Some states require that a portion of their basic education operating funds be spent on capital.

Current Washington State School Construction Grant Assistance Program

The state grant assistance program covers 50% of state-recognized K-12 construction costs on a statewide basis based on a formula and eligibility. District-by-district assistance varies because of an equalization policy that provides a higher percentage of assistance to less wealthy school districts. Wealthier districts receive a 20% state match while poorer districts may receive a state match approaching 100%. To obtain state funding assistance, the school district must have its local match (pass a bond in most cases) and meet the eligibility requirements (such as unhoused students). The statewide formula for the state's match is: *Eligible square feet per student* X *area cost allowance* X *50% plus other allowable costs.*

State assistance is about one-third of actual school district construction costs

School districts report having a higher cost per square foot than the state formula provides for, and typically use more than the eligible square foot allocation in the state formula. (Funding shortfalls beginning in 1983 led to the policy decision to spread available funding to as many districts as possible. The reduction in area cost allowance and eligible square feet to accomplish this has not been reversed due primarily to a lack of available/provided funding, except for kindergarten eligible square feet.) As a result, while the state completely funded its matching obligation based on current formulas, the actual state assistance for 2002 was about 30% of total state-recognized costs.

- Area Cost Allowance

2002 area cost allowance	SBE estimated actual cost
$106.72/sq.ft.	$152.50/sq.ft.

The State Board of Education's (SBE) budget request asks the legislature to increase the area cost allowance and eligible square feet to cover actual amounts over the next 3 biennia, starting with one-third in 2003-05. The result is an increased funding request in 2003-05 of about $67 million.

Possible funding shortfalls

Without an infusion of additional funds, the Common School Construction Fund likely will be short of the amount necessary to fund school construction even under the current rules within a biennium, due in part to decreased timber revenues. In additional to the area cost allowance (ACA) enhancements discussed above, there are a number of factors that could cause the demand for state assistance to significantly increase in the next few biennia. These include:

- Enactment of the simple majority proposal for passing school bonds (estimated impact is $150 million per year in additional requested state assistance for 3-4 years).

- Enrollment (expected to be level until 2010 and then begin upward trend) and age/condition of existing facilities (almost half were built/remodeled before 1970).

Appendix C contains an illustration of possible state K-12 construction funding shortfalls based on the traditional funding sources and the SBE's proposal to increase area cost allowance and eligible square feet.

School survey

In addition to possible new funding sources, the workgroup discussed potential ways to improve the current state school construction grant assistance program. School districts were sent an electronic survey requesting information on their recent capital spending and soliciting suggestions to improve the current state program or possible new sources of funding. One-third of school districts responded.

Some of the advantages of the current state school construction assistance program identified by the respondents include:

- The state program provides financial assistance to local school districts for school construction, much more than most other states provide.
- The state match provides an incentive for local communities to pass bond levies and reduces the local tax burden.
- The state program considers the differences between wealthy and poorer school districts through an equalization formula.
- The state program attempts to allocate funds based on need.
- The state construction assistance staff at the Office of Superintendent of Public Instruction are very helpful.

Some of the concerns the survey respondents raised regarding the state school construction assistance program include:

- The formula the state program uses does not recognize the actual cost of construction (the area cost allowance).
- All communities should get some capital help from the state; many districts, especially rural districts, don't qualify because they can't pass a bond levy, don't have unhoused students, or have small projects.
- The state program is not sufficiently coordinated with education reform efforts.
- The July project release date should be moved up to earlier in the year to take full advantage of the construction season.

- The application process is cumbersome; it would be helpful to reduce the paperwork and the time it takes to get funds to the districts.

The complete survey results are in Appendix D.

Recommendations

The workgroup makes the following recommendations to the House Capital Budget Committee:

Possible new funding sources:

- **Use proceeds from state bonds for school construction.** Debt service could be paid by: (1) the Education Construction Account (lottery proceeds); (2) a new revenue source; or (3) the general fund (include in the capital budget bond-funded appropriations).

- **Study the feasibility of exempting school construction from the sales tax.** A very rough estimate of the biennial cost to the state and local governments is: an $80 million reduction in revenue to the state general fund and a $22 million reduced revenue to local governments. A possible issue was raised that this may also mean the federal government could be exempt from sales tax on materials (it does not pay sales tax on labor). This option should be explored further, particularly a review of current related tax exemptions, the impact on sales tax receipts from the federal government, and whether exempting sales tax on school construction on labor would be more feasible.

  If sales tax on school construction is not exempted, this sales tax could be dedicated to school construction. Perhaps an amount equivalent to the sales tax paid on school construction could be given to the district for that project or given to the endowment fund. (Possible policy issues that may arise with this recommendation are the loss to the General Fund and the likelihood that other state agencies and institutions would seek a similar exemption.)

- **Build an endowment fund (or endow the Permanent Fund)** over several years and use the investment income to help fund school construction. An existing or new revenue source (like wind farms) would have to be found. Another idea is to use state budget surpluses when the economy is good. Another possibility is to take a small amount of existing revenues/appropriations going into the Common School Construction Fund (like 5%) and place them in the Permanent Fund. Federal Forest Funds to offset the loss to districts from a smaller tax base that currently go to the state general fund should be deposited in the Permanent Fund

or Common School Construction Fund.

- **Collect a portion of the unused state property tax rate capacity and use it for school construction**. (The state will collect about $2.71 per $1000 in 2003; the limit is $3.60 per $1000. An increase of 10 cents per thousand in the levy rate would increase revenue by about $55 million per year.) This could be used in several instances, such as: (1) when districts fail to get the 60% vote needed to pass a bond in two elections in the same year (as recommended by the 1998 Task Force on School Construction); (2) to endow the Permanent Fund or another endowment fund, or (3) for general school construction purposes.

- **Look for ways to increase revenue from the trust lands**, such as wind farms or selling/exchanging small urban holdings for more acreage and more productive timber land.

- **Encourage common schools to partner** with early childhood education programs, community and technical colleges, and 4-year higher education institutions to share facilities to meet some of their facility needs.

Possible ways to improve the current state program:

- **Provide a small amount of capital money to all districts, or just to smaller or poorer districts** ($50,000 per biennium to every district would cost about $15 million.)

- **Establish a program for emergency assistance** as a safety net to help poorer school districts with severe facilities needs (due to acts of God or failure to pass bonds). This might provide more help for schools with declining enrollment and significant renovation needs. Another possible option is to waive the local match requirement under certain exigent circumstances.

- **Establish a program to provide competitive grants for school district renovations**, similar to the federal grant program administered by the State Board of Education in the 2001-03 biennium ($10 million grant program).

- **Fund the State Board's request** to increase the area cost allowance to reflect actual construction costs and increase the eligible square feet per student to at least the national average over 3 biennia beginning in 2003-05.

- **Coordinate construction with education reform needs** so that space helps improve learning by addressing education program needs. (Consider topics like all-day kindergarten, technology, regional/climatic differences, child care, and special community needs.) Streamline the application process by simplifying

paperwork and making the process and eligibility requirements less complicated.

- **Have the state or education service districts oversee design and construction when requested by a school district.**

- **Authorize or expand the use of alternative public works approaches** such as : (1) the GC/CM program; and (2) the design/build process.

- **Authorize the State Board to provide multiple release dates for state school construction assistance grants.**

- **Eliminate the 60% super-majority requirement on school bonds.**

- **Improve the bid process for school construction** by modifying the lowest bid requirement to make it easier to accept the lowest *responsible* bid.

Presented to the House Capital Budget Committee in January 2003 by:

Representative Sam Hunt, Chair
Representative Glenn Anderson
Representative Mike Armstrong
Representative Kathy Haigh

APPENDIX A

Workgroup Participants

Capital Budget K-12 Construction Workgroup Participants

- Representative Hunt, Chair
- Representative Anderson
- Representative Armstrong
- Representative Haigh
- Carolyn Tolas, State Board of Education
- Larry Davis, State Board of Education
- Mike Bigelow, Office of the Superintendent of Public Instruction
- Gordon Beck, Office of the Superintendent of Public Instruction
- Doug Nichols, ESD 112
- Pete Wall, Tacoma School District
- Mike Roberts, Office of Financial Management
- Bob Van Schoorl, Department of Natural Resources
- Dan Steele, Washington State School Directors Association

- Representatives Bush, O'Brien, and Veloria attended at least one meeting. Others provided comments to the workgroup as well.

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APPENDIX B

Meeting Summaries

House Capital Budget Workgroup on Funding K-12 School Facilities

Summary of July 17th Meeting

- The state's share of K-12 school construction is about 30% in 2001 (of types of costs the state will recognize for matching funds). (See attached.) This completely funds the state's obligation based on current formulas.

- The state grant program matches 50% of recognized/eligible costs. The primary reason the actual match is 30% is because the recognized area cost allowance (ACA) is less than the actual cost and the eligible square feet is less than that typically used by school districts (and the national average).

- The state recognized area cost allowance and eligible square feet are less than what school districts actually uses primarily due to funding shortfalls in the mid-1980s and the policy decision to spread available funding to as many school districts as possible. There has not been sufficient funding available/provided to fund increases to the ACA and eligible square feet.

- The State Board of Education indicated that it was going to ask the legislature to increase the state assistance formula for area cost allowance and eligible square feet to the actual or recommended amounts over the next 3 biennia, starting with 1/3rd in 2003-05. That likely will result in an increased funding request for 2003-05 of $60 million or more.

- Without an infusion of state general fund or debt limit bond appropriations, the Common School Construction Fund likely will be short of the amount necessary to fund school construction even under the current rules within a biennia or two. There are a number of factors that could cause the demand for state assistance to significantly increase in the next few biennia. (See attached.)

- Some of the other points raised include:

    1. The primary goal of the workgroup is to recommend ways to establish and maintain stable funding sources to provide more assistance for school construction.

    2. The workgroup also should look to see if there are ways to improve the current state school construction grant assistance program besides more funding, including ways to make it more effective and equitable.

- The next meeting is September 24, 2002.

House Capital Budget Workgroup on K-12 School Construction

Summary of September 24th Meeting

- The bond capacity for the 2003-05 session will likely be in the range of $900 - $950 million. There will be additional pressure on the capital budget for prison beds, K-12 construction, preservation of state facilities, and fish and water.

- Traditional sources for funding K-12 construction likely will be insufficient to meet K-12 budget requests in the next few biennia even under current rules, and if the State Board of Education's request to fund an increase in area cost allowance is agreed to the funding shortfall will be significant. Other potential drivers for increasing requests for state assistance included:

  (1) Enactment of the simple majority proposal for passing school bonds (estimated impact is $150 million per year in additional requested state assistance for 3-4 years).

  (2) Enrollment (expected to be level until 2010 and then begin upward trend) and age/condition of existing facilities (almost half the buildings were built/renovated before 1970).

  (3) Education reform and technology efforts.

- Possible ways to improve the current state K-12 construction grant program were discussed, as well as possible new sources of funding. The lists of potential approaches discussed are attached.

- Commissioner of Public Lands Doug Southerland discussed the timber revenue issues and other trust land issues.

Possible New Sources of Funding to Increase State Assistance for School Construction For Workgroup Consideration

Note: This list is for discussion purposes only. It is not the recommendations of the legislators or the workgroup.

- Use proceeds from state bonds whose debt service is paid by one or more of the following: (1) The Education Construction Account (lottery revenue); or (2) Another existing or new revenue source.

- Exempt school construction from sales tax. A very rough estimate of the biennial cost to the state and local governments is: $80 million reduction in revenue to the state general fund and $22 million reduced revenue to local governments. A possible issue was raised that this may also mean the federal government would be exempt from sales tax (except for labor)

- Build an endowment fund (or endow the Permanent Fund) over several years and use the investment income of this fund for school construction. An existing or new revenue source would have to be found, or use state budget surpluses when the economy is good. Another idea is to sell future rights to harvest timber and use it to fund a school construction endowment fund or endow the Permanent Fund.

- Earmark a portion of the existing state property tax for school construction. This would reduce the revenue going to the general fund.

- Collect a portion of the unused state property tax rate capacity and use it for school construction. (The state will collect about $2.71 per $1000 in 2003; the limit is $3.60 per $1000. An increase of 10 cents per thousand in the levy rate would increase revenue by about $55 million per year.) This could be used in instances when districts fail to get the 60% vote needed to pass a bond in two elections in the same year (as recommended by the 1998 Task Force on School Construction), could be used to endow the Permanent Fund or another endowment fund (as illustrated in HJR 4220 in 1987), or could be used for general school construction purposes.

- Exempt school districts from prevailing wage requirements.

- Look for ways to increase revenue from the trust lands, such as wind farms or selling/exchanging small urban holdings for more acreage and more productive timber land.

- Authorize and encourage common schools to partner with community and technical colleges and 4-year higher education institutions to meet some of their facilities needs through leases, levy and bond measures, sharing facilities, etc. (as proposed in SB 5885 in 1989).

- Other possible approaches.

Possible Ways to Improve the Current State K-12 Construction Grant Assistance Program

Note: This list is for discussion purposes only. It is not the recommendations of the legislators or the workgroup.

- Provide a small amount of capital planning money to all districts, or just to smaller or poorer districts ($50,000 per biennium to every district would cost about $15 million.)
- Establish a separate fund/program or criteria for emergency assistance to help poorer school districts with severe facilities needs (due to acts of God or not being able to pass bonds). This might allow for providing more help for schools with declining enrollment and significant renovation needs or removing the local match requirement under certain conditions.
- Make the process simpler and more streamlined (have the legislature work with the Governor, SBE, and school districts.)
- Change the current formula to use actual construction costs and the recommended eligible square feet. (The SBE has a proposal to do this over 3 biennia.)
- Coordinate construction with education reform needs so that space helps improve learning by addressing education program needs. (Consider things like all-day kindergarten, technology, regional/climatic differences, child care, and special community needs.)
- Have the state oversee design and construction of facilities, or let the state oversee design and construction when requested by school district (or ESDs?).
- Authorize or expand the use of alternative public works approaches such as : (1) GC/CM program; and (2) Design/bid.
- Provide multiple release dates for state school construction assistance grants.
- Eliminate the 60% super-majority requirement on school bonds.
- Improve the bid process for school construction by modifying the lowest bid requirement to make it easier to accept the lowest responsible bid.
- Encourage consolidation of small school districts.
- Other possible changes.

House Capital Budget Workgroup on K-12 School Construction

Summary of December 4th Meeting

- Discussed possible findings and recommendations.
- The legislators on the workgroup adopted a resolution to send the amended final report to the House Capital Budget Committee.

APPENDIX C

Possible State K-12 School Construction Funding Shortfalls

Possible State K-12 Construction Funding Shortfall

(Estimates in millions)

	2001-03	2003-05	2005-07
Beginning cash balance (Common School Construction Fund)	$114	$40	($130)
Revenues/Appropriations			
Timber	$96	$103	$125
Trust Land Transfer	$40	$40	$40
Education Savings Account	$36	$36	$36
Education Construction Account	$113	$75*	$120*
Other (CSCF)	$21	$16	$16
Total	$306	$270	$337
Estimated cash disbursements	$380	$440**	$560**
Estimated Ending Cash Balance	$40	($130)	($353)

* Assumes 60% (of $125m in 03-05 and $200m in 05-07) goes to K-12. Ending cash balance if all goes to K-12: $40m ($80m) ($223m)

** Includes the increase resulting from the State Board's requested enhancements to area cost allowance and eligible square feet

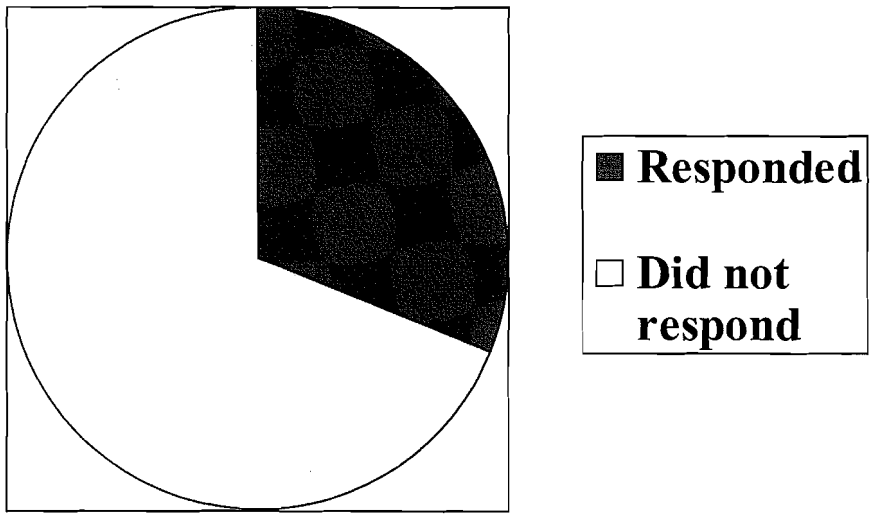
Note: The estimated ending cash balances if the legislature did not adopt the SBE's recommendation to increase the area cost allowance and eligible square feet (and assuming 60% of the ECA goes to K-12) would be: $40m ($70m) ($103m)

APPENDIX D

Summary of the School Construction Survey

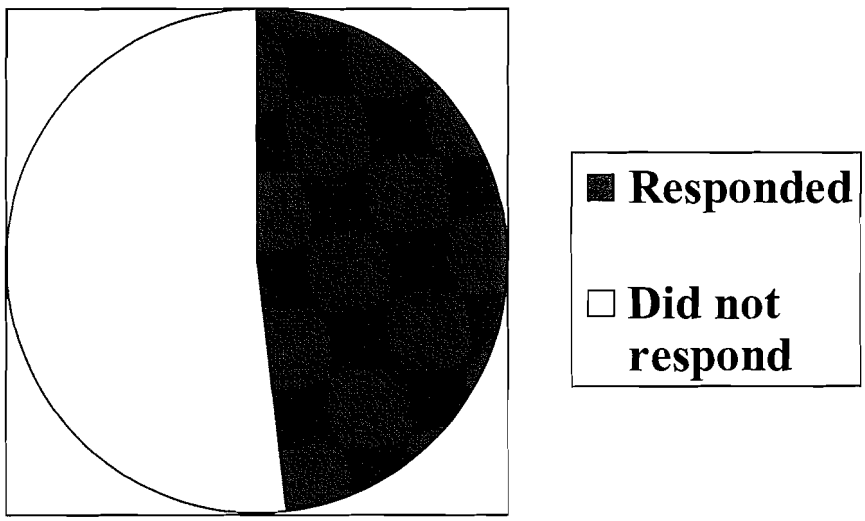
School Construction Survey Response Rate

DISTRICTS



31% of districts responded

ENROLLMENT



Districts with 48% of the enrollment responded

building these schools and assign the contractors to build the schools saving money on architect costs and time in the bidding process.

- Change the super majority rules.

- Drop the bond passage to 51% so that districts can help themselves. Don't lower local effort assistance. If anything, let districts levy for more.

- Modify the prevailing wage practice so that if we have to use prevailing wage, it reflects the prevailing wages in our region, not Seattle.

- Simplify the system.

- Do not include kitchen, cafeteria, & gym in formula for square foot needs.

- Release funding more times per year so that bids can be let several times a year and this will create a better bidding climate for contractors. Raise the square foot building costs to be more compatible with actual costs.

- Make simple majority for M&O levy issues and keep the super-majority for bond issues.

- If possible, streamlining the D-form process.

- Have some "mini-grants" for urgent and emergency facility improvement issues similar to the federal emergency renovation grants that were available for one time last year.

- Raising the square footage formula by at least 20 square feet at each level. Increase the cost allowance to reflect real costs. There have been several other suggestions made over the years and all can be valid for some and not others. But whatever is done is going to take a lot of money and that is where it always ends.

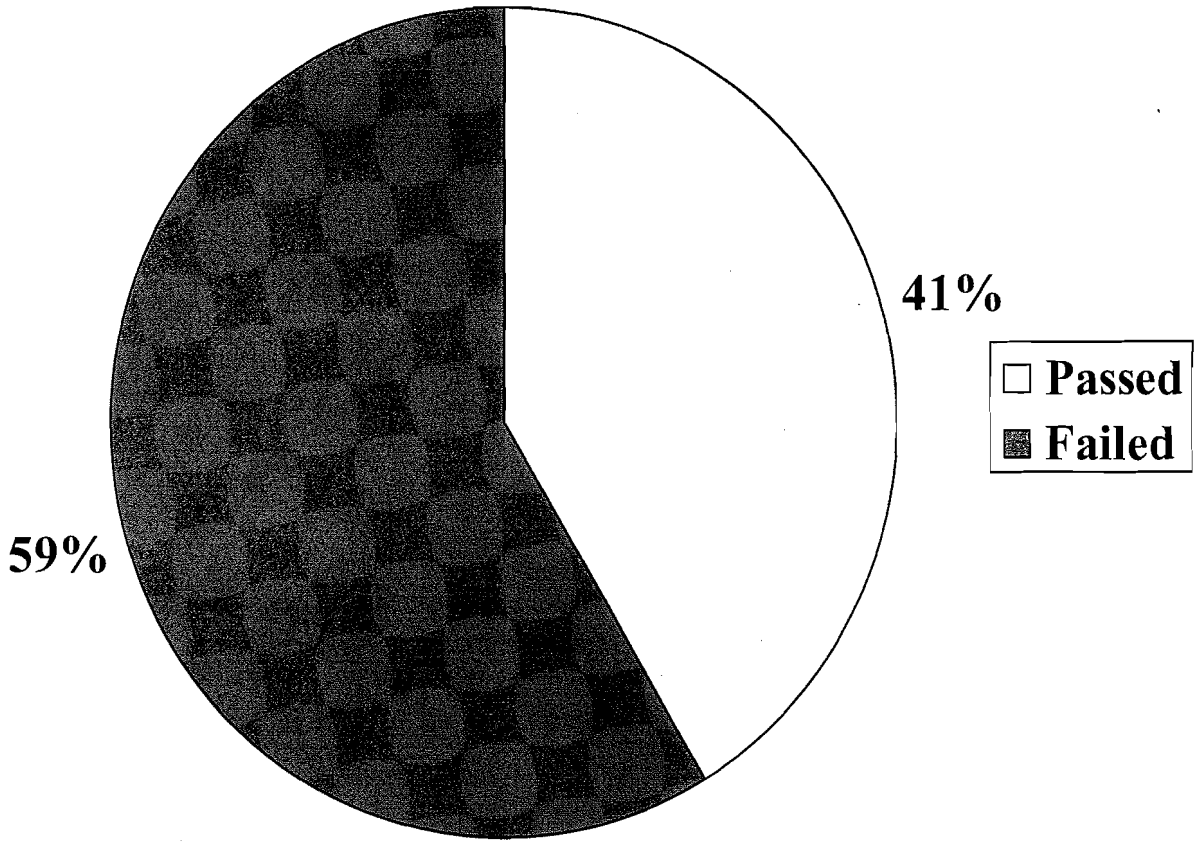
- Increase space allocation and lower the 60% requirement.

- The amount of paperwork is staggering. The uncertainty of when the money will be received by the district is stressful. Release funding at multiple times per year and get the state funding dollars (amounts) in sync with reality. Naturally this will raise the needed funding amount and require a funding source which is dependable and earmarked.

- In order to qualify for state match, you have to take on a sizable project. It would help us and our taxpayers if the state would provide matching funds for smaller projects, i.e., we want to add sprinklers to our junior high. Cost is estimated at $500,000. We would have to do that out of our M&O levy money. We would also like to upgrade the heating system - another $100-500,000. We roofed the

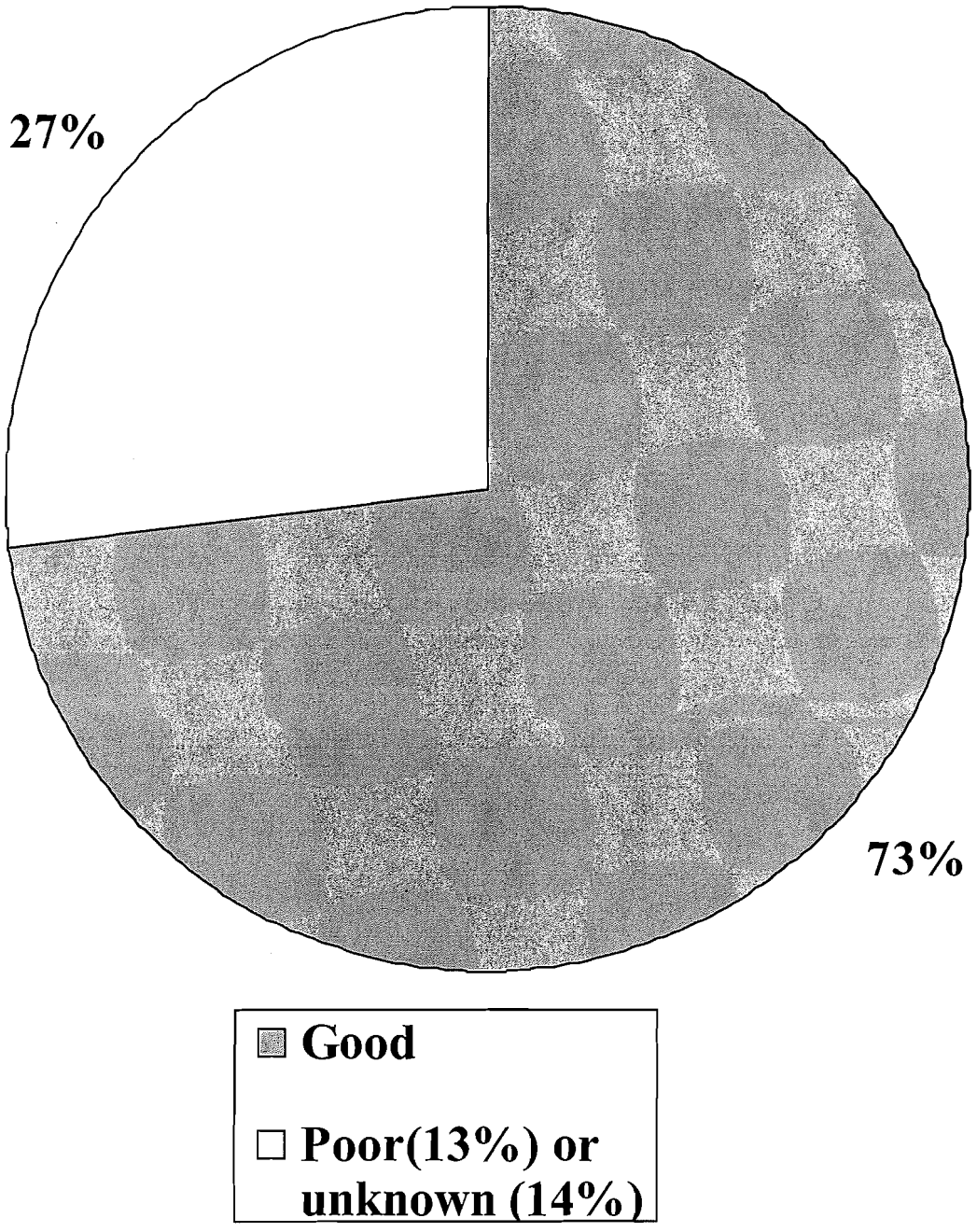
Bond Passage Rate

(Respondents over last 10 years - 263 total)

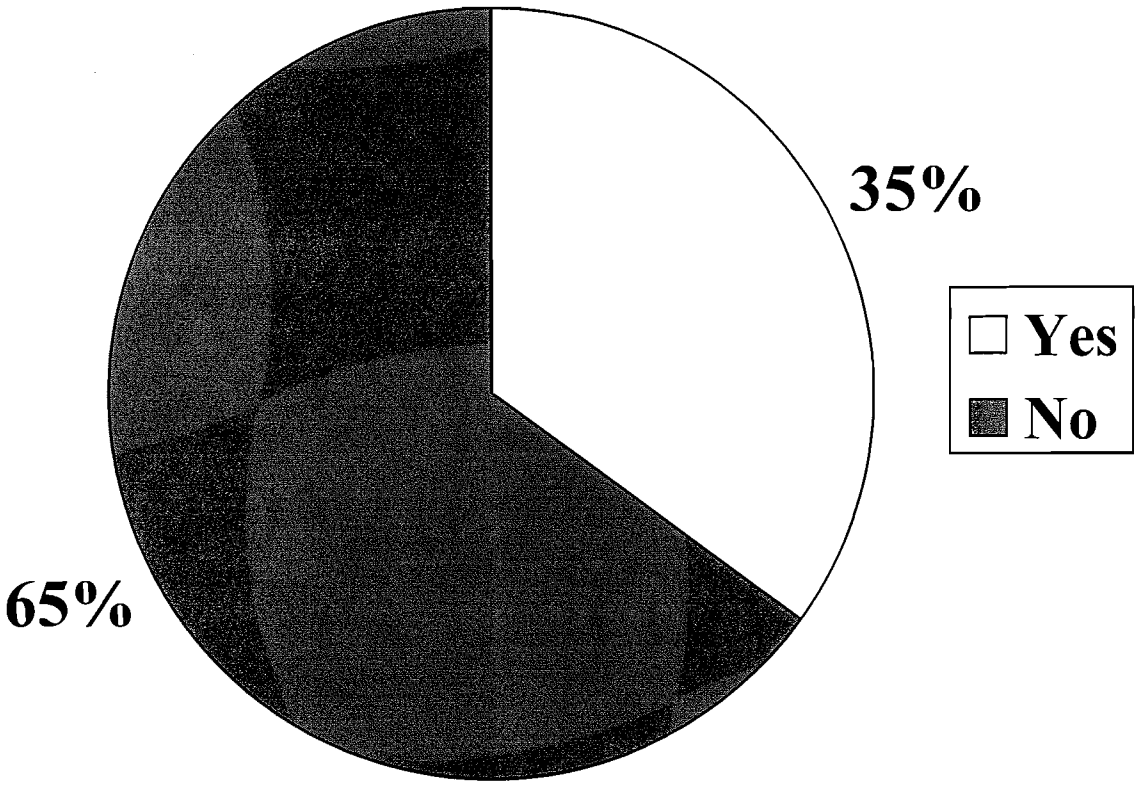


Earthquake Readiness of School Facilities

(of respondents)



See Quality of Construction Issues?



Estimated Capital Expenditures

Statewide

(based on survey response)

- Survey respondents averaged about $450 million in total district annual capital expenditures from 2000-2002 and received an average of about $85 million per year in state school construction assistance grants.

- If the number of districts that responded is used to estimate the statewide totals for the 3 years, the statewide annual averages would be an estimated $1.35 billion in total district school capital expenditures and $255 million in state school construction assistance grants. If the number of students (FTEs) in the districts that responded is used to estimate the state-wide totals, the total annual average capital expenses would be about $900 million and the annual average state assistance would be about $170 million.

K-12 Survey Results

Do you (school districts) have suggestions for improving the current state program?

- Do as much as possible to streamline the process.

- I think school construction monies should be available at a fixed tax rate/1000 across the state, no matter which district needs the money. OSPI could set up guidelines for accessing school construction funding (age of buildings, unhoused students, etc.) and let the money go to build and renovate all schools, when needed, where needed, based upon those guidelines without depending upon local votes in poor districts to tax themselves to death to get it done.

- Rethink the requirements for all the mandated studies, testing, reporting, engineering, reviews, consulting, surveying, etc. We estimate that these requirements would cost approximately $105,000 on a $5.8 million project. That may be just under 2%, but even $50,000 of it would buy allot of equipment directly related to instruction.

- Increase allowances; stabilize revenues; establish a system truly based on age and condition;

- Small rural schools I am aware of have declining enrollments and the communities have declining economies and declining property values. These schools have the same renovation and upgrading needs as those in metropolitan areas. Compared to experiences I have had in a larger district relative to construction, it will take greater commitment on the part of local property owners to fund needed capital construction projects. This adds to the challenge of passing local funding measures.

- Simple majority and matching rates closer to actual construction costs and square foot requirements.

- Better flow of information, flexibility for schools to be creative in use of funds. Reduce schools need to rely on advice of architectural consultants. They are too involved in too many steps of the process - especially in small school districts that may only have one project every 10 to 20 years and not capitol project fund to deal with.

- The formula that determines eligibility needs to be adjusted to help schools with decreasing enrollment.

- Consolidate all construction programs under one department and take away the responsibility of each school district administering the construction projects and the paperwork. This should reduce administrative costs and increase construction cost efficiencies.

- Have the legislature fully-fund school construction needs.

- Have the state oversee the design and construction of all school facilities.

- Increase the area cost allowance and the square footage per student allocation.

- Allow up-front design of buildings for schools.

- Develop realistic cost and square footage requirements and make them known.

- We had to hold up the awarding the contract because we could not get a timely signature on a D-10 form. This caused a delay of 10 days on the starting of the contract and will add 120 days to the end of the contract as well. OSPI needs to ensure a timely response to important documents.

- A plan should be developed to make dedicated revenue sources available for school construction.

- Get the state share to the districts quicker.

- A simpler method to qualify and receive state funding would be appreciated.

- Recommendations: (1) Increase the area cost allowance to a more realistic level. (2) Increase the square footage allocation per student to meet today's educational program requirements. (3) The Beck index, over time, does not recognize the current needs of global trends. The baseline for the area cost allowance should be adjusted every five years. (4) Eliminate sales taxes for school construction.

- Extend GC/CM contracting opportunities. Getting contractor input early in the design and being able to select qualified contractors would reduce costs and increase value.

- Completely revise the eligibility system to reflect real physical and educational program needs.

- Create more flexibility in application of rules to allow for innovation and best practices.

- Establish simple majority voting for bond measures.

- The demographics of our district have changed over the years and we would like to see a re-visit of our 20% match ratio.

- Do an honest evaluation of special needs and cost. Giving elementary students 80-90 square feet does not work. Also, in our case, the state waived, at district request, the acreage needed to build the school. We are left with a mess. The state needs to have the courage to say no to local requests when you, the experts, know better. Yes, the denial would make you unpopular in the short term, but the entire school community would be far better off in the long run. The people (all of them) who petitioned the state for a variance are gone. We are left holding the bag.

- Increase school funding to a level equivalent to state capital projects. Increase square footage allocations to the national average. Increase area cost allowance to the average cost per square foot for new construction of schools in Washington. Provide additional funding sources for school construction that are stable and provide for adequate funds for all eligible projects.

- Adequate funding from the Legislature. Also super majority removed from passage of school facility bonds.

- The funding program should reflect the current and actual costs to build schools. These costs should include the difficulty of acquiring urban land and the increasing environmental site development costs. The capacity based on square footage should reflect a square footage per student that considers actual program requirements, which differ by grades.

- OSPI should release funds when schools are ready to go to bid.

- Let the districts have their share up-front when the building contracts are signed

- Provide dedicated sources which will consistently meet "needs."

- Annual allocation with weighting based on district growth.

- Architect plans approved by State. Reduce huge design fees & allow districts to select architect/engineer consultant to modify plans and supervise construction

- The state should have a master plan of a high school, middle school and elementary school and if the district builds from these plans then they receive the actual match they should get. For example, using a state plan to build a school if the bids come in at $10 million and the state match is supposed to be 55% then have the state match pay $5.5 million of the cost to build the school. Don't base the state match on a price per square foot which is not related to the actual cost of building a school and then claim to match it at 55% when the district is only receiving 1/4 of their funds from the state. Better yet pre-bid the construction of

school this year at a cost of $300,000. We can inch along and take one project at a time, which without state match becomes very expensive to the local taxpayer and takes that money away from books and technology for the kids. If we passed a bond and did all of them at once, we could qualify for state match, but our high school is our top priority, and we wouldn't be able to pass another bond for the junior high.

- Districts that have low match ratios because of higher than the state average of assessed value due to large land holdings but with few residents and have an average income that is at or below poverty level cannot pass bond issues to repair their buildings. The state match needs to use an indicator of poverty (i.e. free and reduced lunch percentage) as a factor when calculating the match ratio in order to enable these "tax payer (voter) poor" districts to repair their schools. The 90 day window for bidding non-front funded projects is also a problem in that it puts most of the projects on the street at the same time causing bids to be higher and construction to start at a time of the year when weather begins to be problematic (i.e. change orders for weather caused problems and delays). The window should be changed to 270 days in order to allow districts to plan for construction to occur at the best time of the year which usually begins in the Spring. The 75% rule should be eliminated in favor of districts qualifying for only the enrollment that they have. There should be a small schools allowance for K-8 facilities that would make up for the elimination of this cumbersome 75% rule.

- Because of the ever-changing facilities needs required to keep pace with education offerings it would be beneficial if districts could buy back modernization eligibility. An example of this is one of the projects we are currently working on. Our current high school is an established multi-building campus. Because of the lack of available funds the modernization of the buildings has happened at a rate of one or two at a time. We are currently working on a campus-wide reorganization but are limited by the risk of losing the needed state matching dollars on some buildings that are just a couple of years away from becoming re-eligible. If we were able to prorate the amount of original state dollars associated with these buildings and pay that amount back to the state making the buildings eligible now, the overall project would benefit greatly.

- Fully fund school construction at the current cost per square foot. Be more realistic in enrollment/square footage formula. Find a more consistent/stable source of construction funds. Update formulas.

K-12 Survey Results

Do you (school districts) have suggestions for new sources of funding for state school construction assistance grants or ways to otherwise enhance revenue for this program?

- State-wide tax reform.
- Given the revenue climate, we have to look at cutting construction costs. No monuments to architects. No mandated artwork in the courtyard.
- Eliminate the prevailing wage requirements
- Combine state and regional services to reduce per student costs. Dedicate saved funds for facility improvement allocated on a per-student basis.
- Remove sales tax from state funded school construction projects.
- Aggressively pursue the responsible use of the timber trust. Develop a non-expendable trust over a period of years that will provide future funding. Provide for the 50% plus 1 approval of bond measures to improve the ability of local districts to raise construction funds.
- Lotto monies.
- Eliminate local bond capital levies completely. Replace with state issuance of capital bonds and finance construction totally through OSPI. The source of funding could be either a state-wide increase in property tax or an increase in sales tax (call it the Capital Education Tax), or include it in a new income tax revenue stream. That way, all school districts are not dependent upon local economies in order to replace or do major renovations of their school buildings. The state would approve construction awards based upon some current criteria (with recommended change) and establish uniformity in school construction funding/building. Also, another source is the elimination of the state sales tax on school construction.
- The magnitude of the capital construction issue requires a major restructuring of the entire school funding system. An income tax may be the only viable approach.
- Simple majority voting for bond measures would help.

- One simple relief would be to exclude school construction projects from sales tax. It is inappropriate to place most to all of the cost of school construction on the local taxpayers and then charge state sales tax on their contribution.

- Build a self-supporting endowment fund to permanently fund school construction projects. Fund the endowment from a tax on new home construction.

- Take the State Forest Revenue that is currently taken back from the district for the General Fund and add it to the funds available to match construction costs.

- Income tax, sales tax increase.

- Drop the prevailing wage. Allow the use of non-union labor.

- First, if the districts were not required to pay sales tax on the construction project the districts could lower the amount they have to ask the public to fund. Second, while art is fine in schools, do not require districts to spend money on art, some of which I would not have in my school if not forced to do so. These two savings would equal 8.8 percent of the total project in our county.

- Allow the impact fee caps to rise easier.

- Cut more timber.

- Create an alternative, permanent, dependable fund source, e.g., small permanent levy on all property

- Schools should not have to pay sales tax. Also, legislature should fund schools as a priority.

- Revamp the entire tax structure for the state.

- The citizens of Washington would support an additional tax for school construction, provided it went only to construction. In addition, if a committee was formed made up of only active, public superintendents, who oversaw the program, then the program would be viewed by the public in a more positive light.

- Find a stable funding source not dependent on the depletion of natural resources. Lower the requirement for a super majority for the approval of local bond issues, and put in place an income tax which takes the load off of the residential property owner.

- The funding for higher ed and K12 be brought closer together. Higher ed facilities are fully funded by the state at costs per square foot that are more than twice the amount of K-12 districts and K-12 also depend on taxation of the

district residents for a large portion of the cost of capital construction. The state also needs to provide adequate funding to districts so that the existing facilities can be maintained at the proper level thereby reducing the large demand for "modernization" dollars which are really used to make up for a lack of proper maintenance (require that a certain percentage of the state apportionment be dedicated to maintenance?). The idea of providing planning grants to K12 districts would also speed up the construction process and eliminate the need for the district to shoulder the entire cost of design prior to receiving any state assistance as is the current practice (this is hardest for small districts that cannot front-fund and have low match ratios).

- State Income Tax, re-direct impact fees directly to school construction

K-12 School Construction Survey

District name/number_____
Name _____ Phone Number _____
2001-02 district enrollment _____ Number of schools in district _____
Number of major capital projects in last 5 years (over $250,000) _____
Total capital expenditures 2000 _____ 2001_____ 2002_____ 2003_____
Amount of state construction assistance 2000 _____ 2001_____ 2002_____ 2003_____
Bond votes in last 10 years # passed _____ # failed_____

- Have you received school construction assistance grants from the state in the past 5 years? ___yes ___ no If no, why not? _____
  _____
  If you have not been able to pass a bond or otherwise access the state program, has this resulted in your district having critical or emergency facilities issues? Please describe these._____
  _____
  _____

- What do you see as major advantages or positive characteristics of the current state program? _____
  _____
  _____

- What do you see as major disadvantages or issues in the current state program?
  _____
  _____
  _____

- Do you have suggestions for improving the current state program? _____
  _____
  _____
  _____
  _____

- Do you have suggestions for new sources of funding for state school construction assistance grants or ways to otherwise enhance revenue for this program? _____
  _____
  _____
  _____

- In the mid-1990s, significant problems with the quality of school construction was found in at least 2 regions of the state. Are you seeing any problems with substandard or inappropriate construction? ___ yes ___ no If yes, please describe. _____
  _____
  _____
  _____

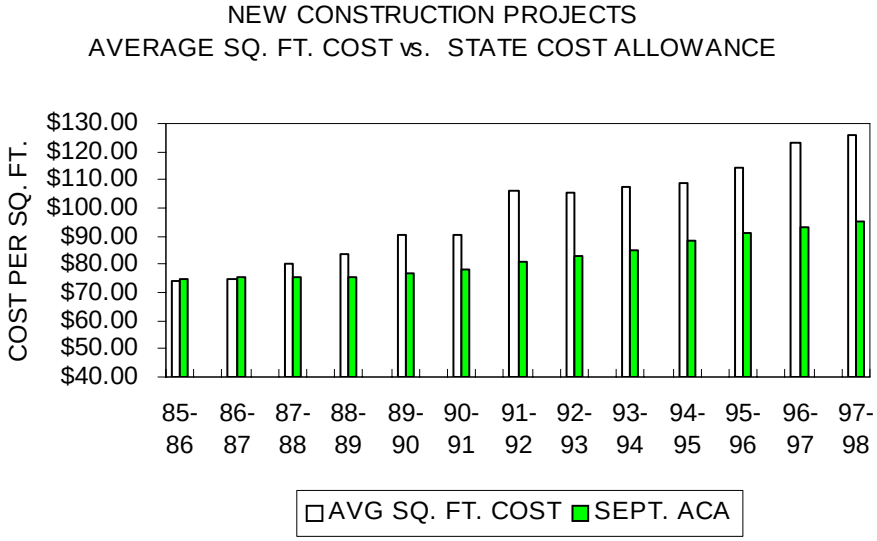
- Earthquake readiness of your school facilities? good ___ poor __ don't know ___
- Any other comments or suggestions you may have are welcome. Please attach them.

1998 House Task Force

1998 TASK FORCE ON SCHOOL CONSTRUCTION FINANCING

Recommendation #1 Improve investment options for the Permanent School Fund.
The Task Force recommends increasing the flexibility of the State Investment Board to develop an investment policy that will increase the investment income potential for the Permanent School Fund. The Board's current investment policy for the permanent fund is restricted to low-risk, low-return investments because language in the State Constitution states that the Permanent School Fund is irreducible. A formal Attorney General opinion regarding any constitutional restrictions on the investment of the fund will be requested.

Recommendation #2 Restore the state standard for construction cost per square foot and space per student.
The Task Force recommends that the State Board of Education give priority to begin restoring the level of state support per square foot of school construction and the space per student allocation to the pre-1985 level. The Board, by administrative rule, establishes the factors that determine the amount of state financial assistance for school construction. During the early 1980's, the demand for state funds exceeded available revenues. In order to spread the available dollars to more school projects, the Board reduced the state allocation per square foot and the standard for space per student. In addition, the Board has not recognized the additional cost of improved air quality, fire safety and technology standards that have been mandated for new school buildings since 1985. If actual construction costs exceed the state allocation, the local district must pay all costs above the state matching rate. The graph shows that the 1998 state allocation of $100 per sq. ft. for construction is below the actual cost of school construction. Restoring the state allocation to the pre-1985 level would increase the amount from $100 per sq. ft. to $120 per sq. ft.



Actual experience with constructing new school buildings in this state exceed the current state standard for space per student. The trend for more space is expected to continue as school buildings are expected to meet the increasing requirements for technology and program activities.

	Current Standard	Pre-1985 Standard	National Standard
K-6	80 Sq. Ft. per student	90 Sq. Ft. per student	119 Sq Ft. per student
7-8	110 Sq. Ft. per student	130 Sq. Ft. per student	146 Sq Ft. per student
9-12	120 Sq. Ft. per student	130 Sq. Ft. per student	185 Sq Ft. per student
Hdcp	140 Sq. Ft. per student	150 Sq. Ft. per student	

The Task Force recommends that the State Board of Education use its rule making authority to implement a change to the cost per square foot and the square foot per student allocation subject to additional funding being made available by the Legislature.

Recommendation #3 Review the "75% rule" and the "40%-80% rule" for modernization projects.

The Task Force recommends that the State Board of Education review its "75% rule" and its "40%-80% rule" for modernization projects to insure that there are no unintended negative impacts to school districts by changing the state allocation standards for school construction. Currently, school districts do not qualify for state assistance for modernization projects if the current inventory of instructional space exceeds the state space standards by more than 25%. Also, districts are not eligible for state assistance if a remodeling project is valued less than 40% or more than 80% of the building's replacement value. Recommendation number 2, increasing the state allocation for cost per sq. ft. and space per student, could adversely affect the eligibility of a school modernization project.

The Task Force recommends that the State Board of Education use its rule making authority to implement this recommendation.

Recommendation #4 Provide multiple release dates for state school construction funds.

The Task Force recommends that the State Board of Education evaluate quarterly release dates and further recommends that the Legislature modify the 1999-01 capital budget bill to authorize the quarterly release of state school construction funds. Currently, state funds are released by the State Board on July 1 of each year and school districts are not able to obligate these funds until after that date. This release date is poorly timed for requesting bids and scheduling construction projects. The construction industry tries to schedule work in the early spring, but the July date causes some school districts to request bids in the late summer, reducing the number of available contractors and potential bidders.

The Task Force recommends that the State Board of Education use its rule making authority to implement this recommendation.

Recommendation #5 Consider Emergency Reserve Fund alternatives.

The Task Force recommends that the state's emergency reserve fund be modified so that money will flow faster into the Education Construction Fund. Current law requires all state general fund revenues above the spending limit to be deposited into an emergency reserve fund. Once the emergency reserve fund accumulates a balance equal to 5% of biennial revenues (about $1 billion), any additional revenue is deposited into the Education Construction Fund. If the 5% biennial emergency reserve were modified to a lower percentage or calculated on an annual revenue base, more money would flow into the Education Construction Fund sooner. The Task Force recommends that the emergency reserve fund be 2% of annual revenues and the change be submitted to the voters for approval.

Emergency Reserve Fund Alternatives
(Dollars in Millions)

	1999-01	2001-03
5% Biennial Emergency Reserve		
Education Construction Fund	$0.0	$0.0
2% Annual Emergency Reserve		
Education Construction Fund	$194.4	$306.1

Recommendation #6 Allow school districts the option to use capital funds to acquire facilities with lease/purchase agreements and make the agreements eligible for state assistance.

The Task Force recommends school districts be given the ability to use the capital projects fund, including state financial assistance, for lease/purchase options for school facilities. Currently, school districts can use its general fund to lease buildings or enter into sales contracts to purchase property. However, school districts cannot use capital funds for lease payments and state assistance is only available for constructing or remodeling traditional school buildings. The Task Force recognizes the need for school districts to have more flexibility to acquire facilities to serve the needs of rapidly growing student enrollments. Long-term lease/purchase agreements would provide an option to the traditional construction process by enabling districts to quickly respond to explosive enrollment growth and changing student demographics with fewer up-front costs. This recommendation requires legislative authorization.

Recommendation #7 Allow school districts to use the unused state portion of property tax for school facilities - Temporary School Facility Levy.

The Task Force recommends that school districts be given the ability to collect the unused portion of the state property tax for two years if a district fails to pass a levy for school facilities in two consecutive elections in one year, but receives at least a 50% majority vote in both elections.

The sum of property tax rates is limited by the state constitution to a maximum of one percent of true and fair value. When property is assessed at 100% of market value, the limit is equivalent to a rate of $10 per $1,000 of value. Taxes imposed under the 1 percent limit are termed "regular" taxes and do not require voter approval. The Constitution provides a procedure for voter approval for tax rates that exceed the 1 percent limit. These taxes are called "excess" levies. Excess levies must obtain a 60 percent majority vote plus meet a minimum voter turnout requirement.

The Legislature has adopted a complex statutory system of rate limits and reduction procedures to implement the constitutional one percent limit. Generally the state's share is $3.60 per thousand dollars of assessed value, and the balance of $6.40 is allocated to the various local governments. School districts do not receive any share of the constitutional one percent limit. Over the past eight years the state has not collected its full share of $3.60 per thousand. In 1998 the state will collect $3.18 per thousand, leaving 42 cents of the regular property tax uncollected.

The Task Force recommends that the uncollected share of the state property tax become available to support school facilities. Under the recommendation, the regular property tax would become available for collection by a school district if that district fails twice in one year to pass an excess levy for this purpose. The district may impose the tax for two years at a rate that is equal to the amount requested of the voters but not to exceed 90 percent of the unused state property tax rate in the first year and 100 percent of the unused state property tax rate in the second year. This tax levy may be imposed if the propositions submitted to the voters received approval by a majority of the voters voting on the propositions and is approved by a majority vote of the school board.

After the initial two year period, the school district may again use this "Temporary School Facility " levy if voters fail twice to approve an excess levy for school facilities. However, after the second two-year period the district may not use this regular levy authority for the following two years.

This recommendation requires legislative authorization.

Recommendation #8 Require constructability reviews, building commissioning, value engineering and professional construction managers on new school construction projects. The Task Force recommends that school districts use constructability reviews, value engineering, and building commissioning for all new school construction projects and that school districts hire professional construction managers to manage all school projects. The Task Force further recommends that the additional cost of these construction management techniques be eligible for state matching financial assistance. The 1995-97 Capital Budget implemented a pilot project for five school districts to contract with qualified teams to conduct value

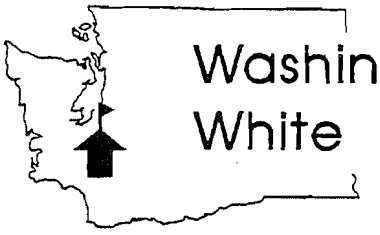
engineering and constructability review studies on school construction projects to determine the potential advantages and savings associated with these processes. The results of the pilot projects demonstrated that these techniques can increase cost effectiveness during construction and improve building systems operation during occupancy. The increasingly sophisticated construction process and mechanical/electrical systems require a higher level of expertise for construction managers. Districts that fail to recognize the need to provide adequate construction management early in the life of a project increase the risk of construction problems. Budget constraints, limited experience and the lack of state assistance often cause these districts to make due with less than qualified construction supervision personnel. This recommendation requires legislative action.

Recommendation #9 Expand the use of limited general obligation (nonvoter-approved) bonds so they can be used for the same capital purposes as voter approved bonds.
The Task Force recommends that school districts be able to use existing nonvoter-approved debt capacity for the same capital purposes as voter-approved debt. Current law allows school districts to borrow or issue debt without a vote of the people up to a limit of 3/8 of 1% of assessed value of the property in the district. Any debt above that level must be approved by the voters in the district. This limited obligation debt must be paid from existing revenue sources because it does not give the district additional taxing authority. Current law also limits the use of nonvoter-approved debt to acquiring real or personal property. Although not defined in law, acquisition has been interpreted to exclude construction or repair of school district property. The Task Force recommends that the current debt limits remain unchanged but that districts be authorized to use nonvoter debt to pay for construction of new facilities, repair of existing buildings or any use authorized by voter-approved debt. This recommendation requires legislative authorization.

Recommendation #10 Remove any obstacles that prevent school districts from using tax exempt financing that is available to nonprofit organizations to pay for all or part of the cost of providing new school facilities.
The Task Force recommends that obstacles that prevent school districts from participating with nonprofit organizations to finance school construction projects with special tax exempt financing be identified and eliminated. Current Internal Revenue Service regulations, called “63-20 financing,” allow nonprofit organizations to issue tax exempt bonds to pay for facilities that “relieve the burden of governments.” The IRS rules require that the tax exempt bonds be used for facilities that will be ultimately turned over to a governmental entity for ownership and operation and the facility must be used for a governmental purpose. This type of financing could be used to make it easier for a large development to pay for all or part of the cost of providing new school facilities to serve the development. Under this type of financing, the development could form a nonprofit organization or contract with an existing nonprofit organization to provide the school facilities. The nonprofit organization issues tax-exempt bonds and the developer contracts with the nonprofit organization to provide the funds to pay the principal and interest on the bonds. The school district can determine the standards for construction and can take possession of the facilities once they are completed to the district’s satisfaction. The benefit of this mechanism to the school district is that it gets new facilities up

front, without having to levy new taxes or seek voter approval. The benefit to the development is that it can make payments over time, paying low interest on tax exempt bonds and the cost of construction could be reduced by having the school facilities built at the same time and by the development. This mechanism could also be used to fund multipurpose facilities, perhaps combining community and other infrastructure facilities at the same time. This type of funding mechanism does not require new authorizing legislation, however, existing statutes and administrative rules that restrict its use for school construction need to be amended.

1992 State Board of Education White Paper



Washington State Board of Education
White Paper on School Construction

The Recommended New Priority System
And the Critical Issues in School Construction

February 11, 1992

ACKNOWLEDGEMENTS

The State Board of Education and the MGT of America project team wish to express our gratitude to the many individuals who offered their suggestions, cooperation and assistance in the development of the new priority system. Without their help, this project could not have been accomplished in time to meet the dates specified by the Legislature.

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And we particularly want to express our appreciation to all the Superintendents across the state who took the time to provide us with their comments and observations, and for completing our questionnaires.

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1.0 Executive Summary

The combination of limited funds for state assistance to school districts for school construction and concerns with the current priority system led the 1991 Legislature to direct the State Board of Education to: "*develop a new priority system for allocating state assistance for school construction and modernization projects. The priority system shall include evaluation of projects according to objective criteria established by the state board and a process for review of data submitted by school districts.*"

In response, the State Board, with the assistance of MGT of America, Inc., has developed a new priority system for ranking eligible projects which is responsive to the legislative mandate and reflects the Board's goals for the school construction program. The system is the result of an extensive evaluation of alternatives, discussion and debate by the Board's Facilities Subcommittee and its Project Steering Committee. Similarly, this White Paper reflects the concerns and judgements of the State Board of Education.

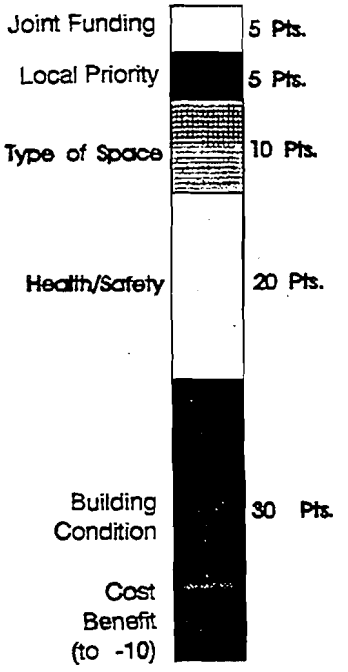
The new priority system is discussed in Section 2.0 of the paper and explained in detail in Appendix A. One of its key aspects is that it uses a single scale of values and ranks both growth related projects (new space needed to expand capacity) and condition related projects (e.g., modernizations) within the same system. The major aspects of the new system are summarized on Exhibit 1-1 on the following page.

The new priority system makes a number of improvements in ranking eligible projects in a manner consistent with the policy judgements of the State Board of Education. It offers an opportunity for projects needed to modernize or replace old buildings to compete with projects needed to meet growing enrollments. The system will aid in the collection of auditable space inventory data from all districts requesting projects and will reward efforts to gain participating funding from other local sources. At the same time, the new system is also NOT a number of things.

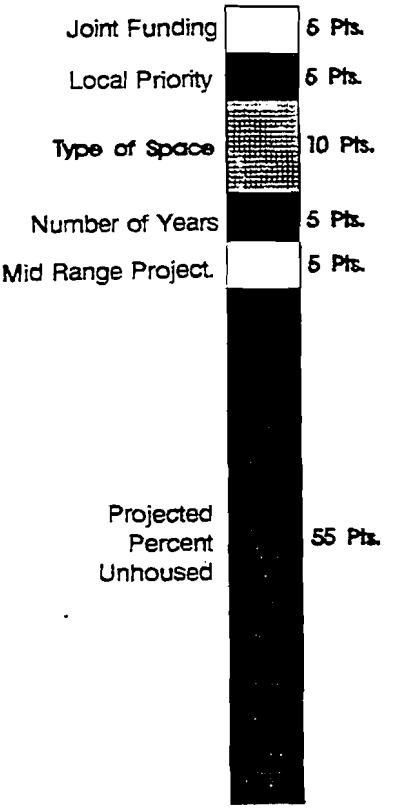
- *It does not address eligibility issues such as appropriate criteria for determining eligibility, space standards for determining capacity, etc.*
- *It does not provide information on the total need for new construction, renovation, remodeling and modernization in the State of Washington.*
- *It does not provide information on the technology needs of the schools to become up-to-date in today's and tomorrow's environment.*
- *It does not affect the funding needs or provide the answer to the issue of lack of sufficient funds to meet pending school construction needs and their relationship to improved educational outputs.*
- *It has not addressed social, economic and environmental changes and their effect on the capability of traditional facilities to contribute to the education of children.*

The principle purpose of the White Paper is to place these concerns in context and identify and discuss the major issues confronting school construction in Washington. The context is identified in terms of "where we are" in our current stock of school facilities, "where we are going" in responding to the need to provide adequate space for existing and projected enrollments, and "where we should be" in addressing the increased

State Board of Education
Recommended Priority Factor Scoring



Modernization
70 Points Possible



New Construction
85 Points Possible

Comparison of K-12 Priority Systems

Old	New
Projects are categorized by type (new for growth, modernization)	No separate categories by project type
Project categories are funded in order (i.e. new, then condemned, then modernizations)	Project funding based upon common point system
Projects are ranked within categories by percent of enrollment affected	Projects are ranked by point totals from objective criterion (i.e. percent of unhoused, bldg. condition, type of space, cost benefit, etc.
Cutoffs: Bonds by first of year project approval anytime	Cutoffs: Both bonds and State Board approval by first of year
Hold category and ranking percentage indefinitely	Hold priority number for only two years then recalculate

expectations of society and the need for educational restructuring. The White Paper describes the current context of school construction in Washington as follows:

- *A tradition of substantial state support for school construction*
- *Significant decreases in non-tax revenues dedicated for school construction*
- *A "stock" of school facilities which includes a substantial portion of older and substandard facilities and whose modernization needs are estimated to total approximately $1.6 billion*
- *A situation in which over an estimated 80,000 students are taught in portables and where 8.3 million added GSF are needed to house them in permanent buildings*
- *Recent local bond issues totaling over $1.3 billion and a pending backlog of requests for state assistance of over $295 million*
- *Enrollments which are projected to rise from 110,000 to nearly 200,000 additional students over the remainder of the decade which conservatively will require 11.9 million additional GSF*
- *Space standards which, while not viewed as valid planning standards by the State Board of Education, fail to recognize realistic space needs*
- *Increases in societal expectations for the public schools in serving underserved groups, meeting social needs and improving our economic competitiveness*
- *A recognized need to restructure education to meet human and economic needs*
- *A responsibility to effectively deal with the problems of meeting school construction needs and providing an educationally effective learning environment, which is shared between the state and local districts.*

The major issues which need to be addressed fall into the following categories:

- Eligibility issues, such as whether the State Board should continue to rely solely on enrollment cohort projections or if it should take into account "supplemental information" such as planned developments or major governmental decisions.
- Issues of dealing with previous district decisions, such as the extent, if any, the state is obligated to help repair buildings due to lack of proper maintenance.
- Facility planning and programming issues, such as whether the way to increase the use of school facilities is through encouraging more students per year or more hours of use per student.
- Society/Facility relationship issues, such as whether (and how) schools should be encouraged to set aside space for pre- and/or post-school day care.

- Management/Governance issues, such as how the state can best ensure development of a long-range capital plan and planning process.

The State Board of Education plans to address these and the other issues identified in the White Paper within a vision for the future which is founded on its policy statement on school construction. That statement is paraphrased as follows:

The board's goal is "*to ensure all students access to school facilities that provide for a safe and healthful physical environment, learning environments where students can develop to their fullest potential, adaptability to emerging and changing needs...and accommodation of the unique social and educational needs of the community.*

To achieve that goal, the Board has pledged to *seek adequate and timely funding, maximize the effectiveness of available resources, recognize the rights and responsibilities of local districts, involve appropriate communities in development of rules and regulations, practice judicious management and impartial distribution of funds on the basis of need, ensure quality of information and maintain ongoing review and evaluation processes.*"

Important aspects of the Board's vision for the future of the construction program are:

- Equity of access to a "good education" for all students.
- A capital facilities process which anticipates the direction of educational change and promotes planning of facilities with the ability to accommodate that change.
- A capital program which achieves an equity of tax burden among the state's school districts, is fair in application and balances local and state control and responsibilities, is structured to facilitate the capacity of local districts to respond to the need for appropriate facilities and is built on shared planning expectations for the future.
- A program with an emphasis on cost-effective construction providing educationally-effective facilities including effective use of technology.
- Overall, a program which is built on a clear understanding of the extent of facility construction, renovation and modernization needs of the school districts which is well documented, verifiable and which can be agreed to by the Governor and Legislature.
- A predictable funding environment involving long-range policy agreements by the Board, the Governor and the Legislature.
- A reliable revenue source which provides a sound base of support but not to the exclusion of active legislative involvement in the funding process.
- Finally, and most important, an agreed upon long-range state construction assistance funding plan to fit with verifiable estimates of long-range school construction/modernization needs.

2.0 The New Priority System for Ranking Eligible Projects

2.1 Background and Legislative Mandate

The major source of revenue for financing the state share of elementary and secondary school construction in the State of Washington is the Common School Construction Fund. With the reduction of revenue to the Fund due to the slowdown in timber harvests and depressed prices in the late 1980s and, more recently the reduction in harvests mandated by the Spotted Owl decision, the Washington State Board of Education (SBE) has become increasingly concerned with the system of funding K-12 school construction.

The combination of limited funds and the current priority system has resulted in internal stresses in the system of funding common school construction and a growing concern with the existing system of priorities. In response to these events, the Legislature has mandated the State Board of Education to:

> "*develop a new priority system for allocating state assistance for school construction and modernization projects. The priority system shall include evaluation of projects according to objective criteria established by the state board and a process for review of data submitted by school districts. In developing the system and the criteria, the state board shall consider the following factors:*
>
> - *type of space requested*
> - *current space availability*
> - *age of the facility*
> - *condition of the facility*
> - *cost benefit considerations of new construction as compared to modernization;*
> - *impacts of maintenance on the condition of facilities;*
> - *impacts of delay on receipt of state assistance; and*
> - *short and long-range demographic projections.*"

The capital budget also requires that the State Board report its results and implementation plan to the Governor and the appropriate fiscal committees of the Legislature by February 15, 1992 and to apply the new system to all projects approved for state assistance after January 26, 1991.

The State Board of Education has the responsibility for the state program of school construction assistance and is sensitive to both the legislative concern as well as the concerns of the school districts for fair and adequate construction funding. In late 1991, the Board adopted a goals statement for school facilities which provides the policy context for the establishment of a new priority system to be used in administering the program. That statement is as follows:

"It is a goal of the State Board of Education to ensure all students access to public school facilities that provide for:

1. *A safe and healthful physical environment*

2. *Learning environments where students can develop to their fullest potential*

3. *Adaptability to emerging and changing needs, such as educational reform and developing technology*

4. *Accommodation of the unique social and educational needs of the community, such as:*

    - *Early childhood education*
    - *Adult education*
    - *Parental counseling*
    - *Day care and other health and social services*
    - *Migration*

"The State Board of Education, in the course of exercising its statutory duties respecting the common school construction program, and in seeking to achieve the Board's facility goal, will:

- *Seek adequate and timely state funding support of common school construction and modernization.*

- *Maximize the effectiveness of all available resources.*

- *Recognize the rights, duties and responsibilities of the local school district.*

- *Involve the educational community and other appropriate communities in development of rules and regulations.*

- *Practice judicious management and impartial distribution of available financial assistance on the basis of adjudged need.*

- *Ensure quality of information for decision making.*

- *Maintain ongoing review and evaluation processes."*

2.2 Process of the Study

The State Board assigned the task of developing the new priority system to its Facilities Subcommittee. The Board subsequently requested consulting assistance and selected MGT of America, Inc. to assist the Subcommittee in its work on the priority system.

It is extremely important to understand that the intent of the project was that the consulting team assist the Facilities Subcommittee in its work and not to substitute its judgement for that of the Subcommittee. The recommended priority system is therefore the result of an extensive evaluation of alternatives, discussion and debate by the Subcommittee and its Project Steering Committee. Similarly, this White Paper reflects the concerns and judgements of both the Facilities Subcommittee and the State Board of Education.

It is also important to understand the distinction between "priority" and "eligibility". A school district project is eligible for state assistance on two bases:

- Need, as expressed as "unhoused" pupils due to projected enrollment growth or condemnation of the school building or based on facility condition if the building is at least 20 years old; and

- Passage of a bond issue or building fund excess levy to cover their share of the cost of the project.

The proviso directs the development of a new "priority system" which is to be applied to eligible projects (eligibility issues are not addressed in the new system). In this sense, "priority" means the order in which eligible projects will be funded, i.e., "the state of being prior or first in time, place or rank" (Webster). The Legislature has further defined the term with the identification of specific factors to be considered by the Board. These factors, along with others suggested during the study, were evaluated in the process of developing the new system.

The first major phase of the project involved three main activities:

- site visits to five representative pilot test school districts (selected from the districts with pending projects) to gather data about existing facilities and conduct condition and suitability analyses of all instructional buildings;

- a survey of other states to gather additional information on priority systems and the characteristics of their programs; and

- two surveys of school superintendents concerning their opinions regarding the various priority alternatives under discussion and to gather data and input concerning the issues affecting the future of school construction in Washington.

The first phase provided information on the availability of data in the school districts which could be used in a priority ranking system and the estimated costs of gathering the data. It also reviewed the priority systems used in eleven other states. This review clearly indicated that the priority systems and the ordering of factors was unique to each state and most directly related to the conditions affecting the state.

One of two surveys of district superintendents was completed in the first phase. This survey of opinions on potential priority factors was completed by 60 percent of the districts. Overall, the response was clear: Five elements received high composite scores:

■ Current Space Availability (unhousedness)	2.6 composite
■ Health and Safety	2.7 composite
■ Condition of Facility	3.5 composite
■ Relationship to Educational Program	4.3 composite
■ Short and Long Term Demographic Projections	5.1 composite

Five of the suggested elements received relatively low composite scores:

■ Aesthetic and Cosmetic Factors	17.1 composite
■ Use of Prototype Designs	15.4 composite
■ Potential for Community/Cooperative use	13.3 composite
■ Number of Years Application Pending	12.6 composite
■ Impact of Maintenance on Condition	12.3 composite

When the results were tabulated by geographic distribution (East v. West), there was virtually no change in composite score and no change in the top and bottom five possible factors. However, when "growth" and "non-growth" districts were compared, a distinct change in emphasis occurred and "age of facility" replaced "demographic projections as the number five factor of the "non-growth" districts. This was the only change in the top or bottom five selections, although the ordering was different between the two groups. For example, "condition of facility" was the first choice of "non-growth"

districts while, "current space availability" retained its number one status in the "growth" districts. A complete discussion of the survey results, as well as information on the district site visits and the surveys of other states, can be found in the November 15th Progress Report.

As a result of Phase One activities, the Subcommittee eliminated some potential priority factors and identified the factors to be given further study. The factors and the Subcommittee action are summarized in Exhibit 2-1 on the following page. A decision was also made to acquire additional information from the 20 school districts which had projects approved in March and May, 1991 to be used in a test of the recommended priority system in March, 1992. The additional data from the five pilot test districts was used in the review of potential priority factors by the Subcommittee and Steering Committee in Phase Two.

During that phase, the committees conducted extensive reviews of potential priority factors, determined that some were not needed or were encompassed in another, more relevant factor, and identified those to be recommended to the State Board. In addition, the Subcommittee recommended the point values and application criteria as part of an overall structure.

2.3 Recommended Priority System and Constituent Elements

Exhibit 2-1 on the following page indicates the action taken on the potential factors reviewed by the Subcommittee. Exhibit 2-2, which follows, summarizes the recommended factors, their application and point values.

A key element of the new system is that it uses a single scale of values and ranks both growth related projects (new buildings and additions needed to expand capacity) and condition related projects (modernizations, replacement of condemned facilities, and new construction in lieu of modernization) within the same system. As indicated in Exhibit 2-2, certain priority factors are applied only to projects of one type or another while other priority factors apply to all types.

EXHIBIT 2-1

Potential Priority Factor	Current Priority Factor	Noted in Legis-lation	Noted in RFP	Noted in SBE Policy	Supts. Rank in Top 5	Supts. Rank in Low 5	Relates to Project Type	Potential Priority Type	Action
1. Current Space Availability (unhoused students)	X	X	X	X	X		Growth	Primary	Used
2. Demographic Projections (age/year unhoused)		X	X		X		Growth	Modifier	Used
3. Age of Facility		X	X				Repair/replace	Modifier	Eligibility Factor
4. Condition/Health and Safety		X	X	X	X		Repair/replace	Primary	Used
5. Cost/Benefit of New v. Renovation		X	X	X	X		Repair/replace	Modifier	Used
6. Relation to Educational Program & Technology				X	X		All	Either	Planned
7. Type of Space		X	X				All	Either	Used
8. Impact of Maintenance (or lack) on Condition		X	X			X	Repair/replace	Modifier	Planned
9. Educational/Facility Planning Effort				X			All	Modifier	Eligibility Factor
10. Local Funding Capacity/Debt Limit							All	Modifier	Dropped - Phase 2
11. Operating Cost Containment			X	X			All	Modifier	Dropped - Phase 2
12. Maintenance Cost Containment			X	X			Repair/replace	Modifier	Dropped - Phase 2
13. Impact of Delay in State Aid		X					All	Modifier	Dropped - Phase 2
14. Years Application Pending						X	All	Modifier	Dropped - Phase 2
15. Cooperative/Community Use ($)				X		X	All	Modifier	Used
16. Local Funding Effort							All	Modifier	Dropped - Phase 1
17. Use of Standard Plan						X	Growth	Modifier	Dropped - Phase 1
18. Aesthetics/Cosmetic Factors			X			X	All	Modifier	Dropped - Phase 1
19. Local District Priority							All	Modifier	Us

Exhibit 2–2
Priority Factors
by Type of Project

	Possible Points			
	Growth Projects		*Mod or New in Lieu*	
	Minimum	*Maximum*	*Minimum*	*Maximum*
A. Factors Applied to All Projects				
1. Type of Space	4	10	4	10
2. Local Priority	0	5	0	5
3. Joint Funding	0	5	0	5
B. Factors Applied to Growth Projects				
1. Percent Unhoused – 5 Years	15	55	N/A	N/A
2. Percent Unhoused – 3 Years	0	5	N/A	N/A
3. Years Already Unhoused	0	5	N/A	N/A
C. Factors Applied to Modernization/Replacement Projects				
1. Health and Safety	N/A	N/A	0	20
2. Overall Building Condition	N/A	N/A	0	30
3. Cost/Benefit	N/A	N/A	*	*
Possible Total Scores	19	85	4	70

* Cost/Benefit considerations can result in a project receiving a loss of up to ten condition points.

The total possible points which can be received by a growth related project is 85 while 70 is the maximum a condition related project can receive. The point difference reflects the judgement of the Board regarding the relative overall severity of capacity problems versus condition problems. It should be noted however, that a highly needed modernization can outscore a growth related new project. This is illustrated in Exhibit 2-3 on the following page.

Fifteen points have been reserved for later inclusion of additional educational factors; namely Program Relationship and Technology Inclusion. In addition, it is anticipated that the Impact of Maintenance on Condition will be added as a modifying factor when sufficient data on adherence to the State Board policy on maintenance is available, probably in 1995.

The priority factor scoring system is described in detail in Appendix A. The appendix also includes illustrations of the scoring system. The following is a brief overview of the recommended approach.

- Projects eligible due to projected unhoused students can receive up to 85 points, 65 of which are related to factors unique to that type of project. These are:

  55 The Projected Percent of Students Unhoused, based on enrollment projections by the Office of Superintendent of Public Instruction (OSPI) for grades K - 8 and 9 - 12 five years in the future and using current SBE space factors. If the projected percent unhoused is equal to or greater than 40 percent, 55 points are awarded. If the projected district percent unhoused is less than 5 percent a minimum of 15 points are awarded. If the projected percent unhoused is between 5 percent and 40 percent then the 40 remaining points (55-15) are proportionately awarded.

  5 The Mid Range Projection, based on OSPI projected enrollment three years in the future provides up to five points for a project. The project's point score in Item 1 is first multiplied by the percentage relationship between the 55 points in the Unhoused factor and the five points in this factor (5/55 = .091). This produces the maximum points a project can be awarded in this category. The actual points are determined by the relationship between the district's unhoused percent three years in the future and its unhoused percentage five years in the future.

  5 The Number of Years Unhoused, provides one point per year (up to a maximum of five points) that a district has had an unhoused condition in the applicable grade category in the past five years.

Exhibit 2-3
PROJECT POINT FACTORS

District	Project		5 Year Projected Percent Unhoused 15-55	3 Year Mid Range Projection 0-5	Number of Years Unhoused 0-5	Health and Safety 0-20	Condition of Building 0-30	Cost/ Benefit 0-(10)	Type of Space 4-10	Local Priority 0-5	Joint Funds 0 or 5	Total Possible Points	Project Total Score
MUKILTEO	NEW MIDDLE	New	55.00	4.25	0	xxxxxxx	xxxxxxxxx	xxxxxxx	8.73	5.00	0.00	85.00	72.98
CHENEY	HIGH	New	45.42	3.44	5	xxxxxxx	xxxxxxxxx	xxxxxxx	9.33	2.00	0.00	85.00	70.18
MOSSYROCK	MIDDLE	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	16.00	25.0	0	8.07	4.00	0.00	70.00	53.07
MOSSYROCK	ELEMENTARY	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	15.00	28.5	-6	7.45	5.00	0.00	70.00	49.95
N. FRANKLIN	B.C. ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	21.0	0	9.03	5.00	0.00	70.00	49.03
CHENEY	BETZ ELEM	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	19.00	15.5	0	9.50	5.00	0.00	70.00	49.00
CHENEY	SUNSET ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	18.0	0	9.75	4.00	0.00	70.00	45.75
CHENEY	SUNSET ELEM	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	18.0	0	10.00	3.00	0.00	70.00	45.00
N. FRANKLIN	OLDS JR. HIGH	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	15.00	15.5	0	9.08	4.00	0.00	70.00	43.58
MOSSYROCK	HIGH	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	16.0	0	10.00	3.00	0.00	70.00	43.00
TUMWATER	NEW MIDDLE	New	29.28	0.78	0	xxxxxxx	xxxxxxxxx	xxxxxxx	8.74	4.00	0.00	85.00	42.80
TUMWATER	LITTLEROCK EL	New	30.51	0.84	0	xxxxxxx	xxxxxxxxx	xxxxxxx	6.04	5.00	0.00	85.00	42.39
MUKILTEO	MARINER HIGH	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	12.00	16.0	0	8.96	4.00	0.00	70.00	40.96
HYPOTHETICAL	NEW HIGH	New	24.10	1.73	3	xxxxxxx	xxxxxxxxx	xxxxxxx	8.97	4.00	0.00	85.00	38.80
HYPOTHETICAL	NEW ELEM	New	19.80	0.72	0	xxxxxxx	xxxxxxxxx	xxxxxxx	9.30	5.00	0.00	85.00	34.81
HYPOTHETICAL	NEW MIDDLE	New	15.00	0.57	2	xxxxxxx	xxxxxxxxx	xxxxxxx	8.70	5.00	5.00	85.00	34.27
N. FRANKLIN	HIGH - PHASE I	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	9.39	2.00	0.00	70.00	33.89
N. FRANKLIN	MESA ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	8.39	3.00	0.00	70.00	33.89
N. FRANKLIN	HIGH - PHASE II	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	10.00	1.00	0.00	70.00	33.50
MUKILTEO	FAIRMOUNT EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	13.00	8.5	0	9.21	3.00	0.00	70.00	33.71
CHENEY	CHENEY HIGH	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	11.00	8.5	0	9.26	1.00	0.00	70.00	29.76
MUKILTEO	LK STICKNEY EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	8.0	0	8.79	1.00	0.00	70.00	27.79
MUKILTEO	SERENE LK EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	6.0	0	8.88	2.00	0.00	70.00	26.88

- Projects eligible due to age, condition or condemnation can receive up to 70 points, 50 of which are related to factors unique to that type of project. These are:

  20 Health and Safety Factors, award up to 20 points based on a site evaluation of safety and code factors. Up to 16 points are awarded based on the applicable score on the Building Condition Evaluation Form (BCEF) included in Appendix A and up to four points for failing to meet seismic code and presence of asbestos.

  30 Building Condition as rated on the BCEF provides up to 30 points. If the building condition score is 31 or less (indicating "poor" condition), then the maximum 30 points are awarded to the project. If the condition score is 91 or more indicating no significant problems), then no points are awarded. If the condition score is between these extremes, the points are awarded proportionately.

  A Cost/Benefit Factor is used to modify the condition score if the proposed project does not correct the problem in the most cost-effective way. If the condition score is less than 40 on the BCEF, up to ten points are deducted from the condition score if a modernization is proposed on the basis that new construction replacing the old facility would be the most appropriate approach. Similarly, up to ten points are deducted if the condition score is greater than 60 and new construction is proposed rather than modernization.

- All projects receive up to 20 points from three factors:

  10 The Type of Space resulting from the project allocates from 4 to 10 points. Space used for scheduled instruction and libraries (classrooms, laboratories, PE teaching space, libraries and learning resource centers) is rated at ten points. Space used in support of instruction (assembly, student services, office space and classroom/lab service and support) is accorded seven points while cafeteria/food service, spectator seating, covered play areas and general support space is counted at four points. The total value is calculated based on the proportion of the different space types in the project.

  5 Local Priority provides five points for the district's first priority project, four for its second priority and so on until zero for its sixth and lower priorities.

5. Joint Funding for projects in cooperation with other local government entities or private donors awards five points. Impact fees and federal construction support funds are not included. In order to receive the points the joint funding must equal at least 25 percent of project costs of $1 million or less and increases on a sliding scale to $500,000 for projects costing $10 million and over.

The new system will be applied to all projects determined to be eligible for state construction assistance after January 26, 1991. Points will be calculated based on fall 1991 enrollment projections and estimated building condition prior to start of construction in cases of projects already under way. If funds are not sufficient to match all approved projects, the non-funded projects will retain their scores for one additional year. If the district desires, the project will be rescored after fall 1992 enrollment projections have been made.

It is anticipated that 15 points covering "Program Relationship" and "Technology Inclusion" will be added after revisions are made to study and survey requirements later in the year. In addition, points will be included to reflect the impact of maintenance on condition after the State Board of Education policy on maintenance expenditures has had sufficient time to operate and have an effect on building condition. It is estimated that a factor will be included by 1995.

2.4 What the New Priority System Is and Is Not

The new priority system provides a system for weighing the relative importance of eligible projects consistent with the policy judgements of the State Board of Education. It will provide an opportunity for modernization projects and new construction in lieu of modernization to compete with projects needed to meet growing enrollments. It also rates condemnation based projects based on the condition of the building and health and safety factors. The system will aid in the collection of auditable space inventory data from all districts requesting projects and will reward efforts to gain participating funding from other local sources. Although not embedded in the priority system, it is planned that revised Study and Survey requirements will stress enhanced local planning and a demonstrated relationship between educational and facility planning.

While making improvements in the process through which choices are made among eligible projects, the new system is also NOT a number of things.

- It does not address eligibility issues such as appropriate criteria for determining eligibility, space standards for determining capacity, etc. All of those involved in the project have avoided the use of the "E" word.

- It does not provide information on the total need for new construction, renovation, remodeling and modernization in the State of Washington. Without such information, it is not possible to develop a long-range plan to meet those needs.

- It does not provide information on the technology needs of the schools to become up-to-date in today's and tomorrow's environment.

- It does not affect the funding needs or provide the answer to the issue of lack of sufficient funds to meet pending school construction needs and their relationship to improved educational outputs.

- It has not addressed social, economic and environmental changes and their effect on the capability of traditional facilities to contribute to the education of children.

The purpose of the remainder of this paper is to place these concerns in context and identify and discuss the major issues confronting school construction in Washington. In addition, the paper will identify desired directions and offer a vision for the future. It is the intent of the Board that this will improve the understanding of this critical element of school funding and operation and will stimulate discussion and the development of long term solutions to a growing problem.

3.0 Context and Issues in K-12 Facilities

3.1 The Context: Factors Affecting School Construction Funding

3.1.1 Elements of Construction Funding

- The United States Enabling Act for the State of Washington provided that two sections of every township be set aside as state common school lands with any revenues to go into the permanent school funds of the state.

- By 1965, the Permanent Common School Fund had grown to over $100 million but the earnings were not a significant source of funds for school operations. However, the school trust could provide an adequate revenue stream to provide support for construction of school buildings.

- The 1965 Legislature enacted a constitutional amendment (subsequently ratified by the people) which:

  -Established the Common School Construction Fund

  -Diverted investment income from the Permanent Fund to the School Construction Fund and allowed their use for either current school construction needs or for amortization of bonds for that purpose.

- Since creation of the Common School Construction Fund, the state has disbursed over a billion dollars to support school construction, a legacy to future generations of students in our public schools. Without the foresight of past leaders, many of the school buildings of today would not exist.

- At the same time, Washington has relied on the voters of the local school districts to raise approximately half the funds needed to build the school facilities. In addition, the local levy and bonding laws have required "super-majorities" for passage. In the case of six year construction levies, a 60 percent "Yes" vote of the 40 percent "validation" requirement is necessary. In the case of local bond issues, the most common source of matching funds, an absolute 60 percent "Yes" vote is required. Washington is one of only a few states in the nation which require a "super-majority" to incur long term local debt.

- As enrollments have grown in the late 1980s and early 1990s, school districts have passed record bond issues. However, the timber trust revenues to the Common School Construction Fund have been constrained

for a variety of reasons and just recently state general obligation bonds have been issued. Still the need increases and projected future growth in school enrollment puts greater pressure on available resources.

3.1.2 Quantitative Elements

In order to begin the discussion of future needs it is important to get a sense of "Where we are", in other words, what is the status of our current school facility stock including what is and is not known about our school inventory.

- We know more about what we don't know than we know about what really exists. For example:

  - There is no current statewide inventory of school space, even at the gross square foot level. Virtually no districts have auditable inventories of assignable square feet by space type

  - There is no statewide inventory of school condition or suitability

  - There is no statewide inventory of school technology or the ability of buildings to accommodate technology

- Although there is a lack of verifiable data, we have some indications about the state of school facilities. These are:

  - According to best estimates, over 50 percent of classroom space is over 30 years old and over 75 percent is over 20 years of age.

  - The 1991-93 capital request material prepared by OSPI estimated modernization needs over the next ten years based on 60 percent of the 65 million square feet of space in pre-1970 buildings at a cost of $41 per square foot. The ten year state and local total cost would equal $1.64 billion at today's dollars.

  - *In a recent study completed for the State of Wyoming, MGT of America estimated the renovation and modernization needs of Wyoming schools (based on a school by school condition analysis) to be $268.7 million. Washington has approximately six times as many schools as Wyoming and assuming reasonably similar conditions based on the review of facilities in the pilot test districts, the extrapolated cost would approximate $1.6 billion in Washington.*

- As part of the study, all school districts were surveyed regarding the nature of their facilities and their estimated needs for the future. Over one-half of the districts (50.3 percent) covering 60.3 percent of total enrollment responded. In rating the physical condition of their schools, superintendents indicated that one-fourth were in "excellent" condition and that 35 percent were in "good" condition needing only minor repair. However, nearly 40 percent of schools were estimated to be in "poor" or "very poor" condition, requiring either major repair or replacement.

- Districts were asked whether their schools met current seismic and asbestos codes and whether they met EPA radon guidelines. 38 percent of schools in the survey did not meet the seismic code, 19 percent did not meet asbestos codes and 16 percent were said not to meet radon guidelines.

- In terms of educational adequacy, fewer schools were rated as "excellent" (19 percent) but more (44 percent) were rated "good". "Poor" or "very poor" ratings were given to 37 percent of the schools. The complete survey results are included as Appendix B.

- During the course of this study, districts were also surveyed regarding their use of portables for instructional purposes. 121 districts representing 41 percent of all districts and 50.7 percent of total enrollment responded. The respondents indicated that 10.6 percent of enrollments are housed in portables and that 55.7 percent of the portables were in "excellent" or "good" condition and that 44.3 percent were in "poor" or "very poor" condition. Assuming that these results are reflective of the state as a whole, one can estimate that approximately 88,000 children receive their instruction in approximately 3,400 portables, some 1,500 of which are in poor or very poor condition.

■ Record bond issues (over $1.3 billion per year) were proposed in 1990 and 1991. 67.7 percent passed in 1990 while 26.3 percent passed in 1991 (at least in part due to the growing recession). Still, $1.3 billion in local funds for school construction and modernization were approved in the last two years. At the present time, there is a $299 million backlog of pending requests for school construction assistance. Although the Legislature is attempting to grapple with this problem, what is the outlook for the future? In other words, "Where we are going"?

- The demographics, both current and projected, indicate a trend of continuing increases in enrollment at all grade levels. Recently, declines in the upper grades have been more than offset by increases in the lower grades. Now, the combination of increases in live births (up 14.2 percent in the last four years) and in-migration has resulted in increases at all grade levels. Exhibit 3-1 on the following page illustrates school enrollment projections through 1996-97 by the Office of State Superintendent of Public Instruction (OSPI) and through 1999-2000 by the state Office of Financial Management (OFM) and the Washington Association of School Administrators (WASA). The WASA forecast indicates school enrollment will exceed one million by the turn of the century. The OFM forecast reflects a declining rate of growth but still an estimated school population of nearly 944,000 by 1999-2000. This conservative forecast still estimates that nearly 110,000 more students will be enrolled in school by the end of the decade. At the high end of the forecasts, the increase would be close to 200,000 added students.

- In the survey of districts, an overall excess capacity of approximately 30,000 students was reported. However, excess capacity can exist in one grade category and a shortage can exist at another. In addition, there is and will continue to be extensive shifts in population within Washington, increasing surplus space in some districts and worsening the situation in others. The school systems of the state are not at liberty to refuse to enroll students or to send them elsewhere. At least at present, facilities must follow the children, who must follow their parents.

- In view of the fact that some excess capacity currently exists, it is prudent that an approximation of future space needs should be based on the most conservative of the three estimates; that of OFM. At current State Board of Education space factors, the 109,570 additional students above 1991 enrollments would require 11,918,770 additional gross square feet (GSF) of space to be constructed by 1999.

- At current State Board of Education space factors, providing permanent space for the estimated 88,400 students now taught in portables would require an additional 8,292,040 additional GSF of space.

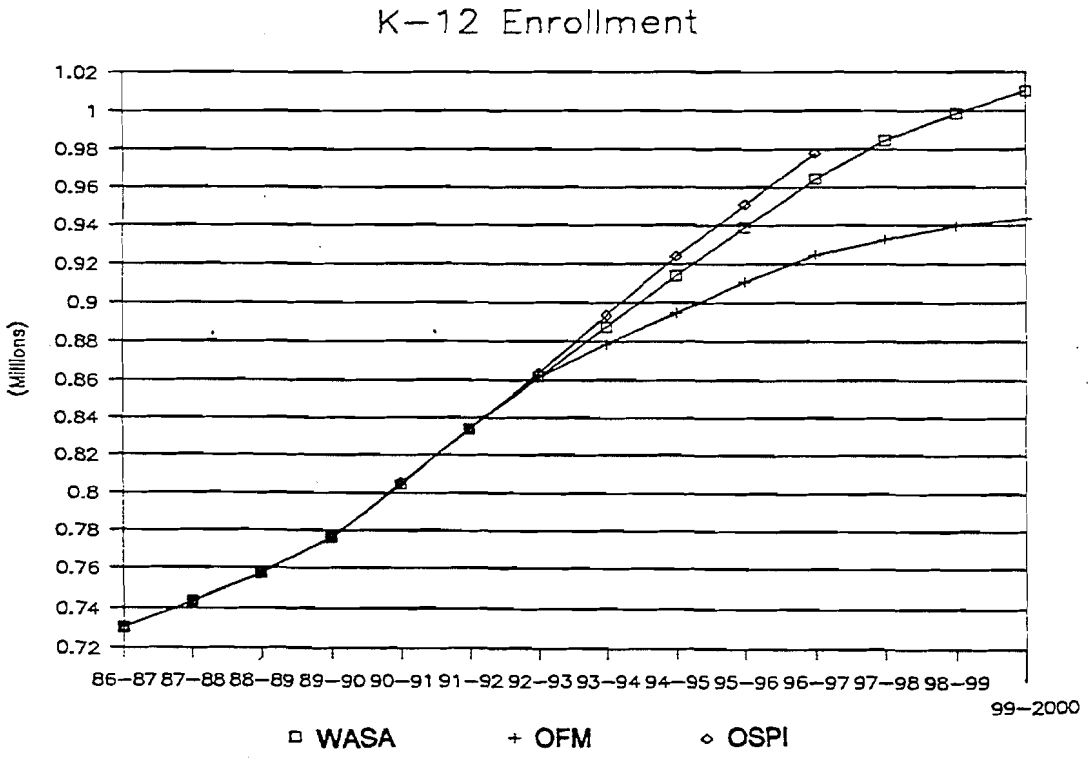
Exhibit 3-1
K-12* Enrollment Figures
Actual 1986-87 to 1991-92
Projected 1992-93 to 1999-2000

YEAR	SPI	WASA	OFM	
86-87	730,244	730,244	730,244	
87-88	743,414	743,414	743,414	
88-89	757,495	757,495	757,495	
89-90	776,340	776,340	776,340	
90-91	805,231	804,597	805,231	
91-92	834,158	834,158	834,158	
92-93	863,826	861,761	861,450	/1
93-94	893,766	887,613	878,723	
94-95	924,165	914,006	894,963	
95-96	950,869	939,157	910,713	
96-97	978,022	964,169	924,811	
97-98	/2	984,523	932,694	
98-99		998,593	939,758	
99-2000		1,010,415	943,728	

* K @ 1/2 Count

1/ OFM Kindergartern Figures from 92-93 through 2000 Provided by Theresa Lowe.

2/ OSPI Does Not Project Enrollments Beyond Five Years.



- The current space factors used by the State Board of Education are recognized by the Board as a budgeting tool and not as a planning guideline. However, capacity and eligibility is determined based on those factors. The factors are:

Elementary students	80 GSF per student
Middle School students	110 GSF per student
High School students	120 GSF per student
Handicapped students	140 GSF per student

As Exhibit 3-2 on the following page indicates, these space factors are substantially below the average of the standards of states who use standards and below the current average size of new school construction in the United States. In addition, they are approximately the same amount below the GSF equivalent of the detailed space standards developed by MGT and applied in a variety of state and local school construction studies. These amounts, approximating 100 GSF at the elementary level, 125 GSF at middle school and 145 at the high school level are mainstream averages. They do not reflect the inclusion of many specialized spaces educational planners deem needed to respond to today's needs and government mandates. In a recent study, planners in the North Thurston and Tumwater districts scoped school facilities needed to provide high quality programs and meet mandated requirements. Their estimates resulted in 144 GSF per student at the elementary grades, 154 at middle school and 164 at the high school.

- If the "mainstream" average standards of 100/125/145 are applied to the needed new construction for enrollment growth and to replace portables, 4,476,000 additional GSF would be needed before the end of the decade.

- To summarize:

Added space to meet enrollment growth	11.9 million GSF
Added space to replace current portables	8.3 million GSF
Added space at mainstream standards	4.5 million GSF
Total estimated additional space needed	24.7 million GSF

EXHIBIT 3-2
COMPARATIVE SPACE STANDARDS

STATE	GROSS SQUARE FEET PER STUDENT		
	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
ALASKA	100	150	150
CALIFORNIA	78	107	135
CONNECTICUT	134	172	186
DELAWARE	71	130	150
ILLINOIS	76	120	140
MAINE	80	100	120
MARYLAND	95	115	130
MASSACHUSETTS	115	135	155
MICHIGAN	110	190	190
NEW JERSEY	85	125	155
UTAH	74	120	147
WYOMING	100	125	150
WEST VIRGINIA	110	120	130
AVERAGE	94	131	149
1990 NEW CONSTRUCTION	101	130	147
MGT MODEL	102	126	146
WASHINGTON	80	110	120

NOTES:

1. State Averages from "State Requirements Survey for School Construction" American Institute of Architects

2. 1990 Average New Construction size from "American School and University", May, 1991

3. MGT detailed space guidelines converted to GSF per student

- The actual construction of the space estimate above is dependent on raising the dollars needed at the state and local levels. Timber revenues have been the primary source of state funds in the past, recently augmented with state general obligation bonds. With the experienced and forecasted restrictions in timber revenues, developing a reliable alternative funding source for school construction is a major challenge facing the state.

3.1.3 Environmental and policy elements "Where we should be"

There are three major environmental and policy factors affecting the needs of the future: Increased expectations of society for the public schools; a commitment, at all levels of government to a restructuring of how our schools operate; and the governance relationships between the state and the local school districts.

- *Increased Societal Expectations* have emerged in a variety of ways.

  - There is an understanding and an expectation that education is a major contributor to the economic health of America.

  - As a nation, we have a fundamental belief that education is a positive force in our society in terms of societal enhancement, economic return and competitiveness in a global economy. These factors are recognized in our national goals.

  - Governments, reflecting society's expectations, have enacted policies mandating the schools to broaden their enrollment or alter the way in which programs are offered, e.g., equity of opportunity, special education "mainstreaming", expanded bilingual education, remediation, migrant education, alcohol and drug education, AIDS education, mandates to reduce class size, etc.

  - Societal expectations are expanding at a time when the social and economic environment is changing dramatically, e.g., the range of readiness has broadened, the range of health conditions has expanded, and the diversity of cultures to be served has increased.

  - There are societal expectations that children will be educated in a contemporary learning environment with adequate space, modern labs and with technological capabilities and configured in a manner which is flexible to accommodate changes in class size standards and grade arrangements.

- There is also an imperative expectation that the environment will be safe and healthful for children, will mitigate dangers and, most importantly, meet current codes for seismic safety, asbestos and other toxic materials.

- As accreditation standards indicate, "Because the facility serves as a vehicle in the implementation of the total educational program, the way it is utilized should be predicated on, and be consistent with, the stated philosophy and objectives of the school. It should provide for a variety of instructional activities and programs and for the health and safety of all persons involved."

- A key question which must be asked is whether there is a "fit" between these expectations and available school facilities.

■ *The need for educational restructuring* is well recognized at both the national and at the state level. The convening of the Governor's Council on Education Reform and Funding to review public education in Washington is a clear indication of this fact. In addition, there has been a continuing call for educational restructuring in the major studies of the last several years. To cite a few...

"*Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world ...The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people...If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.*" A Nation At Risk, 1983.

"*America's ability to compete in world markets is eroding...As in past economic and social crises, Americans turn to education. They rightly demand an improved supply of young people with the knowledge, the spirit, the stamina and the skills to make the nation once again fully competitive - in industry, in commerce, in social justice and progress, and, not least, in the ideas that safeguard a free society.*" A Nation Prepared, 1986.

"*Human resources determine how the other resources of the nation will be developed and managed. Without a skilled, adaptable, and knowledgeable workforce, neither industry nor government can work efficiently or productively...Tomorrow's workforce is in today's classrooms...*" Investing in Our Children, 1985.

"Vast numbers of American students cannot meet the educational requirements of today's workplace, much less those of the next century. The Commission believes that this lack of achievement stems in large part from the lack of incentives for effort and achievement in school." Investing in People, 1989.

"Eight years after the National Commission on Excellence in Education declared us a "Nation At Risk", we haven't turned things around in education. Almost all our educational trendlines are flat. Our country is idling its engines, not knowing enough or being able to do enough to make America all that it should be." America 2000, 1991.

"The President and the nation's governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy." Joint Statement of the President and Governors, 1991.

-From the above it is clear that there is an imperative need to respond to the ever expanding technically oriented knowledge base affecting all elements of our society. The information explosion and/or related new generations of communication technology has created an information based economy which requires altered and expanded school facilities. Instructional space and its configuration must accommodate this technology. The school must be "in sync" with the reality of the world around us. This is essential if we are to improve the fit between our graduates and the jobs which will be available.

-In this context, our vision for the future should include:

* Vitalizing the instructional setting;

* Responding to the added cultural diversity of our students;

* A paradigm which empowers individuals to enhance learning in all areas of curriculum and related skills; and

* A restructuring of "rules, roles, and relationships" in how schools operate and the students and teachers interact.

-One of the barriers to reform is the difficulty of providing an educationally effective learning environment. This barrier must be recognized and understood along with the other factors inhibiting restructuring or there is likely to be a chilling effect on the willingness to invest the amounts needed to implement a long-range construction plan. In other words, if the challenge is not recognized the problem of inadequate and inappropriate school facilities could reach such a size that the cost would be prohibitive.

- *Governance and responsibility* are also important elements of the policy context when considering school construction issues.

  - Washington's Constitution contains a powerful provision dealing with the state's responsibilities relative to public education. Article 9, Section 1, declares that, "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction on account of race, color, caste, or sex."

  - This concept, that provision of a basic education is the "paramount" duty of the state, has been applied to the operating costs of the public schools, however the issue of its applicability to provision of facilities has not been raised although court cases in other states (Texas and Wyoming for example) have required equity of opportunity in both capital and operating support.

  - Washington already has a record of substantial state assistance to local districts for capital construction as noted earlier and, through the State Board of Education, has outlined well defined processes requiring local studies and planning in order to qualify for state assistance. Through its rules, the State Board represents the state interest.

  - School construction assistance is not provided without local matching funds and local funds must be expended for space not eligible for state matching. In most cases, provision of these monies requires a positive 60 percent super-majority vote of district residents.

  - At the same time, the facilities constructed with (or without) state assistance are district property and are the responsibility of the district to plan, construct and manage. Therefore, there is a sharing of interests and responsibilities among the state and the districts.

To summarize, the context in which the issues concerning school construction funding in Washington need to be considered consists of a variety of factors. These are:

- A tradition of substantial state support for school construction
- Significant decreases in non-tax revenues dedicated for school construction
- A "stock" of school facilities which includes a substantial portion of older and substandard facilities and whose modernization needs are estimated to total approximately $1.6 billion
- A situation in which over an estimated 80,000 students are taught in portables and where 8.3 million added GSF are needed to house them in permanent buildings
- Recent local bond issues totaling over $1.3 billion and a pending backlog of requests for state assistance of over $295 million
- Enrollments which are projected to rise from 110,000 to nearly 200,000 additional students over the remainder of the decade which conservatively will require 11.9 million additional GSF
- Space standards which, while not viewed as valid planning standards by the State Board of Education, fail to recognize realistic space needs
- Increases in societal expectations for the public schools in serving underserved groups, meeting social needs and improving our economic competitiveness as a country
- A well recognized need to restructure education to meet human and economic needs
- A responsibility to effectively deal with the problems of meeting school construction needs and providing an educationally effective learning environment, which is shared between the state and local districts.

3.2 Issues in School Construction Funding

The description of the major factors affecting public school construction as summarized at the end of the preceding section might imply that all of the issues are financial and all problems could be solved through provision of sufficient funds. While many of the critical issues are financial in nature there are a number of others that need to be addressed in developing a long-range plan for school construction. These issue areas and the associated questions are outlined below.

- *Eligibility issues:*

  1. Should space built solely with local district funds be included in calculating the capacity of the district to house projected enrollments, particularly when the standards used to measure capacity are below national averages? Should space built by districts to meet community needs be counted? Should covered play areas be counted, even at one-half weight? Should districts be allowed a tolerance range, perhaps equal to the difference between current state standards and national averages?

  2. Should the State Board continue to rely solely on enrollment cohort projections or should it take into account "supplemental information" such as planned developments or major governmental decisions, e.g., expanding Fort Lewis or creating a "Home Port" in Everett.

  3. How can a district receive state support to add or remodel space to meet state or federal mandated requirements e.g., reduced class sizes, medical care for disabled students, when it is not otherwise eligible for state funds based on enrollment forecasts or building age?

  4. Should there be minimum eligibility criteria specifying circumstances under which demolition and new construction is required as opposed to modernization of facilities in very poor condition?

  5. Should new construction in lieu of modernization require an equivalent demolition of existing space?

6. Is age of the building, as opposed to its condition, the appropriate eligibility criterion for modernization projects?

7. Should subsequent modernizations of a building be limited to the proportion of "inappropriately housed" students or should it be based on the square feet of the building not modernized?

8. What criteria should be insisted on to ensure that modernizations actually "modernize" the space and not merely renovate it to its original condition?

9. Should the existing space standards be increased to reflect national averages or engineered estimates of need?

- *Addressing problems arising from previous school district decisions:*

1. How should projects to remedy problems due to low cost original construction be dealt with?

2. Should projects to repair buildings due to lack of maintenance be funded?

3. If a district chose to eliminate space in a building project which had been scaled back due to higher than anticipated bids, should that lack of space be allowed to contribute to future eligibility?

- *Educational facility planning process and program relationship:*

1. How should the capital process be modified to stress the need for the development of a long-range educational plan linked to, and serving as the basis of, the long-range facility plan?

2. In what way can the State Board encourage local districts to add or reconfigure space to meet state program requirements, e.g., reduced primary class sizes, adequate educational technology, etc.?

3. There are two main ways to increase the use of school facilities, more students per year or more hours of use per student. Which is the preferable program option and what incentives can be offered to increase space utilization? Should such incentives be offered?

4. Are the current State Board of Education standards adequate for a basic core educational program? Are they adequate for a restructured program emphasizing use of new technologies?

5. Do the current standards accommodate changing instructional methods? In their allowances? In their operation?

6. Should the standards be changed to reflect "Assignable Square Feet" (ASF) with a net to gross efficiency expectation? Should ASF based standards be by type of space or operate in the aggregate?

7. How can the space standards be reconfigured to induce reasonable local decisions promoting quality education and not be viewed as an unreasonable state intrusion?

8. If the standards are to be revised, what process should be followed?

- *Society/Facility relationships:*

1. Schools are increasingly expected to intervene to help students and families meet social, personal and physical needs. How can the planning process or state facility standards be designed to recognize such expectations? Should they be?

2. Communities wish to make greater use of school facilities for inter-governmental services, recreation, etc. How can the planning process or state facility standards be designed to recognize these expectations? Should they be?

3. Should schools be encouraged to set aside space or to make more intensive use of space for pre-school and/or post-school day care? If so, how?

4. At what point should the line be drawn in accommodating community social and health needs through school facilities? Should cooperative funding be required?

- *Management/Governance responsibilities:*

1. How should the capital budget process be designed to reflect and respect the relative roles and responsibilities of the SBE and the Legislature?

2. How should the capital budget process be designed to reflect and respect the relative roles and responsibilities of the SBE and the local school districts?

3. How can the state best ensure the development of a long-range capital plan and a long-range planning process?

4. Is the current local matching fund requirement too high? Too low? What should be done when districts either cannot or will not provide the funds to meet minimum facility standards?

5. Should districts be encouraged/required to consolidate to use available physical capacity to meet enrollment growth or program needs? What alternative steps are available? How can deterrents to consolidation be eliminated?

6. How should the capital process most effectively interact with the Growth Management Act? If schools are treated as "developers" under the act should the additional costs be recognized by the state?

- *Process issues:*

1. How can the timing of release of state funds be altered to achieve the lowest construction bids without undue project delay?

2. At what point in the approval and ranking process will all information be required and the "final" ranking be made?

- *Cost and Educational Effectiveness issues:*

1. Are there any aspects of the current process which contribute to cost/ineffective or cost/inefficient projects?

2. How can cost/effective project management by local districts be encouraged/required?

3. How can the process be designed to assure the Legislature and the public that capital resources are spent in an educationally effective manner?

4. What is the best way to gather the data needed to develop a long-range assessment of school facility needs based on verifiable data.

4.0 The Future: Desired Directions

4.1 Vision for the Future

The State Board's recent policy statement on school construction forms the cornerstone of its vision for the future. That statement is included in its entirety on pages two and three. However, there are certain key words that can be extracted that summarize the statement.

The board's goal is "*to ensure all students access to school facilities that provide for a safe and healthful physical environment, learning environments where students can develop to their fullest potential, adaptability to emerging and changing needs...and accommodation of the unique social and educational needs of the community.*

To achieve that goal, the Board has pledged to *seek adequate and timely funding, maximize the effectiveness of available resources, recognize the rights and responsibilities of local districts, involve appropriate communities in development of rules and regulations, practice judicious management and impartial distribution of funds on the basis of need, ensure quality of information and maintain ongoing review and evaluation processes.*"

Important aspects of the Board's vision for the future are:

- Equity of access to a "good education" for all students. The constitutional statement that, "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction on account of race, color, caste, or sex," has facility implications that, though not required by court ruling, must maintain an uppermost position in the minds of decision makers.

- A capital facilities process which anticipates the direction of educational change and promotes planning of facilities with the ability to accommodate that change.

- A capital program which achieves an equity of tax burden among the state's school districts, is fair in application and balances local and state control and responsibilities, is structured to facilitate the capacity of local districts to respond to the need for appropriate facilities and is built on shared planning expectations for the future.

- A program with an emphasis on cost-effective construction providing educationally-effective facilities including effective use of technology.

- Overall, a program which is built on a clear understanding of the extent of facility construction, renovation and modernization needs of the school districts which is well documented, verifiable and which can be agreed to by the Governor and Legislature.

4.2 Program Operation

The Board's view of the operational characteristics of its capital facilities program is that it should stress the following:

- An emphasis on enhanced local educational and facility planning as an operational requirement for state funding. This emphasis would be supported by the new positions approved in the capital budget through informing districts regarding new trends and developments in school planning and construction as well as exercising their verification responsibilities.

- An emphasis on enhanced local project management to ensure effective use of state funds.

- Reliability and consistency of operation with a predictable process and method of operation with modifications made only after thorough consultation.

- The use of eligibility and priority criteria which accurately recognize needs and accommodate both state and local interests and concerns and meet the Board's policy objectives such as support for new educational technologies, etc.

- A process which provides continuing updates of a data base identifying the needs and the extent to which they are being met and helps assure that educational effectiveness is accomplished in a cost-effective manner.

4.3 Program Funding

As was clearly indicated earlier in this paper, the most critical issues facing school construction in Washington are financial. In the opinion of the Board the following are critical elements in a sound state program:

- A predictable funding environment involving long-range policy agreements by the Board, the Governor and the Legislature.

- A reliable revenue source which provides a sound base of support but not to the exclusion of active legislative involvement in the funding process.

- Finally, and most important, an agreed upon long-range state construction assistance funding plan to fit with verifiable estimates of long-range school construction/modernization needs.

APPENDIX A

PRIORITY FACTOR

SCORING DESCRIPTIONS

PRIORITY FACTOR SCORING
AS RECOMMENDED BY THE FACILITIES SUBCOMMITTEE

1. Projected Percent Unhoused - 55 possible points

The district percent unhoused five years in the future is based on the OSPI projection of enrollment for two grade categories, K - 8 (including preschool special education) and 9 - 12 compared to the formula capacity of existing space based on current SBE space factors.

If the projected district percent unhoused for the applicable grade category is equal to or greater than 40 percent, full points are awarded. If the projected district percent unhoused is less than 5 percent but greater than 0 percent, then a minimum of 15 points are awarded. If the projected percent unhoused is between 5 percent and 40 percent then the 40 remaining points (55-15) are proportionately awarded. For example, if a district's projected percentage of unhoused students five years in the future for K - 8 was 30 percent, the score of its highest priority project in that grade category would be 43.57 points.

Formula: If Unhoused = 30 percent then:

$$(((30 \text{ percent} \times 100) - 5) \times (40/35)) + 15) = 43.57 \text{ points}$$

Or, simplified: $25 \times 1.1429 = 28.57 + 15 = 43.57$

NOTE: The 40/35 indicates the 40 points between 15 and 55 divided by the 35 percentage points between the 5 percent minimum level and the 40 percent where maximum points are awarded.

2. Mid-Range Projection - five possible points

The purpose of this factor is to recognize the degree of immediacy of a district's capacity problem. The district's point score in Item 1 is first multiplied by .091 to reflect the relationship between the 55 points in Item 1 and the five points in Item 2 (5/55 = .091). This produces the maximum points a project can be awarded in this category. The actual points are determined by the relationship between the district's unhoused percent three years in the future and its unhoused percentage five years in the future. For example, if a district received 43.57 points in Item 1 due to a projected 30 percent unhoused condition and its three-year projection is that it will be 24 percent unhoused, it will receive 3.17 points ((43.57 X .091) X (24 percent/30 percent)) = 3.17.

3. Number of Years Unhoused - five possible points

The purpose of this factor is to recognize the duration of an unhoused problem. One point is awarded for each year the district has had an unhoused condition in the applicable grade category during the past five years, up to the five points maximum.

4. Health and Safety - 20 possible points

16 points are awarded based on the evaluation contained in the Building Condition Evaluation Form and are awarded as follows:

15 - 19 percent = 16 points, 20 - 24 percent = 15 points, 25 - 29 percent = 14 points etc. until you reach 95 percent at which no points are awarded

The Health and Safety condition points are combined with an additional:

two points if school does not meet seismic code requirements
two points if school is not asbestos free

5. Condition of Building - 30 possible points

The score is based on the building condition evaluation form (BCEF) analysis for all categories other than handicapped access. If the building condition score is 31 or less, then the maximum 30 points are awarded to the project. If the condition score is 91 or more, then no points are awarded. If the condition score is from 32 to 90, the condition score is subtracted from 91 and multiplied by 50 percent to determine the points. For example, a building which scored 62 on the building condition evaluation (e.g., Mesa Elementary) would receive 14.5 points (91-62 X .5) and a building which scored 34 (Mossyrock Elementary) would receive 28.5 points (91-34 X .5).

In cases where projects affect multiple buildings, the BCEF score is weighted by the proportion of Gross Square Feet (GSF) affected.

6. Cost/Benefit Factor - ten minus points possible

If the proposed project is a modernization and the BCEF score is less than 40, one point is deducted for each point the BCEF score is less than 40 up to a total possible deduction of 10 points. For example, the proposed modernization of Mossyrock Elementary (which had a condition score of 34) would have six points deducted (40-34) to reflect the concern that the low condition score indicates that building new, in lieu of modernization would be a more cost-effective approach.

If the proposed project is a new in lieu of modernization and the BCEF score is greater than 60, one point is deducted for each point the BCEF score is higher than 60 to a total possible deduction of 10 points. For example, the proposed new in lieu for Mesa Elementary (which had a condition score of 62) would have two points deducted (62-60) to reflect the concern that the relatively high condition score indicates that modernization would be a more cost-effective approach.

7. Type of Space - ten possible points

In this element the net assignable square feet (NASF) of a project (regardless of fund source) are identified by space inventory category. Space used for scheduled instruction and libraries (classrooms, laboratories, PE teaching space, libraries and learning resource centers) is category 1. Space used in support of instruction (assembly, student services, office space and classroom/lab service and support) is category 2. Category 3 space is cafeteria/food service, spectator seating, covered play areas and general support space. The formula for determining points operates as follows:

NASF of category 1 X 10 points = x
NASF of category 2 X 7 points = x
NASF of category 3 X 4 points = x

$\sum y$ $\sum x$ $\sum x / \sum y$ = points

8. Local Priority - five possible points

For this element, five maximum points are awarded to the district's first priority project, each priority from there has one point deducted from it, to a minimum of zero points awarded.

9. Joint Funding - five possible points

A financial commitment from a non-school district source equal to or in excess of the following will receive five points (no partial points are awarded in this category):

Total Project Cost	Required Joint Funding
Up to $1,000,000	25 percent of total project cost ($250,000 at $1,000,000)
Between $1,000,000 and $2,000,000	$275,000
Between $2,000,000 and $3,000,000	$300,000
Between $3,000,000 and $4,000,000	$325,000
Between $4,000,000 and $5,000,000	$350,000
Between $5,000,000 and $6,000,000	$375,000
Between $6,000,000 and $7,000,000	$400,000
Between $7,000,000 and $8,000,000	$425,000
Between $8,000,000 and $9,000,000	$450,000
Between $9,000,000 and $10,000,000	$475,000
$10,000,000 and over	$500,000

Application of Priority Factors:

Elements 1 - 3 apply to new projects eligible due to forecasted unhoused students. Elements 4 - 6 apply to modernizations, new projects in lieu of modernizations and condemnations. Elements 7 - 9 apply to all projects.

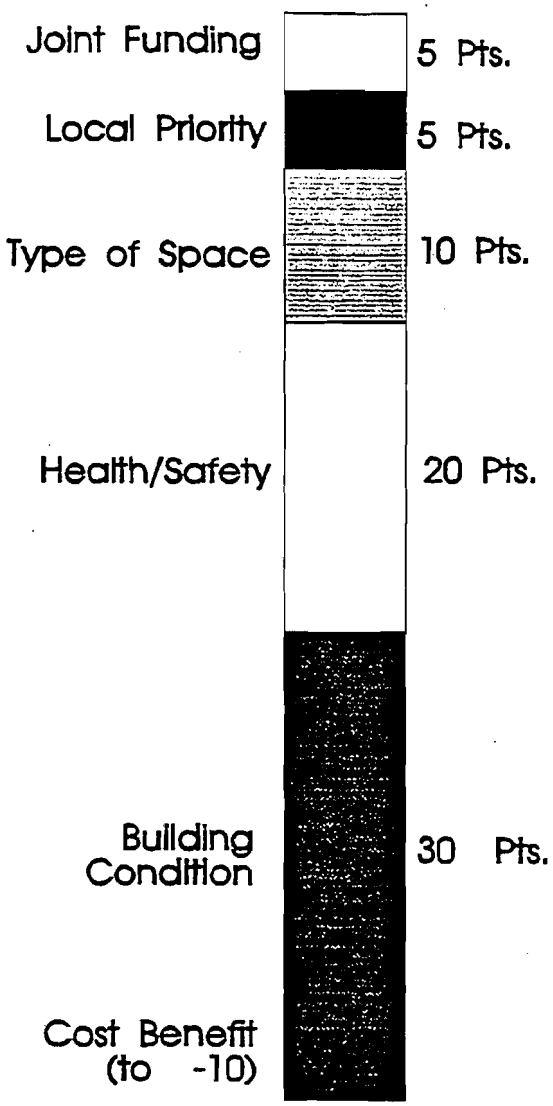
Total possible points:

New/growth	85
Modernizations, etc. related to condition	70

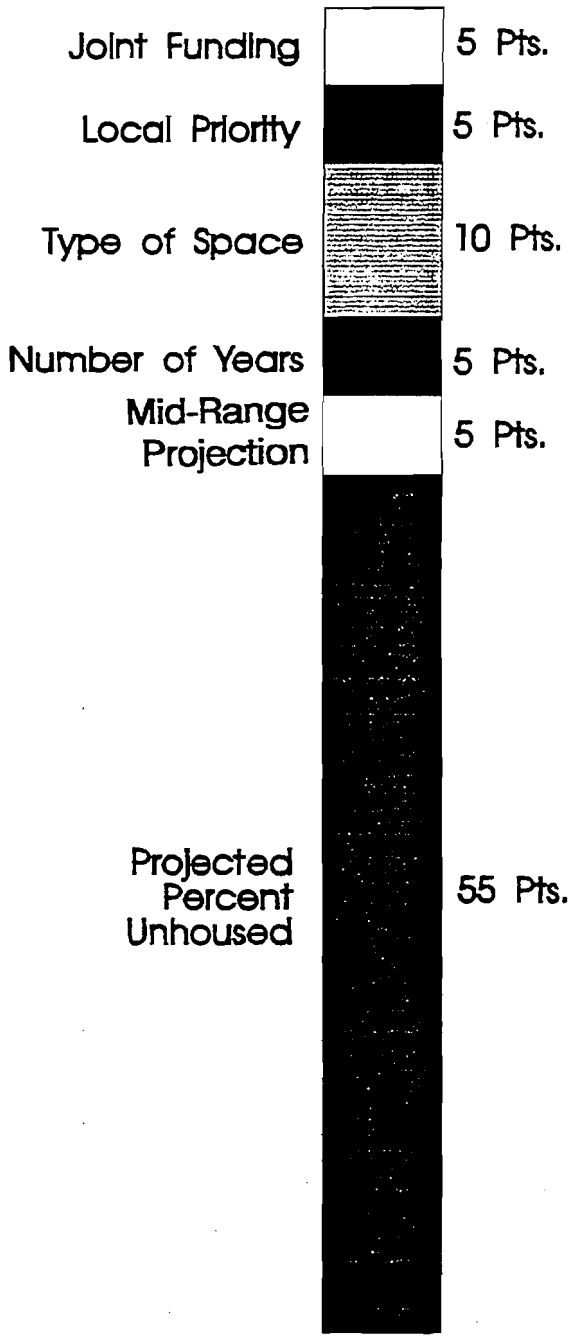
Future Additional Elements:

It is anticipated that 15 points covering "Program Relationship" and "Technology Inclusion" will be added after revisions are made to study and survey requirements. In addition, points will be included to reflect the impact of maintenance on condition after the State Board of Education policy on maintenance expenditures has had sufficient time to operate and have an effect on building condition. It is estimated that a factor will be included by 1995.

State Board of Education
Recommended Priority Factor Scoring



Modernization
70 Points Possible



New Construction
85 Points Possible

Table 1
Project Point Factors

District	Project		5 Year Projected Percent Unhoused 15-55	3 Year Mid Range Projection 0-5	Number of Years Unhoused 0-5	Health and Safety 0-20	Condition of Building 0-30	Cost/ Benefit 0-(10)	Type of Space 4-10	Local Priority 0-5	Joint Funds 0 or 5	Total Possible Points	Project Total Score
MUKILTEO	NEW MIDDLE	New	55.00	4.25	0	xxxxxxx	xxxxxxxxx	xxxxxxx	8.73	5.00	0.00	85.00	72.98
CHENEY	HIGH	New	45.42	3.44	5	xxxxxxx	xxxxxxxxx	xxxxxxx	9.33	2.00	0.00	85.00	70.18
MOSSYROCK	MIDDLE	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	16.00	25.0	0	8.07	4.00	0.00	70.00	53.07
MOSSYROCK	ELEMENTARY	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	15.00	28.5	-6	7.45	5.00	0.00	70.00	49.95
N. FRANKLIN	B.C. ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	21.0	0	9.03	5.00	0.00	70.00	49.03
CHENEY	BETZ ELEM	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	19.00	15.5	0	9.50	5.00	0.00	70.00	49.00
CHENEY	SUNSET ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	18.0	0	9.75	4.00	0.00	70.00	45.75
CHENEY	SUNSET ELEM	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	18.0	0	10.00	3.00	0.00	70.00	45.00
N. FRANKLIN	OLDS JR. HIGH	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	15.00	15.5	0	9.08	4.00	0.00	70.00	43.58
MOSSYROCK	HIGH	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	14.00	16.0	0	10.00	3.00	0.00	70.00	43.00
TUMWATER	NEW MIDDLE	New	29.28	0.78	0	xxxxxxx	xxxxxxxxx	xxxxxxx	8.74	4.00	0.00	85.00	42.80
TUMWATER	LITTLEROCK EL	New	30.51	0.84	0	xxxxxxx	xxxxxxxxx	xxxxxxx	6.04	5.00	0.00	85.00	42.39
MUKILTEO	MARINER HIGH	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	12.00	16.0	0	8.96	4.00	0.00	70.00	40.96
HYPOTHETICAL	NEW HIGH	New	24.10	1.73	3	xxxxxxx	xxxxxxxxx	xxxxxxx	8.97	4.00	0.00	85.00	38.80
HYPOTHETICAL	NEW ELEM	New	19.80	0.72	0	xxxxxxx	xxxxxxxxx	xxxxxxx	9.30	5.00	0.00	85.00	34.81
HYPOTHETICAL	NEW MIDDLE	New	15.00	0.57	2	xxxxxxx	xxxxxxxxx	xxxxxxx	8.70	5.00	5.00	85.00	34.27
N. FRANKLIN	HIGH - PHASE I	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	9.39	2.00	0.00	70.00	33.89
N. FRANKLIN	MESA ELEM	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	8.39	3.00	0.00	70.00	33.89
N. FRANKLIN	HIGH - PHASE II	NL	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	14.5	-2	10.00	1.00	0.00	70.00	33.50
MUKILTEO	FAIRMOUNT EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	13.00	8.5	0	9.21	3.00	0.00	70.00	33.71
CHENEY	CHENEY HIGH	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	11.00	8.5	0	9.26	1.00	0.00	70.00	29.76
MUKILTEO	LK STICKNEY EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	8.0	0	8.79	1.00	0.00	70.00	27.79
MUKILTEO	SERENE LK EL	Mod	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx	10.00	6.0	0	8.88	2.00	0.00	70.00	26.88

Table 2
Application of Priority Factors to Approved Projects

Ranked High-to-Low by Project Type

District	Project	Type	5 Year Projected Percent Unhoused	Condition of Building	Health and Safety	Total Possible Points	Project Total Score
MUKILTEO	NEW MIDDLE	New/Growth	41.7%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	72.98
CHENEY	CHENEY HIGH	New/Growth	31.6%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	70.18
TUMWATER	NEW MIDDLE	New/Growth	17.5%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	42.80
TUMWATER	LITTLEROCK ELEMENTARY	New/Growth	18.6%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	42.39
HYPOTHETICAL	NEW HIGH	New/Growth	13.0%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	38.80
HYPOTHETICAL	NEW ELEMENTARY	New/Growth	9.2%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	34.81
HYPOTHETICAL	NEW MIDDLE	New/Growth	5.0%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	34.27
N. FRANKLIN	BASIN CITY	New in Lieu	xxxxxxxxxx	49	45%	70.00	49.03
CHENEY	SUNSET ELEMENTARY	New in Lieu	xxxxxxxxxx	55	45%	70.00	45.75
N. FRANKLIN	OLDS JR. HIGH	New in Lieu	xxxxxxxxxx	60	40%	70.00	43.58
MOSSYROCK	MOSSYROCK HIGH	New in Lieu	xxxxxxxxxx	59	45%	70.00	43.00
N. FRANKLIN	MESA ELEMENTARY	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.89
N. FRANKLIN	CONNELL HIGH - PHASE I	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.89
N. FRANKLIN	CONNELL HIGH - PHASE II	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.50
MOSSYROCK	MOSSYROCK MIDDLE	Mod	xxxxxxxxxx	41	35%	70.00	53.07
MOSSYROCK	MOSSYROCK ELEMENTARY	Mod	xxxxxxxxxx	34	40%	70.00	49.95
CHENEY	BETZ ELEMENTARY	Mod	xxxxxxxxxx	60	20%	70.00	49.00
CHENEY	SUNSET ELEMENTARY	Mod	xxxxxxxxxx	55	45%	70.00	45.00
MUKILTEO	MARINER HIGH	Mod	xxxxxxxxxx	59	55%	70.00	40.96
MUKILTEO	FAIRMOUNT ELEMENTARY	Mod	xxxxxxxxxx	74	50%	70.00	33.71
CHENEY	CHENEY HIGH	Mod	xxxxxxxxxx	74	62%	70.00	29.76
MUKILTEO	LAKE STICKNEY ELEM.	Mod	xxxxxxxxxx	75	65%	70.00	27.79
MUKILTEO	SERENE LAKE ELEM.	Mod	xxxxxxxxxx	79	65%	70.00	26.88

Table 3
Application of Priority Factors to Approved Projects

Ranked High-to-Low

District	Project	Type	5 Year Projected Percent Unhoused	Condition of Building	Health and Safety	Total Possible Points	Project Total Score
MUKILTEO	NEW MIDDLE	New/Growth	41.7%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	72.98
CHENEY	CHENEY HIGH	New/Growth	31.6%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	70.18
MOSSYROCK	MOSSYROCK MIDDLE	Mod	xxxxxxxxxx	41	35%	70.00	53.07
MOSSYROCK	MOSSYROCK ELEMENTARY	Mod	xxxxxxxxxx	34	40%	70.00	49.95
N. FRANKLIN	BASIN CITY	New in Lieu	xxxxxxxxxx	49	45%	70.00	49.03
CHENEY	BETZ ELEMENTARY	Mod	xxxxxxxxxx	60	20%	70.00	49.00
CHENEY	SUNSET ELEMENTARY	New in Lieu	xxxxxxxxxx	55	45%	70.00	45.75
CHENEY	SUNSET ELEMENTARY	Mod	xxxxxxxxxx	55	45%	70.00	45.00
N. FRANKLIN	OLDS JR. HIGH	New in Lieu	xxxxxxxxxx	60	40%	70.00	43.58
MOSSYROCK	MOSSYROCK HIGH	New in Lieu	xxxxxxxxxx	59	45%	70.00	43.00
TUMWATER	NEW MIDDLE	New/Growth	17.5%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	42.80
TUMWATER	LITTLEROCK ELEMENTARY	New/Growth	18.6%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	42.39
MUKILTEO	MARINER HIGH	Mod	xxxxxxxxxx	59	55%	70.00	40.96
HYPOTHETICAL	NEW HIGH	New/Growth	13.0%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	38.80
HYPOTHETICAL	NEW ELEMENTARY	New/Growth	9.2%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	34.81
HYPOTHETICAL	NEW MIDDLE	New/Growth	5.0%	xxxxxxxxxxxxxx	xxxxxxxxxx	85.00	34.27
N. FRANKLIN	CONNELL HIGH - PHASE I	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.89
N. FRANKLIN	MESA ELEMENTARY	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.89
N. FRANKLIN	CONNELL HIGH - PHASE II	New in Lieu	xxxxxxxxxx	62	65%	70.00	33.50
MUKILTEO	FAIRMOUNT ELEMENTARY	Mod	xxxxxxxxxx	74	50%	70.00	33.71
CHENEY	CHENEY HIGH	Mod	xxxxxxxxxx	74	62%	70.00	29.76
MUKILTEO	LAKE STICKNEY ELEM.	Mod	xxxxxxxxxx	75	65%	70.00	27.79
MUKILTEO	SERENE LAKE ELEM.	Mod	xxxxxxxxxx	79	65%	70.00	26.88

BUILDING CONDITION EVALUATION FORM

County/School District | School Name | Building Name/#

CATEGORIES	ITEMS	RATINGS GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	COMMENTS
1.0 Exterior Building Condition	1.1 Foundation/Structure	+12	+8	+6	+4	
	1.2 Walls	+8	+5	+3	+1	
	1.3 Roof	+7	+5	+2	0	
	1.4 Windows/Doors	+2	+1	0	0	
	1.5 Trim	+2	+1	0	0	
2.0 Interior Building Condition	2.1 Floors	+8	+5	+2	0	
	2.2 Walls	+8	+5	+1	0	
	2.3 Ceilings	+5	+3	+1	0	
	2.4 Fixed Equipment	+2	+1	0	0	
3.0 Mechanical Systems Condition	3.1 Electrical	+6	+4	+2	0	
	3.2 Plumbing	+4	+2	+1	0	
	3.3 Heating	+6	+4	+2	+1	
	3.4 Cooling	+6	+4	+2	+1	
	3.5 Lighting	+4	+3	+2	0	
4.0 Safety/Building Code	4.1 Means of Exit	+6	+4	+2	0	
	4.2 Fire Control Capability	+4	+3	+2	+1	
	4.3 Fire Alarm System	+4	+3	+2	+1	
	4.4 Emergency Lighting	+2	+1	0	0	
	4.5 Fire Resistance	+4	+3	+2	+1	
	TOTALS					
5.0 Provisions for Handicapped		X	X	X	X	

Suitability Code and Definition

4 Building makes positive contribution to educational environment
3 Building suitable
2 Current use of space is compatible with intended use but needs remodeling
1 Current use of space is not compatible with intended use or design

Significant Location Factors

Evaluator Signature _____

School Official Signature _____

Date of Evaluation	Total Score

(BCEF1.WK1-11/20/91) ** Use Reverse Side of Form for Overall Comments and Conclusions **

APPENDIX B

SCHOOL FACILITIES QUESTIONNAIRE

SUMMARY OF SCHOOL DISTRICT RESPONSES

SECTION II – DISTRICT BUILDING PROGRAM AND ENROLLMENT PROFILE

2.1 Since 1985, districts submitted the following number of separate projects for state assistance. (Each project was counted only once, even if it was submitted more than once.)

New Construction	172	Responses (R) = 147
Modernization	141	
Other	15	

2.2 Of the projects identified in the preceding question, the average number of months between the date submitted and the date state funds were committed was:

	Months (avg.)	
New Construction	11.8	R = 59, 36, 1
Modernization	14.9	
Other	18.0	

2.3 Since 1985, the following number of school projects having a construction cost of more than $100,000 were initiated by districts without state funds.

	# of Projects	Est. Total Cost (000)	
New Construction	117	$161,039.5	R = 146, 145, 146
Modernization	165	$193,736.5	
Other	112	$48,513.3	

2.4 Number of district applications pending for state construction assistance.

	New	Modernization	Other
Elementary (K–6)*	25	21	2
Middle School (7–8)	21	12	0
High School (9–12)	14	14	1
Other	0	0	0

* We recognize that districts' grade organization may differ, but we asked that they respond in these OSPI categories to the best of their ability.

2.5 Full-Time Equivalent enrollment expectations of the districts in the Year 1995 and the Year 2000.

R (1995) = 141, 140, 141	1995	2000	1990	1995 as a % of 1990
Elementary (K–6)	345,414	*		
Middle (7–8)	102,397	*		
High School (9–12)	158,241	*		
TOTAL	606,052	*	483,977	125%

* Insufficient districts responded.

2.6 The districts' estimate of the current student capacity of their permanent facilities.

	Number of Schools	Gross Square Feet	Student Capacity	R = 16, 127, 145, 145
K – 12	16	615,449	4,584	
Elementary	311	25,925,249	260,531	
Middle	177	13,245,843	107,597	
High School	161	20,690,980	145,112	

2.7 The districts' assessment of the physical condition of their current, permanent facilities.

	Number of Schools	Est. Gross Square Feet	Percent of Total GSF	R = 138, 137, 143, 144
Excellent	260	14,389,453	25.2%	
Good (Some repair needed)	326	20,373,238	35.6%	
Poor (Major repair needed)	235	15,227,203	26.6%	
Very Poor (Needs replacing)	141	7,177,015	12.6%	

2.8 The districts' assessment of the educational adequacy of their current, permanent facilities.

	Number of Schools	Est. Gross Square Feet	Percent of Total GSF	R = 142, 137, 143, 146
Excellent	173	11,324,261	19.1%	
Good	403	26,049,512	44.0%	
Poor	250	14,178,195	23.9%	
Very Poor	13	7,683,026	13.0%	

2.9 The districts' inventory of facilities which do not meet current codes for seismic mitigation, asbestos mitigation and EPA radon guidelines.

	Seismic # Schools (GSF)	Asbestos # Schools (GSF)	Radon # Schools (GSF)	
Elementary (K–6)	219 (8,567,501)	93 (4,162,249)	99 (4,608,641)	R = 86, 101, 93
Middle School (7–8)	87 (7,290,678)	48 (3,887,861)	31 (2,752,256)	R = 84, 94, 77
High School (9–12)	56 (8,680,690)	40 (5,420,189)	22 (3,421,217)	R = 61, 71, 60

2.10 The districts' greatest facility needs for the next six years (number of times each reported as top priority). (Ranked from 1 to 3 with 1 being the highest priority.)

R = 126, 131, 12, 52

	Number of times ranked Priority 1	Average Score
New facilities	83	1.5
Modernization	43	1.7
Other (Addition)	3	2.0
Other	8	2.5

SECTION III – LOCAL FUNDING

3.1 Since 1985, the amount the districts have spent on facilities construction.

R = 145

	New Construction	Modernization	Other	Total
Local Funds (000)	$417,507.3	$514,890.8	$72,837.2	$1,005,235.3
State Funds (000)	491,527.4	228,225.8	368.9	720,122.1
Total (000)	$909,034.7	$743,116.6	$73,206.1	$1,725,357.4

3.2 The source of local funds reported in question 3.1.

	$ Amount (000)	R = 146
Operating Funds	$18,406.6	
Bonds	872,274.4	
Developer Impact Fees	18.0	
Capital Projects Levy (not bonded)	48,299.4	
Other	116,966.3	
TOTAL	$1,055,964.7	

3.3 86 districts plan to issue bonds in the next three years.

Total estimated amount of these bonds (000) $1,240,265.2 R = 86

Proposed Bond Program Facilities (Number of Projects)

	New	Modernization	Other
Elementary	57	85	36
Middle School	34	51	14
High School	29	29	17

3.4 The average status of the districts' operations and maintenance levy.

	Average Amount (000)	$/000 of Assessed Value	R = 135, 109
Current levy	$2,894.6	$2.60	
Levy limitation	$3,222.9	$4.20	

3.5 The status of the growth mitigation fee the districts are entitled to charge.

District intends to adopt policy	16
District does not intend to adopt policy	57
District currently developing policy	34
District has adopted policy	13
District is now collecting fees	8
The City/County did/will involve the school districts in implementing this legislation.	44

SECTION IV – FUTURE FACILITY NEEDS

4.1 The districts' current estimated facility needs over the next six years regardless of the funding source.

	Gross Square Feet	Total Cost (000)	
Instructional Facilities			
New Construction (To serve unhoused students based on state eligibility allowances)	7,109,476	$898,295.4	R = 135
Modernization	14,173,645	1,411,591.4	R = 130
Replacement	3,864,506	523,658.0	R = 135
Total Instructional Facilities	25,147,627	$2,833,544.8	
Other Facilities	1,814,408	145,916.8	R = 127
TOTAL	26,962,035	$2,979,461.6	

4.2 Additional instructional space needed by the districts to meet anticipated enrollment growth.

	Additional Gross Square Feet	Total Estimated Cost (000)	R = 117
Growth 1991–95	6,271,615.0	$842,889.0	
Growth 1996–2000	6,719,186.0	$1,003,179.9	

SECTION V – EVALUATION OF CURRENT STATE PROGRAM

5.1 Districts' level of agreement with following statements about the current eligibility requirements for state assistance.

SA Strongly Agree
A Agree
DK Don't Know
D Disagree
SD Strongly Disagree

R = 140, 143, 143, 143, 141, 143, 142, 139

The eligibility requirements:	SA	A	DK	D	SD
1. Fully recognize the facility needs of the state's districts.	17.9%	9.3%	7.1%	28.6%	37.1%
2. Provide an adequate level of funding for all districts.	20.3%	7.7%	2.1%	26.6%	43.3%
3. Treat all districts equitably.	18.9%	23.1%	20.2%	18.2%	19.6%
4. Should be expanded to include other facility needs.	30.0%	32.2%	18.9%	13.3%	5.6%
5. Includes facilities that should not be funded by the state.	5.0%	6.4%	37.6%	39.0%	12.0%
6. Favor rapidly growing districts over no or slow growth districts.	23.8%	45.4%	9.8%	14.0%	7.0%
7. Provide facilities for students on an equitable basis.	16.9%	23.2%	14.1%	32.4%	13.4%
8. Are too complicated to understand.	2.9%	28.8%	14.4%	48.2%	5.7%

5.2 Districts' level of agreement with following statements about the current criteria for establishing the priority of their projects for state assistance.

R = 142, 141, 141, 142, 141, 140, 121

The current criteria:	SA	A	DK	D	SD
1. Are a fair and equitable way of allocating state assistance.	2.8%	23.3%	21.1%	39.4%	13.4%
2. Favor districts with major modernization needs.	4.2%	14.2%	22.0%	43.3%	16.3%
3. Do not adequately recognize modernization needs.	27.7%	47.5%	14.9%	9.2%	0.7%
4. Can be manipulated easily to obtain a higher priority rating.	4.9%	20.4%	47.9%	24.7%	2.1%
5. Favor growth districts.	23.4%	60.3%	9.9%	5.0%	1.4%
6. Ensure reasonably equitable facilities for all students.	5.0%	20.0%	16.4%	41.4%	17.2%
7. Are too complicated to understand.	2.5%	29.7%	18.2%	46.3%	3.3%

1.0 The districts' estimate of the current student capacity of their PORTABLE facilities used for instruction.

R = 88

	Number of Portables	Gross Square Feet	Student Capacity
Elementary	1,051	1,105,473	26,953
Middle	365	335,454	9,405
High School	305	290,460	8,377

2.0 The districts' assessment of the physical condition of their current, PORTABLE facilities.

R = 87

	Number of Portables	Est. Gross Square Feet	Percent of Total GSF
Excellent	389	390,984	23.2%
Good (Some repair needed)	543	573,916	34.1%
Poor (Major repair needed)	340	325,023	19.3%
Very Poor (Needs replacing)	401	393,530	23.4%

3.0 The districts' assessment of the educational adequacy of their current, PORTABLE facilities.

R = 87

	Number of Portables	Est. Gross Square Feet	Percent of Total GSF
Excellent	98	113,784	6.8%
Good	553	576,780	34.5%
Poor	551	526,495	31.5%
Very Poor	470	452,820	27.1%