



Lake Washington School District

Progress Report 2006–2007



Year in Review



Dr. Chip Kimball
Superintendent

The education of a child is challenging and rewarding work. The faculty and staff in Lake Washington are committed to creating a place for your child where they belong and are valued.

The 2006-07 school year was one of challenges, change and continued progress. Challenges came from Mother Nature in the form of fall and winter storms. The six days missed due to weather led to an extension of the school year almost to the end of June. Changes occurred both on the Board of Directors and in the Superintendent. And continued progress happened in the classroom, as more students achieved at or above state standards.

Challenges – storms, fire, funding

Challenges from weather resulted in two days of school closure in November, one in December and three more in January. The December windstorm caused school to close for the last day before the winter break. It hit district buildings hard. More than 50 trees came down, involving over a quarter of the district's buildings. That included eight trees that were completely uprooted. Staff worked on repairing storm damage right up to the last minute before schools reopened on January 2.

Further challenges came with a fire at Alcott Elementary School and water damage at Einstein Elementary School. Teachers, students, other staff and the school community rallied along with the district facilities staff at both schools to keep classes going in spite of these catastrophes.

Funding continues to be a challenge for the district. A lawsuit filed by the district and 11 other school districts around funding of special education did not create any immediate relief from the yearly shortfalls between the amount of money needed for special education and the amount funded. The district balanced the budget and did not have to make any major cuts. Expected increases in fixed costs, however, raise concerns for future years.

Change – Superintendent, school board, new schools, nutrition policy

In January, Dr. Don Saul announced his intention to leave the district at the end of the school year, after five years of service to the district. Dr. Saul noted that family considerations were important in



Year in Review

his decision, including a desire to live closer to children and grandchildren. Dr. Saul had been superintendent of the district since July 1, 2002. During his tenure, the district increased student achievement and maintained financial stability.

Fortunately, the district had a very strong candidate in Deputy Superintendent Chip Kimball. After a lengthy interview, public comment period and discussion of Dr. Kimball's candidacy at a school board meeting, the Board of Directors voted in February to hire Dr. Kimball as the district's new superintendent. This decision afforded Dr. Saul and Dr. Kimball a significant transition period. Dr. Kimball came to the district in 1996. He has served as the district's chief information officer while also supervising the Eastlake region of the district. Dr. Kimball began his career as a high school science teacher in Madera, Calif. He received a Master of Science degree from Eastern Washington University in 1991, and an Ed. D in Educational Leadership from the University of Southern California in 1995.

Strong school board stability and leadership contributes to school district success. Lake Washington School District's board has enjoyed lengthy service from many of its members. No one has served longer than Bob Hughes, who retired from the Board of Directors on April 1 after 29 years of service, beginning in June 1978. He served as Board President four times, in 1983, 1986, 1987 and 1993. Hughes has become an expert on educational reform, technology innovation and governance, speaking at more than 600 workshops and conferences, organizing nine major conferences and lobbying legislators. After interviewing four candidates, the Board of Directors appointed Matthew Gregory to fill the remainder of Hughes' term.

A revised Nutrition and Physical Fitness Policy was instituted in 2006-07, after pilot programs in the previous year helped staff determine which healthier food and snack offerings students liked. Food services developed menus with sugars and sodium used in moderation, and lower fat meals with a variety of vegetables, fruits and whole-grain products. New standards for foods sold through vending machines and student stores eliminated foods of minimal nutritional value, limited trans fats to trace amounts and limited the number of candy items available. Healthy treats are encouraged for classroom parties and incentives.

Continued progress – volunteers, test scores

Lake Washington School District also enjoys an abundance of volunteers working in our schools every day. Beginning in 2006-07, all volunteers, including parents, are screened through the Washington State Patrol background check. This screening deters those who should not be volunteers in our schools. A new database tracks the screening process. It also allows the district to log the availability, skills and interests of our large volunteer pool and to better understand who is volunteering and where. District staff can use this information to help match volunteers to needs and to recruit volunteers with skills that are needed.

Staff committees continued their work to identify the most important knowledge and skills for students to learn in each subject at each grade. Beginning with the state standards, committees of teachers and administrators identify these "power standards," the critical knowledge students need. Power standards become the basis for curriculum selection and guide teachers in the most effective use of class times. Power standards are developed on a schedule in conjunction with the curriculum adoption schedule.

The district continues to see gains in scores on standardized tests such as the Washington Assessment of Student Learning (WASL), SAT, ACT and others. WASL scores were higher in nearly every grade and subject tested. Six of seven grades had higher scores in math and the seventh equaled last year's scores.

Lake Washington School District continues to be a high-performing public school district that enjoys considerable support from parents and community.

Lake Washington School District Board of Directors



Jackie Pendergrass
President



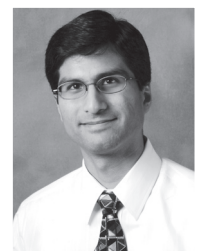
Nancy Bernard



Doug Eglinton



Matthew Gregory



Ravi Shahani

District At A Glance

Where is Lake Washington? There is no town of Lake Washington in the eastern suburbs of Seattle. And don't expect to see any schools floating around on the lake of that name. Unlike many school districts that serve one metropolitan area, Lake Washington School District (LWSD) serves several different areas. In fact, it was created by bringing together the Juanita, Kirkland and Redmond School Districts in 1944. Since then, Sammamish has grown and part of that city is served by the district. To confuse things even further, one elementary school is actually in Woodinville. While a more descriptive name might be the JuanKirkRedSammWood School District, Lake Washington has been this district's name since 1944. Given the district's reputation for excellence, the name will remain the same.

LWSD covers 75 square miles and serves over 23,000 students. With that kind of reach, the district is divided into four learning communities by region: Juanita, Kirkland, Redmond and Eastlake. Each learning community is anchored by a comprehensive high school and includes the neighborhood elementary and junior high schools that feed into that high school. Each learning community collaborates among its schools to ensure a seamless K-12 education. Teacher collaboration and a consistent curriculum mean that students move from grade to grade and school to school without disruptions to their learning.

Enrollment	23,696
Number of schools	49
Male	51.9%
Female	48.1%
American Indian	0.7%
Asian	14.1%
Black	2.5%
Hispanic	6.4%
White	74.2%
Free or reduced price meals	11.2%
Number of Classroom Teachers	1,486
Average Years of Teaching Experience	13.4
Teachers with at Least a Masters Degree	56.9%
Unexcused Absence	0.0%
Annual Dropout Rate	1.9%
On-Time Graduation Rate	92.7%
District Information number	425-702-3200
District Web site	www.lwsd.org
District Safety tip line	(866) LIVE-TIP (866-548-3847)



Budget Summary

The Lake Washington School District provides a high quality education for the funding that it receives. The district ranks 262 out of 296 districts in the state in total revenue per pupil. That means that the Lake Washington School District receives less per pupil than 261 school districts in the state.

In the 2006-07 school year, the district operated with a balanced budget, meaning that the district's revenue was equivalent to the district's expenditures. In order to operate with a balanced budget, the district made \$3.5 million in reductions. To balance the 2006-07 budget, the district increased fees such as athletic fees, building use fees, and transportation shuttle fees. A number of expenditure reductions were also made. Some examples of this type of reduction include cuts to central office department budgets and transportation route consolidation to eliminate excess trips.

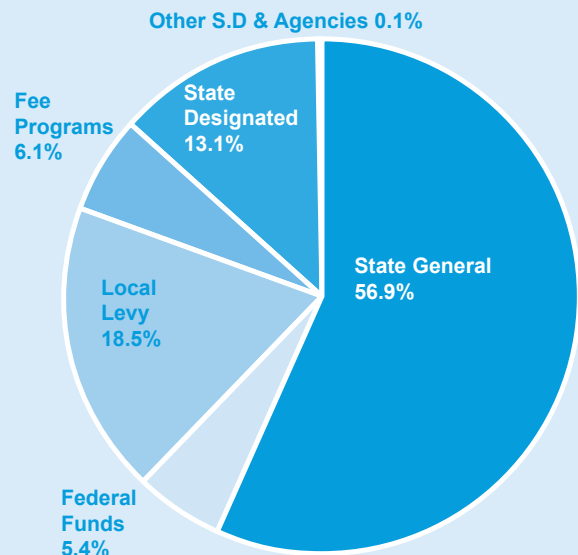
Fixed costs continue to be an issue for Lake Washington Schools. Fixed costs include items such as fuel and utilities, but also include costs like opening Rosa Parks Elementary. The operating cost for a new school is approximately \$600-700,000 for such items as utilities, administrative and custodial staff. The cost of fuel increased by \$100,000 this year and the cost of utilities increased by \$300,000. The utility cost increases would have been even higher had the district not worked with an energy conservation manager to reduce energy use.

In the 2006-07 school year, the district paid out nearly \$1.75 million from local levy funds as its part of the state-required Cost-of-Living Adjustments (COLA) and benefits to employees. As the state increases salaries, the district must come up with additional money to pay locally funded teacher stipends and the salary increases for non-state funded staff. That has amounted to almost \$7 million in the last four years.

In addition to the COLA, the district's student enrollment remains the same. That means that the district will continue to have increasing fixed costs, and no source of additional funds to pay for those increases. If fixed costs continue to increase without equally increased revenues, the likely result will be cutbacks in the schools in future years.

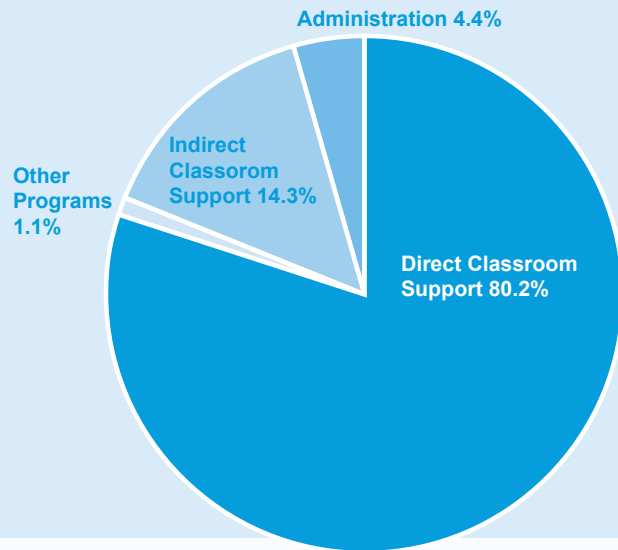
Revenues | 2006-2007

(Where the money comes from)



Expenditures | 2006-2007

(Where the money goes)



All Funds | 2006-2007

	General	Associated Student Body	Debt	Capital	Transportation Vehicle Fund
Beginning Fund Balance	10,281,447	981,854	1,896,708	27,794,861	2,483,742
Revenues	190,714,127	3,520,060	49,123,812	100,938,382	570,754
Expenditures	190,822,605	3,825,994	49,843,843	54,506,946	1,535,034
Ending Fund Balance	10,172,969	675,920	1,176,677	74,226,297	1,519,462

Student Learning



One text adopted last year was “The College Writer,” a text that gives students practice at writing at a college level while still in high school. This text is used to help students write well in all content areas, not just language arts. District WASL scores reflect the strong writing program in our high schools. Over 93 percent of tenth graders met the state standard for the Washington Assessment of Student Learning (WASL) in writing, the best results for the district on any WASL test.

Advances in science

In 2006-07, the district implemented the third and final unit of its inquiry-based science curriculum for elementary schools. The Full Option Science System (FOSS) unit on life sciences was introduced to elementary teachers and is now added to the physical science and earth science units. These units involve students in the scientific

process, observing and documenting, investigating, making models and doing experiments.

For example, a physical science unit on Landforms for 5th graders involves investigating the effects of water running over Earth’s surface. The Grand Canyon is the focus as they create a model plateau in a stream table. Through this work, they observe the effects of water running over solid earth materials. They learn about specific landforms and vocabulary, including canyons, deltas, erosion, and deposition. The hands-on work engages students while introducing important concepts.

Students are learning more than ever in Lake Washington School District. In fact, Standard and Poor’s shows that this district has the best overall performance in reading and in math in the state among districts with 7,500 or more students. (Go to www.schooldatairect.org for more information.) Student learning is more than standardized tests, though. Here are a few of the efforts taking place in our schools last year to help students achieve.

New National Board Certified teachers

Sixteen district teachers achieved National Board Certification® from the National Board for Professional Teaching Standards in 2006-07. Teachers earn this prestigious credential through a rigorous assessment. Certification generally takes at least a year to complete. It requires these teachers to demonstrate how their work improves student achievement. That brings the number of National Board Certified Teachers in the district to 45.

Secondary Literacy Adoption

The 7-12 Literacy Power Standards and Materials Adoption Committee examined and prioritized Washington State Grade Level Expectations (GLEs) for each grade level for language arts. Those deemed of greatest importance became the district’s power standards. In addition, the 7-12 Literacy Committee examined, screened, and adopted reading and writing curriculum resources for language arts and English classes for students in grades 7-12.



Student Learning

Adding the life sciences units completes the implementation of the FOSS curriculum, which is one of the curricula supported by the Washington Leadership and Assistance for Science Education Reform (LASER) partnership. LASER is a regional alliance for science education that assists the district in teacher training.

Inquiry-based science curricula have helped the district make considerable strides in science in a short period. The 2006-07 WASL scores in science in eighth grade rose from 54.3 percent of eighth grade students at standard in 2004-5 to 67.4 percent in 2005-06 and further to 70.0 percent in 2006-07, among the top ten districts in the state in science.

Microsoft grant to improve junior high math

In 2006-07, Lake Washington School District successfully applied for a grant through the Microsoft Math Partnership, a program involving eight area school districts. This program emphasizes eighth grade algebra, which is seen as a critical subject for success in math in high school and beyond. Three junior high schools in the district – Evergreen, Finn Hill, and Rose Hill Junior Highs – successfully applied to receive half time math coaches for the 2007-08 school year. These coaches will work with and mentor math teachers in their school. Coach selection and training was accomplished in 2006-07. These

coaches have been trained in how to coach other math teachers in their school on how to improve their instruction. Additional math teacher training will take place throughout the 2007-08 school year. Graphing calculators and updated eighth grade math modules were also purchased through this grant.

Music measures

While much of the attention in recent years has gone to the subjects covered in standardized tests, the arts continue to enrich student experiences at our schools, including music. Students in elementary schools learn basic elements of music, such as rhythm, meter, melody, form and texture. Different facets of music such as ballet, opera and orchestra are introduced. Elementary choirs are scheduled outside of the school day and prepare students for the sixth grade Honor Choir.

In junior high, offerings expand to guitar, orchestra, chorus, wind ensemble and even jazz band, depending on the school. Students learn comprehensive musical knowledge including instrumental technique, ear training, music reading, theory and expressive and artistic elements. These programs expand even further into the high school level. District schools regularly have students qualify for all-state honors in music competitions.



Assessment

Washington Assessment of Student Learning (WASL) District-Wide Results

Like Washington School District (LWSD) students continue to improve their performance on the Washington Assessment of Student Learning (WASL). Scores trend higher in the long term for all grades and subjects that have been tested before. Scores are significantly higher than state averages in every grade and subject tested.

The group that had the highest gains across all subject areas tested was seventh grade students. Scores increased by 6.6 percent in reading, 6.3 percent in math, and 2.3 percent in writing. All three grades tested in science (fifth, eighth and tenth) showed gains, outperforming the state average by over 20 percent in all three grade-levels tested.

This year, just over 76 percent of tenth graders tested met the WASL standard in reading, writing and math on their first try. Another 16.5 percent missed just one test. This is an improvement over the 2005-06 school year, when just over 73 percent of tenth graders passed all three of these test on their first try.

Washington Assessment of Student Learning (WASL)

**Subject not tested*

	Reading			Math			Writing			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3rd Grade	*	82	83	*	83	83	*	*	*	*	*	*
4th Grade	90	88	88	78	75	80	75	77	82	*	*	*
5th Grade	*	85	83	*	76	78	*	*	*	57	59	60
6th Grade	*	82	81	*	72	72	*	*	*	*	*	*
7th Grade	84	78	85	71	70	76	79	83	86	*	*	*
8th Grade	*	83	80	*	70	71	*	*	*	54	67	70
10th Grade	86	92	92	67	71	75	80	92	93	56	59	61

five) and junior high (grades six through eight). Because No Child Left Behind requires the district to make AYP in every area where it has a minimum number of students, and because the calculation method increased the number of areas where the minimum was met, the district is listed as not making AYP for the first time in 2006-07. This result is very common: no school district in the state of Washington with over 10,000 students made AYP, including many high-performing districts on the Eastside. However, district staff will pay particular attention to the special education program in 2007-08.

Adequate Yearly Progress (AYP) Status

With high average WASL scores, LWSD met the standard for Adequate Yearly Progress (AYP) in 55 of 59 areas under the No Child Left Behind Act (NCLB). These 59 categories represent how all of the different student groups (such as race or income level) performed on the WASL exam, at each grade level.

Under a new method of calculating AYP, the district did not meet the standard for special education students in reading and in math in both elementary school (grades three through

Advanced Placement (AP) Tests

During the 2006-07 school year, the number of students enrolled in AP classes increased from previous years. As a result, over 200 more exams were taken, and students were passing those exams at a higher rate, (81 percent) than in previous years.

Advanced Placement (AP) Enrollment

2004-05	2005-06	2006-07
2,246	2,117	2,358

Exams Taken

2004-05	2005-06	2006-07
1,407	1,460	1,665

Passed

2004-05	2005-06	2006-07
79%	77%	81%

SAT

	2005		2006			2007		
	Verbal	Math	Verbal	Math	Writing	Verbal	Math	Writing
District	552	563	547	562	541	552	563	542
State	532	534	527	532	511	526	531	510
National	508	520	503	518	497	502	515	494

Percentage of District Students taking SAT and ACT

	2005	2006	2007
SAT	66%	74%	72%
ACT	17.7%	22.9%	22.8%

ACT

	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2005	23.8	22.3	24.5	22.4	24.5	23.5	23.7	22.3	24.3	22.7
2006	24.5	22.4	24.8	22.7	25.2	23.6	24.0	22.4	24.8	22.9
2007	24.4	22.7	24.6	23.0	24.9	23.7	23.9	22.6	24.6	23.1

ACT Benchmarks

ACT has established the following as college readiness benchmark scores for designated college courses. Students who achieve these scores are prepared for college-level work in that subject.

English Composite:	18 on ACT English Test
Algebra:	22 on ACT Math Test
Social Studies:	21 on ACT Reading Test
Biology:	24 on ACT Science Test

Technology

One of the hardest parts of being a teacher is knowing when your students really understand something you've just covered. The student who always raises his or her hand to answer questions is easy to figure out. But what about the student who rarely does? Shannon Palermiti, fourth grade teacher at Samantha Smith Elementary, uses her ACTIV-Board, an electronic white board, and ACTIVotes, an accompanying student response system, to figure out when, how many and which students understand what she has just covered.

"ACTIVotes have given me an easier way to monitor and adapt classroom instruction," noted Palermiti. Palermiti checks her students' understanding using the ACTIVotes. "These assessments help me distinguish what my students understand and where I need to adjust my instruction...Not only has my teaching been affected by our new technology, but my students' learning has been affected as well."

Thanks to the voter-approved technology levy, deployment of ACTIVBoards was completed in 2006-07 so this technology is now available in every classroom in the district. Equally important, every teacher received ten hours of training in using this technology. "Technology is an integral part of teaching and learning in Lake Washington's classrooms. Our teachers work hard to ensure that in each classroom technology is effectively used to help students achieve. Our commitment to on-going training for all teachers helps them be successful at this essential task," commented Dr. John Vaile, Chief Technology Officer

In addition to the ACTIVBoards and ACTIVotes, every teacher has a computer in their classroom and most staff members have access to a computer. LWSD is committed to ensuring students and staff have current hardware and software to use. Every five years, staff members receive a computer upgrade, thanks to the technology levy. As a result, staff members received new CPUs with Vista and Microsoft 2007 over the summer. Monitors are on a ten-year replacement cycle, so those stayed the same. Twenty percent of student computers are replaced each year. The 2006-07 student computer upgrade was delayed so that 40 percent of student computers will be replaced in 2007-08 with new CPUs that have Vista and Office 2007.

The 2006-07 school year saw piloting and development work for two very important tools for parents, Parent Access, including Webgrader, and the new district Web

site. Parent Access is a new web-based tool to help parents stay informed and engaged with their students' education. Parent Access allows parents to view their students' attendance, as well as customized contact lists for their students' teachers. In the secondary schools, teachers piloted Webgrader, which allows parents to view their students' assignments and grades through Parent Access.

The district Web site went through a complete redesign during 2006-07. The web team researched best practices for school Web sites and asked parents, teachers, students and community members in our district what they need and want from the district's Web site. A sneak peak enabled staff, parents and community members to provide feedback before the new site went live in August 2007. The result? Double the traffic and much more communication with the site's users.

The screenshot shows the Lake Washington School District website. At the top, there is a navigation bar with links for Staff Portal, School Calendar, District Map, and Contact Us, along with a search bar labeled 'SearchLWSD'. Below this is a secondary navigation bar with tabs for 'FOR PARENTS', 'FOR STUDENTS', and 'FOR THE COMMUNITY'. The main content area features a large banner image of two children working together. To the left of the banner are three vertical sections: 'LWSD High-performing public schools', 'PARENTS Supporting your student', and 'STUDENTS For success's now and in the future'. To the right of the banner is a 'Welcome to Lake Washington School District!' message with a 'Go to About Us' button. Below the banner are three columns: 'Latest News' with several news items dated from October to November 2007; 'Upcoming Events' with a list of events from 11.16.2007 to 12.03.2007; and 'What's New on this Site...' with a 'How Do I...' section and a 'Choose task' dropdown menu.



Facilities

The first phase of the District's four-phase modernization program was completed last year. The last school in Phase I opened in fall of 2006. Rose Hill Elementary, a striking masonry building with its emblematic raccoon tail tile work, was the last of eleven schools in the first phase of a modernization program begun in 1998. This program is designed to modernize all schools in the district every 30-40 years. In addition, Rosa Parks Elementary opened in September to serve the Redmond Ridge community, thanks to a bond passed in 1990 along with King County impact fees and state matching funds.

Phase II of the modernization program has begun, as approved by voters in February 2006. Planning is underway for four of the schools that will be involved in that phase. Architects were selected for modernization of Frost Elementary, Lake Washington High School and Finn Hill Junior High. In addition, the new elementary school for the Sammamish Plateau, designed to accommodate the growing population in that area, has been designed and construction has begun. The school is scheduled to open in the fall of 2008.

In addition to the planned modernization and facility work, last year was a challenge for Lake Washington School District facilities staff members, with a wind storm, snow and ice storms, fire, and even a flood. It began with an early snow storm right after Thanksgiving that shut down schools for two days. Facilities staff members worked hard to make it safe for students returning to school.

The December 15 windstorm created the most havoc of last year's natural disasters. Tree limbs and even trees littered school property. Electricity was off and facilities staff monitored all major systems, bringing buildings back to normal as electricity was restored. Damage to buildings was generally minor but created a number of emergency projects. While the winter break is normally a time for facilities staff to be able work on major projects without students present, the 2006 break was a time for finishing the work of recovering from the windstorm.

To add insult to injury, a mid-January snow and ice storm brought the problems of recovering from yet one more storm. Whew! With all those storms, though, schools kept functioning well, when students could get there.

The first day of spring break was a bad break for Alcott Elementary: a fire was reported in the early morning hours that ultimately destroyed several classrooms and rendered others unfit for use for the rest of the school year. Within hours of the fire, crews were on site, ready to begin the recovery effort. At the same time, a plan to house the now displaced classes was quickly developed. Portable classrooms were located that could be moved onsite. In the meantime, temporary walls were erected in the gym to create four classrooms, and additional classrooms were created in the library. "The staff response to our fire was tremendous," noted Karin Janik, principal at Alcott last year. "It was unbelievable how fast they set out to make



Frost Elementary

things work for our students, and what they were able to accomplish in such a short period of time." Classes resumed with just a short delay after spring break.

The last challenge of the school year came late on a Saturday night when a broken pipe at Einstein Elementary caused a flood affecting seven classrooms. Water damage rendered those classrooms unusable for the rest of the school year. The facilities staff came to the rescue again, building temporary classroom walls in the gym at Einstein, using the same pattern from Alcott Elementary.

Awards and Achievements

Here are just a few of the many awards and achievements of Lake Washington School District students, staff and teachers over the 2006-07 school year.

Redmond High School English teacher **Brian Anderson** and **Eastlake High School** Math teacher **Liz Sirjani** were selected as Golden Apple Award winners for 2006. Only eight teachers were chosen in this statewide awards program sponsored by KCTS and PEMCO Insurance. The Golden Apple Awards honor outstanding individuals and programs making a dramatic difference in Washington state education in grades pre-K through 12.

Franklin Elementary received an Award of Excellence as one of three finalists for the 2006 James D. MacConnell Award for school facility excellence. This award is the most prestigious award presented by the Council of Educational Facility Planners International (CEFPI). Franklin Elementary was the only elementary school among the finalists. The school also won the "Polished Apple" award as the best example of educational design in Washington state. Franklin Elementary also received the Honor Award for best architecture of the year at the 2006 American Institute of Architects (AIA) Seattle Honor Awards ceremony. This is the top Honor Award out of thirteen winners.

Family Learning Center student **Caitlin Snaring** won the National Geographic Bee championship in Washington, D.C., in May. Snaring is the second girl ever to win in the history of the competition. She received a \$25,000 scholarship and a lifetime membership in the National Geographic Society for winning the Bee.

Alcott Elementary student **Frank Qu** competed in the 2007 Burt Lerner National Elementary (K-6) Chess Championship in Nashville, Tenn. More than 2,100 chess players from around the country attended this annual tournament, sponsored by United States Chess Federation (USCF). Qu tied for 27th place in the K-6 open championship section.

Washington Organization of Reading Development (WORD) named Principal **Mary Cronin** of **Ben Franklin Elementary** Outstanding Administrator of the Year for her work in supporting literacy at Ben Franklin Elementary and in her community.

Juanita High School teacher **Mary Glodowski** was named the 2006 recipient of the Outstanding Biology Teacher Award for Washington state. This prestigious award is presented each year to only one teacher in each state. The award is given by the National Association of Biology Teachers (NABT). Ms. Glodowski was honored at the NABT National Professional Development Conference held in Albuquerque, New Mexico.

Northstar Junior High raised nearly \$3,300 for the Leukemia and Lymphoma Society during its three-week "Pennies for Patients" coin drive in March. The school of 90 students nearly doubled its goal to raise \$1,500 for the drive. The coin drive was part of the Olive Garden Italian Restaurant's annual Pasta for Pennies program, which many schools participate in throughout the country. This was the fifth year Northstar has participated in the effort. They were awarded with a pasta party for the entire school courtesy of Olive Garden.

Eastlake High School teacher **Jill Van Glubt** was appointed Chair of the Professional Educator Standards Board (PESB). All members of the PESB are appointed to four year terms with the possibility of re-appointment for an additional four years.

Five Lake Washington School District high school students are among the inaugural class of Washington Aerospace Scholars for 2006-07. **Peter Harris, Dan Sloat, John Wang, and Philip Wu** were selected from **Eastlake High School**. **Alec Lindsey** was chosen from **Redmond High School**. The Washington Aerospace Scholars program for high school juniors is a statewide interactive on-line learning experience, culminating in a six-day residential internship for select participants at The Museum of Flight in Seattle. Students from every legislative district across Washington state compete to take part in this exciting program.

Rosa Parks Elementary third-grader **Michael Zhao** won first place in the Pawn Game Chess Tournament in Seattle. The tournament was sponsored by Sprint and America's Foundation 4 Chess. Michael won the grand prize trip to Hawaii for the Hula Bowl. Second-grader **Alexa Shield** won second place. Michael and Alexa met Seahawks star Shaun Alexander and were featured on KOMO 4 News and Q13 FOX news programs.

Einstein Elementary students in **Marci Burton's** class raised more than \$1,200 for Project "RED," to help people affected by AIDS in Africa. The students made and sold red items such as bracelets, wristbands, rings and magnets to the entire school. Students from Einstein also collected more than \$800 for Hopelink's End Summer Hunger campaign, to provide meals for hungry children on the Eastside last summer.

Juanita Elementary teacher **Maggie Windus**, **Rose Hill Junior High** teacher **Angie Laulainen** and Lake Washington High School junior **Kristen Miner** were each selected as a 2007 Earth Hero at School by King County Executive Ron Sims. Every year, the Earth Heroes at Schools Program honors outstanding individuals, groups and programs in King County schools doing exceptional work to protect natural resources. This was the second year in a row that Lake Washington School District had three "Earth Heroes."