

## Participation Data

### — FAST FACTS —

**58,656** kindergartners  
(**74%** of all kindergartners in the state)  
**257** school districts, **887** schools,  
and **2,974** teachers

Kindergarten Student Demographics		
	2015–16 WaKIDS	State- wide K
American Indian/Alaskan Native	1.3%	1.3%
Asian	4.8%	6.8%
Black/African American	4.6%	4.1%
Hispanic/Latino of any race(s)	28.6%	24.0%
Native Hawaiian/Other Pacific Islander	1.1%	1.0%
Not Provided	0.9%	0.0%
Two or More Races	8.7%	8.8%
White	50.1%	54.1%
Female	48.7%	48.5%
Male	51.3%	51.5%
Special education	8.5%	8.9%
Limited English	22.2%	19.8%
Free-reduced lunch	54.8%	45.5%
Total students	58,656	79,707

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) helps ensure that children in Washington get a great start in kindergarten. WaKIDS is mandatory in state-funded full-day kindergartens.

Nearly **72 percent** of Washington’s kindergartens are state-funded, full-day. The Legislature’s goal is to fund full-day kindergarten for all students by the 2017–18 school year, prioritizing schools with the highest number of students receiving free and reduced-price lunch. This growing source of data can help teachers tailor instruction to the needs of individual students, begin meaningful conversations in communities to prioritize next steps, and help inform state-level decisions about education policy and investments.

As the percentage of students who enroll in state-funded full-day kindergarten continues to increase, the WaKIDS demographics will begin to look more like the demographics of statewide kindergarten.

Every year, some districts and schools that do not receive state funding for full-day kindergarten volunteer to participate in WaKIDS. Adding those students to the total, **74 percent** of the state’s kindergartners were served in 2015–16. Annual data are not comparable to previous data until all students participate.

### WaKIDS is a way to:

1. Welcome families to school by having teachers meet with them one-on-one before or just after the school year begins.

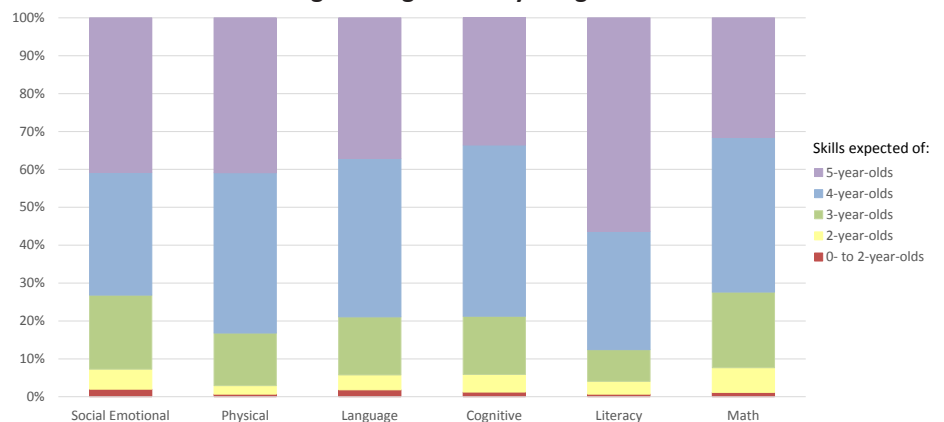
2. Learn about students’ strengths through an observational assessment in the first seven weeks of school.

3. Share information with pre-kindergarten communities that will help improve the transition for students and families into kindergarten.

Students have a wide range of skill levels in the first few weeks of kindergarten.

More WaKIDS data:  
[www.k12.wa.us/WaKIDS](http://www.k12.wa.us/WaKIDS)

Percent of Entering Kindergartners by Range of Demonstrated Skills



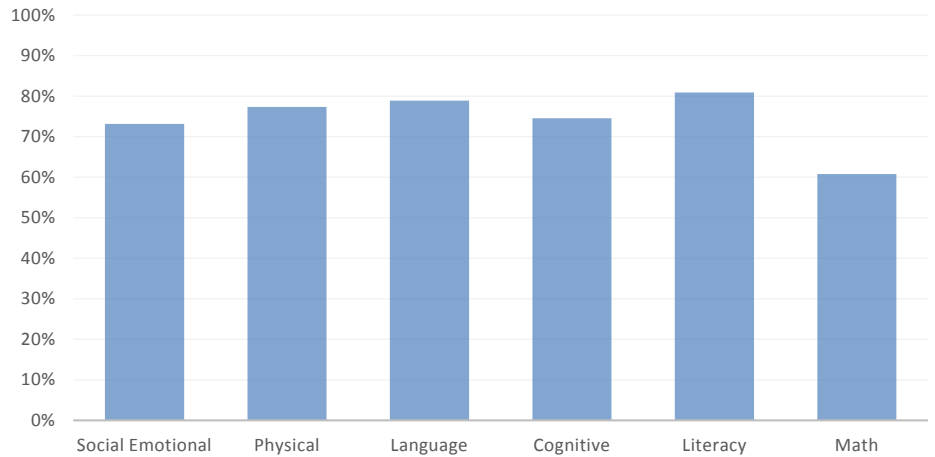
# Skill levels vary across areas of development and learning.

The percentage of students demonstrating the characteristics of entering kindergartners ranged from 60.8% (math) to 80.9% (literacy).

In descending order, among the six areas assessed, the percentages represented in the chart below are as follows:

1. Literacy (80.9%)
2. Language (78.9%)
3. Physical Development (77.4%)
4. Cognitive Development (74.6%)
5. Social Emotional Development (73.2%)
6. Math (60.8%)

Percentages of Students Who Demonstrate Characteristics of Entering Kindergartners



Number of Domains in Which Students Demonstrate Characteristics of Entering Kindergartners

0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
5.4%	5.9%	6.7%	7.5%	11.2%	19.0%	44.2%

# The opportunity gap is evident in the first few weeks of kindergarten.

The percentages of students demonstrating characteristics of entering kindergartners varied by race and ethnicity in each of the six areas assessed in WaKIDS. For instance, while the chart at the top of the page shows that 74.6% of students statewide demonstrated characteristics of entering kindergartners in cognitive development, the percentages in the chart at the bottom of the page vary from 65.9% to 79.5% in cognitive development, depending on the racial group or ethnicity.

Percentages of Students Who Demonstrate Characteristics of Entering Kindergartners, by Race and Ethnicity

