

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 845

SUMMARY—SEATTLE SCHOOL DISTRICT NO. 1 AS RELATED TO PUBLIC LAW 89-10

Profile of Seattle School District No. 1, King County, Wash.

A. Number of Public Schools in District.....	117
Public School Enrollment (K-12).....	95,960
Non-Public School Enrollment.....	17,379
Total.....	113,339
City Population (latest estimate).....	574,000
92%—Caucasian	
8%—Non Caucasian	
Total School District Personnel:	
Teachers	3,589
Teacher-Aides (including Title I & Head Start).....	100
Other	2,656
Total	6,345
B. Federally-funded programs: 1966-67	
Title I (PL 89-10) (anticipated).....	\$1,529,533
Title II (PL 89-10).....	175,380
Title III (PL 89-10).....	426,814
Handicapped Youth Training (PL 87-415).....	122,664
Neighborhood Youth Corps (PL 88-452).....	250,870
Public Law 81-874.....	610,000
Head Start (PL 88-452).....	630,276
NDEA, Title III (PL 85-864).....	330,000
NDEA, Title V.....	39,302
Federal Forest Funds (est.).....	45,000
School Lunch Reimbursement.....	171,000
School Milk Reimbursement.....	133,000
Total	4,463,839
C. Total Budgeted Expenditure Chargeable to Fiscal Year.....	64,195,240
$\frac{B}{C}=6.96\%$	

TITLE I—ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10, 1966 FISCAL YEAR, JANUARY 4, 1966 TO AUGUST 20, 1966

ALLOCATION \$1,662,536

NUMBER OF CHILDREN SERVED

Disadvantaged Children, 11,513.

AIMS OR OBJECTIVES

To improve skills in reading, arithmetic and other academic areas. To provide experimental backgrounds that will motivate learning to provide educationally deprived children with heightened aspiration and motivation to realize their potential capabilities and to initiate self-improvement.

To help acquaint teachers with the background and problems of the educationally deprived children.

GENERAL STATEMENT OF SERVICES PROVIDED

The major emphasis of the educational services provided under Title I was in the elementary schools located in the areas of the city most highly characterized by low-income status and cultural deprivation. We sought to identify the special needs of the disadvantaged pupil and to correct them with priority fixed at the primary and intermediate grades.