



Lake Washington School District
Annual Report 2004-2005



STATE OF THE DISTRICT

I'm finishing my third year as Superintendent of Lake Washington School District and I continue to be impressed. I am impressed by the very hard work that staff, students, and parents invested to ensure that all graduating seniors demonstrated their ability to communicate by meeting Lake Washington's new performance-based graduation standards. This was the first year students had to demonstrate the knowledge and skills gained throughout their K-12 educational experiences. These are skills they will take with them into further education or the workplace.

As a nation, we're enjoying a lively debate over the quality of high school education. In Lake Washington, we have a tradition

of high academic goals and accomplishment. I believe we must continue to develop a cultural understanding that time spent in school and grades don't tell the whole student achievement story. Students must actively apply and synthesize the knowledge and information they've gained to demonstrate their learning. In 2004-05, that meant writing three essays and completing a culminating project at the proficient level required for graduation. I want to thank everyone involved – students, teachers, administrators, and parents – in making this important step toward strengthening the value of our high school diploma a reality. This important work will continue over the coming years.

In order to make sure that all students come to high school well prepared, we are working to improve the clarity and consistency of our district curriculum. Committees are using Washington State's Grade Level Expectations, our current curriculum, and our student achievement goals to develop Power Standards in math, literacy and science. We intend that all students will meet these critical standards by the end of each school year.

Staff involvement with developing and implementing initiatives such as the new graduation requirements and Power Standards has been significant and productive. I can't begin to convey the degree of admiration I have for the professional skill and dedication our teachers and principals bring to this work. This involvement

is critical if we are going to maintain the notion that American public education promotes growth and capacity for all children. We need to work together to increase rigor for all students, while recognizing individual differences.

Finally, I want to acknowledge the hard work that went into reaching a new three-year teachers' contract that was approved by the School Board

and the Lake Washington Education Association in early May. The district's partnership and collaborative creativity with the LWEA provided the foundation for this contract that benefits students and staff in many ways. Our new calendar, which offers regular opportunities for teachers to work collaboratively around individual student progress and achievement, represents such a benefit. We all know that each teacher has a significant impact on student achievement. Research shows us that the impact of bringing teacher teams together to discuss student work and learning can be even more far reaching.

The 2004-05 school year was marked by progress and continued challenges. We don't have all of the answers. I'm committed to the philosophy that the best way of finding them is to work together for all children. We all want to keep the bar high and support each individual student in reaching it.

Don Saul
Superintendent



Superintendent Don Saul visiting Michelle Gwira's class at Rose Hill Elementary for Dr. Seuss' Read Across America Day.



Class of 2005 First to Meet New Graduation Requirements

The more than 1600 seniors who graduated last June were required to receive a proficient rating on three essays and a culminating project in order to receive their diploma. This was in addition to satisfactorily completing required course credits. Lake Washington School District is the first school district in the state – and one of the few in the nation – to require students to demonstrate their knowledge and skills in order to graduate.

Across the district, 99.4 percent of all seniors met the four new graduation requirements. Ninety-seven percent completed the minimum number of course credits required to graduate. Students who were not successful had an opportunity to complete remaining work during summer school and receive their 2005 high school diploma.

Most students worked on the essays and culminating project during their last two years of high school. Each high school offered extra support for students not making adequate progress including additional classes and small group instruction during and outside of the school day. Student work completed on the culminating project could be viewed by parents, students, and staff using Ed Props, an online project management tool. Students' progress on the essays was regularly communicated to parents.

Throughout the year, teachers, counselors, and administrators worked closely with students in meeting the graduation requirements. Their extraordinary effort and dedication to individuals made the difference for many students in successfully completing high school. Parents also played a major role in supporting their students. Many community members acted as mentors and advisors on students' culminating projects. Students applied the knowledge gained during their 13 years in Lake Washington schools through demonstrating their writing, research, and presentation skills that met a high standard of excellence. The graduation standards are designed so that all students have valuable skills and knowledge to use after high school.

continued on page 4

Awards and Achievements

Eight seniors were named National Merit Semifinalists in the 50th annual National Merit Scholarship Program. More than 1.3 million students entered the 2005 program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test. The nationwide pool of semifinalists represents less than one percent of U.S. high school seniors and includes the highest scoring entrants in each state. District semifinalists include: **International Community School-Ivan Y. Lee, Alexander F. Wu; Juanita High School-James Pflager; Lake Washington High School-Rachel N. Ogimachi; Family Learning Center-Jason T. Padvorac; Redmond High School-Chaz R. Rosenberg, Sara Turner, Terry K. Wang.**

James Pflager, Juanita High; Sara Turner, Redmond High; and James Padvorac, Family Learning Center were named National Merit Finalists and received college-sponsored Merit Scholarship awards.

Eastlake High's Math Team took second place in the "Math Is Cool" Masters, Division 2 Competition. Team members are: **Yuhao Ding, Dave Vautin, Maria Acosta, and Cherie Bryant.**

Eastlake High's Assistant Principal Jay Ellis was nominated by his peers as the KingCo 4A League Distinguished Assistant Principal for the Washington Association of Secondary School Principals.

Centered on Citizenship, a pilot program sponsored by the King County Library System in partnership with Hopelink-Eastside Literacy and St. James Cathedral, involves teen tutors in preparing adult citizenship applicants for the naturalization process. The following **Lake Washington High School** students, with the support of Assistant Principal **Brad Malloy**, tutored in the program: **Thad Cancanindin, Kayla Custer, Andrew Elson, Ann Gruzynska, Michel Huang, Courtney Irving, Selene Isaacson, Phillip Lin, Trisha Lydon, Shanae Miller-Ashton, Elizabeth Pearson, Conrad Reynoldson, Jacob Smith, Darlene Truong, Katie Truong, Jack Vinella, and Araena Webster.**

STUDENT LEARNING

continued from page 3

Performance-based graduation requirements will continue to be phased in until 2012. Meeting the communications and culminating project requirements

“When students can demonstrate what they know they gain a greater sense of accomplishment and confidence in their skills and abilities that will last them the rest of their lives.” – Don Saul, Superintendent

will continue for next year’s graduating class. In 2006-07, students will be required to meet the Quantitative and Scientific Reasoning (QSR) standard by successfully completing a science/mathematics laboratory report. The format will be piloted next year in all secondary school laboratory science classes. In 2007-08, a second QSR requirement will be added as well as a high school and beyond plan that includes a career inventory planning portfolio. Students across the state will also have to receive a proficient rating on the 10th-grade WASL in order to graduate in June 2008.



WASL Scores Continue to Improve

The district’s Washington Assessment of Student Learning (WASL) scores indicate continued growth in student learning and achievement.

- The percentage of fourth-grade students meeting reading standards increased by six percent, jumping from 80 to 86 percent. In math, 73 percent of the district’s students met standard while 71 percent did so in writing.
- At seventh grade, 75 percent of students reached standard in reading, up 10 percent from the previous year. The percentage of students meeting standard in math jumped 12 percent to 67 percent. And 76 percent met the writing standard.
- At 10th grade, 80 percent of students reached the reading standard, 64 percent in math, and 79 percent in writing.

Lake Washington is the highest performing district in the state when combined math and reading WASL scores over the past three years are compared to districts with similar demographics. To find more school district data and comparisons, go to www.schoolmatters.com.

The district’s WASL scores compare favorably with districts across the state with an enrollment of 10,000 students or more. Lake Washington fourth graders rank second in reading and fourth in math and writing when compared with their peers in large districts. District fifth graders place third in science, and seventh graders place second in reading and writing, and third in math in the comparison. District eighth graders place second in science. Sophomores performed well, ranking third in reading, and fourth in math, science and writing.

Iowa Tests of Educational Development (ITED) 2004-2005				
Grade	Reading	Quantative	Expression	Core
9	73	76	74	76

SAT 2004		ACT 2004
Verbal	Math	
553	564	24.2

Washington Assessment of Student Learning (WASL) 2003-04				
Grade	Reading	Math	Writing	Science
4	87	74	71	N/A
5	N/A	N/A	N/A	49
7	75	68	77	N/A
8	N/A	N/A	N/A	61
10	81	65	80	51

Iowa Tests of Basic Skills (ITBS) 2004-2005					
Grade	Reading	Math	R/M Composite	Lang/arts	Core
3	70	80	75	74	74
			S Studies	Science	
6	74	74	69	74	76



All District Schools Meet Progress Standards Set Under No Child Left Behind

Strong WASL test results, elementary attendance, and on-time high school graduation rates helped 100 percent of Lake Washington's schools make Adequate Yearly Progress (AYP) as required under the No Child Left Behind (NCLB) Act. NCLB is a federal program, signed into law in January 2002 by President George Bush, whose goal is for all public school students to meet federally approved state educational standards in reading, math, and science by 2015. Washington State electronically publishes a report card for every school that includes test scores and other data used to determine if adequate yearly progress is being made. Visit <http://reportcard.ospi.k12.wa.us> to view school report cards for Lake Washington's and other districts' schools.

District Identifies Power Standards in Math and Literacy

More than a decade ago, Lake Washington School District was at the forefront of an effort to develop a standards-based curriculum by convening a committee of educators, community members, parents, and businesspeople to identify a profile of what students should know and be able to do to be successful. Their work is contained in a document called the Student Profile. To meet these standards, the district began creating the Student Profile Curriculum Framework in the mid-1990s to guide teachers in planning a curriculum that supported students in meeting the goals of the Student Profile: being a lifelong learner, responsible citizen, informed decision maker, and having competitive work skills.

While this district work was occurring, Washington State developed the Essential Academic Learning Requirements known as EALRs. These broad standards correlated with the district's Student Profile. Over the past several years, the state has been writing Grade Level Expectations, known as GLEs, which are more specific academic standards

continued on page 6

Awards and Achievements

Ron Cooper, Lake Washington High, was named Outstanding Marketing Teacher of the Year in Washington State by DECA.

Two articles written by **BEST** teacher **Darin Detwiler** appeared in *The Science Teacher*, published by the National Science Teachers Association.

Lake Washington High French teacher **Colleen Chamberlain** was chosen by the American Association of Teachers of French to receive a scholarship for a French language immersion program at the Université du Québec à Chicoutimi in Québec, Canada.

Nancy Denney from **Audubon Elementary** was selected by the King County Physical Activity Coalition as one of the outstanding physical education teachers for 2004-05.

Eleven district marketing students received awards at the International DECA competition in Anaheim, CA, where more than 12,000 students competed. **Mitchell Amsler, Ben Jeannot, Jake Ferrigno, Janel Charlton, Mark Hammer, Brian Wyse, Justin Pratt – Lake Washington High; Jeremy Bridon, Tracy McTaggart, Michelle Erben, Alex Marable – Redmond High.**

Thirty-five band, orchestra and choir students from **Eastlake, Redmond, Juanita** and **Lake Washington** high schools and **Kamiakin Junior High** were designated as All-Northwest or All-State musicians.

Congratulations to the **Transportation Shop** staff for the annual surprise inspection of the bus fleet by the WA State Patrol. The district received a 100 percent score on the 35 buses randomly inspected.

Finn Hill Junior High's Principal **Victor Scarpelli** and teacher **Lee Ann Pelton** flipped burgers with other staff members at McDonald's to raise money for their general fund. Finn Hill received 20 percent of the revenues from their shift netting \$659.

Lake Washington High AP studio art students **Pat Johnson** and **Eric Worsech** had their artwork selected for display in the "See the Future of Art: High School Art Northwest 2005" exhibition.

STUDENT LEARNING

continued from page 5

for students at each grade level. There are many GLEs in grades K-12 in the core subject areas of reading, writing, mathematics, and science. For example, in sixth grade, there are 31 GLEs in reading, 28 GLEs in writing, 28 GLEs in math, and 41 GLEs in science — 128 learning expectations, or standards, for students in the core subjects in one year.

The GLEs in each content area were developed separately by state-level subject area committees. However, the GLEs were not looked at across subject areas in relation to a student's day and school year to determine how many standards students could master. Having well over 100 GLEs in each grade, teachers are forced to choose specific learning standards to focus on. Lake Washington is using the state's work to identify and prioritize the GLEs all district students must meet.

“From 28 Grade Level Expectations in sixth-grade math, the district has identified 14 Power Standards that will form the basis of a guaranteed and viable curriculum that all students can demonstrate they have learned. These Power Standards were selected because they are the most enduring, while giving students the foundation of knowledge and skills they need to be successful in the next grade.”

— Matt Manobianco, Curriculum Director

These standards, referred to as “Power Standards,” will provide a common focus for teachers and students across the district by specifically identifying the common knowledge and skills all students will acquire at each grade level. This work will result in a guaranteed, consistent, and connected curriculum in all district classrooms.

Committees of teacher representatives from each school together with administrators worked this year as part of the following Power Standards committees: K-6 mathematics, 7-10 mathematics, K-6 literacy, and 7-12 literacy. For example in sixth grade, the K-6 math committee examined the state's 28 math GLEs and prioritized 14 Power Standards, which contain what all students need to know and be able to do. The K-6 math committee then took these 14 Power Standards and determined if students could successfully meet them during the 180-day school year. Finally, the committee reviewed current curriculum materials and identified where the Power Standards are taught.

These committees have developed a working document of Power Standards, which will be implemented in the 2005-06 school year. Teachers will have an opportunity to work with the Power Standards and provide feedback on the committees' work. The next step is to develop common assessments that allow students to demonstrate they have met the Power Standards. This process will ensure that students across the district are meeting the same academic standards that have been selected to give them the agreed-upon and consistent skills and knowledge they need to be successful.

The 7-12 Language Arts Committee, charged with choosing a common literacy curriculum next year, will use the literacy Power Standards as part of their selection criteria. Their goal is to evaluate potential curricula by answering questions that include:

- Does the curriculum help students meet the Power Standards?
- Does the curriculum prepare students to meet the district's performance-based graduation standards in communication as well as the culminating project?

New Science Curriculum Launched

A new module-based science curriculum, which includes materials and lesson kits for each science unit, was introduced in all K-8 classrooms this year. The curriculum materials were selected as a result of a multi-year process involving teachers, parents, and community members. Materials from four publishers were considered and evaluated as to how well each would help students meet the state's science standards. The National Science Foundation-approved curriculum materials selected span the physical, earth/space, and life sciences.

All K-6 teachers were trained for one day this year on the physical science module that was the first to be phased in. Seventh- and eighth-grade teachers received three days of training covering all curriculum areas. The goal is to prepare staff members to fully utilize the science materials to help all students meet the state's science standards. Students' knowledge is assessed by the Washington Assessment of Student Learning (WASL) in fifth, eighth, and 10th grades. Additional training days for K-6 teachers are scheduled for the next two years for earth/space and life sciences. Throughout the year, a team of four staff development specialists provides individual instructional support for teachers in introducing the science curriculum.

Awards and Achievements

Evergreen Junior High ninth-grade social studies students collected 200 pounds of supplies for soldiers without families, who are serving in Iraq and Afghanistan.

The **Redmond and Eastlake High School** concert bands, orchestras, and choirs participated in the Disneyland Magic Music Days program held in California.

Lake Washington High School students received first-place awards at the Future Business Leaders of America Regional Conference: **Mitchell Amsler**, Economics; **Milan Horak**, Visual Basic; **Peter Schmitz**, Marketing; **Dooyoung Segarra**, Accounting II; and **David Truong**, Business Math.

Students **Dooyoung Segarra** and **David Truong** of **Lake Washington High** took first place at the Future Business Leaders of America (FBLA) state competition and qualified to compete at the national conference in Orlando, FL.

Muir Elementary and its PTA raised \$800 in a penny drive for students in Guatemala. The funds will pay the \$40 annual tuition for students who cannot afford to attend school.

Norman Rockwell student **Nicola Ang** was selected as a member of the first Singapore National Skating Overseas Training Team because of her outstanding accomplishments in the sport of ice skating.

Northstar Jr. High counselor **Jayne Cadrez** received the 2005 Youth Advocate SAMMI award for her work with Sammamish youth.

Lake Washington High teachers **Sarah Van Alstyne** and **Dawn Wyatt** were selected by the Kansas City Art Institute to participate in a weeklong studio workshop for high school art educators.

Paul Hamann, humanities teacher and debate coach at **Eastlake High**, earned a first diamond from the National Forensic League. The award is based on the points his Eastlake students have earned at debate events. He was recognized at the National Forensic Tournament held in Philadelphia.

New Secondary Math Curriculum Proposed

In the fall of 2003, a Math Strategic Planning Committee was formed with math department representatives from every secondary school, principals, and administrators with the goal of reaching consensus on a common mathematics curriculum through advanced algebra. After extensive research, two curricula in grades 7/8 and 9/10 were pilot tested in the winter of 2005. In March, teachers piloting the math materials were interviewed by the Committee to identify each program's strengths and weaknesses. The Math Strategic Planning Committee recommended the "Connected Mathematics" program for grades 7/8 which is also the program used in sixth grade. The committee recommended the "Discovering Math" series for Algebra, Geometry, and Advanced Algebra. The School Board approved the "Connected Mathematics" curriculum adoption in June. The School Board will take action on the "Discovering Math" adoption in August. Math teachers will be trained next year as the new math curriculum materials are introduced.

Professional Development Improves Learning

Offering ongoing, quality professional development to the district's more than 2,600 staff members is critical to providing students with skilled teachers and support staff. Training is offered in a myriad of ways and locations including at each building and at central locations. Professional development opportunities are offered one-on-one, in small groups, or in a classroom setting. Active participant involvement characterizes all of the district's staff training.



STUDENT LEARNING

Staff development is a regular part of teachers' work. On-demand support is provided by teacher leaders who are in each elementary and junior high school in four content areas: math, literacy, science, and instructional technology. Teacher leaders are trained in facilitation and leadership skills, and have the most up-to-date content knowledge. The 130 teacher leaders across the district work with their principals to plan teacher trainings, share content information, and facilitate ongoing staff discussions around student achievement. At the district's six high schools, there is an instructional technology teacher leader and Teachers on Special Assignment in communication and quantitative and scientific reasoning who provide leadership in implementing the new graduation standards and support the school improvement planning process.

Sixteen staff development specialists are organized by content area, level, and learning community. They ensure teachers have the strategies they need to teach the curriculum and assess student learning. Staff

development specialists work with teachers, principals, and other certificated staff on using the Professional Growth Evaluation System, an employee evaluation model that requires staff to set professional goals around their own improvement needs.

Washington State requires teachers who are new to the profession or come from out-of-state to earn their Professional Certification within five years of receiving their initial teaching certificate. This process involves teachers identifying what they need to learn; developing strategies to acquire the knowledge; and providing evidence that they have learned what they set out to study. The Staff Development department offers a program to attain the necessary skills to obtain Professional Certification in a partnership with Seattle Pacific University.

Teachers who have been in the classroom for five years may pursue National Board Teacher Certification, a voluntary professional development opportunity where teachers spend between 200 and 400 hours



creating portfolios of their work, and completing tests of their subject matter knowledge and how to teach those subjects to students. Today, the district has 15 National Board Certified teachers with 30 additional teachers involved in the certification process. Two staff development specialists, who have previously attained their National Board Certification, support teachers seeking Certification including working with the group one Saturday each month.

Supporting teachers new to the district has resulted in preparing quality teachers who stay in the profession and the district longer. In August 2004, 170 teachers new to the district participated in a five-day New Teacher Institute where they were trained on topics including the district's performance expectations, diversity, employee evaluation system, and content-specific information. During their first year in the classroom, new teachers are mentored by one of six Consulting Teachers who provide further hands-on support. Since the program's inception five years ago, the effort has resulted in a 13 percent increase in the number of first-year teachers staying in the district to 84.4 percent.

Learning Communities Form

Last fall, the district reorganized into four learning communities: Eastlake, Juanita, Lake Washington, and Redmond. These are based on a K-12 feeder pattern and facilitate elementary, junior high, and high school staff members coming together to articulate what skills and knowledge students will attain at each grade level. Learning communities have an opportunity to build a K-12 system that is fully connected between grades and levels.

Research shows the characteristics of an effective learning community include: shared mission, vision, values, and goals; collaborative teams focused on learning and best teaching practices; and a commitment to results. Learning communities begin in each building where teacher teams participate in an ongoing process of identifying the current level of student achievement around a common curriculum, establishing a goal to improve the current level, working together to achieve that goal, and periodically assessing students for evidence of progress. A new one and a half hour early release on Wednesdays will support schools in creating opportunities for teachers to work together to capitalize on the value that a team of teachers brings to each student and classroom.



Special Education Graduates Continue Studies

Results from a special education graduate follow-up survey found that 57 percent of special education students who graduated from Lake Washington School District in 2004 are attending a post high school program. That's 20 percent above the state average. Thirty-two percent of these students are enrolled in a four-year university, and 30 percent at a two-year community college. The telephone survey, conducted annually by high school special education staff, and sponsored by the Center for Change and Transition at Seattle University, had a 90 percent response rate for Lake Washington students, compared with 78 percent state-wide.

In addition to seeing successful special education students leaving our schools, the district has seen a drop in the number of students being categorized with a learning disability – which is the largest of the 14 special education categories at the state and national levels. Over the past three years, the number



of students classified with a learning disability fell from 941 to 829. The district's early intervention programs in reading, writing, and math are credited with the decrease in identified learning disabilities because more students are gaining in the early elementary years the basic skills they need to be successful.

Special Education recently implemented a new electronic software management system called IEP Online. Individual Education Plans, known as IEPs, are completed each year for the 2300 district students in preschool through age 21 who qualify for special education services. An IEP is developed by a team of educators and the student's parents to help special education students be successful academically and meet the state's learning standards. IEP Online allows all educators working with a student to update progress and complete paperwork electronically.

Supporting Students in Learning

Supporting all students in reaching academic standards is the goal of the district's safety net programs, which are provided for students not meeting district standards in reading, writing, and mathematics, and vary based on individual need. Extra academic support is provided during and outside of the school day. For example, there are options for extra assistance offered to students not making adequate progress on this year's graduation standards in communication and the culminating project. Additional support during second semester ranged from small group work after school to a class during the school day. This summer, district staff worked with seniors who were unsuccessful initially in completing the graduation requirements necessary to receive a high school diploma.

The ability to offer safety net programs was greatly enhanced by voter-approved Initiative 728 passed in

November 2000. The approximately \$5.8 million I-728 funding in 2004-05 was used to continue:

- Reducing class size in kindergarten and first grade to an average of 19 students.
- Operating the early childhood program including 24 classrooms implementing a new literacy curriculum and assessments.
- Offering targeted assistance for students not meeting academic standards in reading, writing, and mathematics during the school year and summer. Program was expanded at the secondary level.
- Conducting summer literacy programs for second-grade students.
- Supporting additional staff development opportunities and mentors for new teachers.

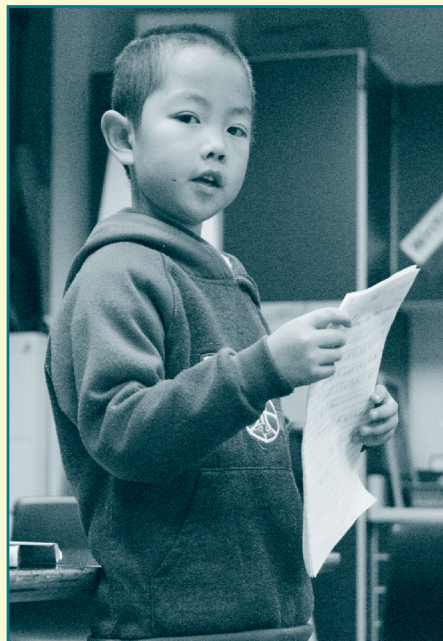
Four years of I-728 funding has increased students' academic achievement. Accomplishments include: increased WASL reading scores for students receiving targeted assistance; higher literacy scores for kindergarten and first-grade students in smaller classes; higher academic achievement for students in elementary school who participated in a district-run early childhood program when compared to students with similar learning needs; significant gains in achievement for students taking part in the summer extended learning program; and more than a 10 percent increase in the number of teachers staying in the district as a result of the New Teacher Support Program.

Accelerated Programs Meet the Needs of Highly Capable Students

In order to support the learning needs of highly capable students, the district offers several accelerated learning programs: Quest at elementary and junior high, and Advanced Placement in high school. During the 2004-05 school year, 556 elementary students were served in the full-time and enrichment pull-out programs. At the junior high level, 145 students participated in accelerated language arts, social studies, and science classes. Highly capable students are identified using multiple criteria based on state guidelines. The identification process, which includes several assessments, begins each fall. Quest is offered at six elementary schools and two junior highs, and serves approximately three percent of the district's student population.

Advanced Placement (AP) courses provide students the opportunity to take high school courses consistent with the requirements of post-secondary institutions. Students attending these courses may obtain college credit if they achieve a "three" or higher on an AP national examination. Seventy-seven percent of district students who took an AP exam last year were successful. In addition, the number of AP exams taken by district students continues to rise, reaching approximately 1,465 last year. Next year, BEST High School will begin offering AP classes. Teachers will be trained over the summer at the Advanced Placement Institute.

Eleventh and 12th-grade students can take college-level courses at community and technical colleges and participating state universities through Running Start. This is a challenging option for qualified students to earn both high school and college credit. Last year, 215 district students participated in Running Start.



Awards and Achievements

Student **Brian Wyse** from **Lake Washington High** was one of five winners in the Washington State component of the Junior Science and Humanities Symposium, one of the most rigorous and competitive national science contests.

Students from Toni Miller's 9th grade LA/SS honors class at Kirkland Junior High testified before the Government Operations & Accountability Committee on behalf of HB1964 which would designate the Walla Walla Sweet Onion as the official state vegetable. The bill was introduced earlier this year after two years of active campaigning by students in Toni Miller's class.

The **McAuliffe** staff, in conjunction with the PTSA, collected \$2,331 in donations for Hopelink when more than 40 staff members participated as cast members and crew in "The Emperor's New Clothes."

Student **Jake Ferrigno** of **Lake Washington High** received the Washington Award for Vocational Excellence scholarship for his legislative district in recognition of his outstanding achievement in Career and Technical Education.

Caitlin Shaffer, a sixth-grade student at **Blackwell**, is one of only ten students in the State to be inducted into the School Safety Patrol Hall of Fame.

The Boys & Girls Club of King County named **Brian Byersdorf**, an 11th-grade student at **Eastlake**, the 2005 King County Youth of the Year.

Kyle Wallingford of **Juanita High School** is a member of the Seattle Junior Sonics, whose team took fourth place at the National Wheelchair Basketball Junior Varsity National Championship Tournament.

Spencer Humphrey, Jesse West, Gary Heath, and Martin Merino, from the Auto Collision NEVAC class at **Lake Washington High School**, received trophies at the "Seattle Roadster Show," one of the nation's premier custom and hot rod shows. The Auto Collision class

New Learning Tools Reach Classrooms

Lake Washington uses technology to enhance teaching and learning, and as a resource for students to solve problems, communicate, access and analyze information, and create products that reflect their learning. “Technology offers tools that, when fully integrated into daily instruction, improve curriculum delivery, assessments, student interaction and, ultimately, student learning,” according to Dr. Chip Kimball, Assistant Superintendent for Information Services.

The community’s support of the 2002 Capital Projects Levy has brought technology resources to staff members and students with the goal of using technology to engage students in the learning process. Using these resources helps students gain the knowledge and skills they need to be successful in an information-driven and technology-oriented future. The \$28.5 million technology component of the levy increases student access to technology, updates infrastructure, and assists staff in fully integrating technology into their work and the work of students. Students have wide access to computers: the district maintains a 4:1 student-to-computer ratio plus a computer lab, and replaces 20 percent of its computers annually (five-year cycle).

Training teachers focuses on incorporating technology into their daily teaching to facilitate learning. During the 2004-05 school year, 1,088 teachers (78 percent) participated in 12,398 hours of district-offered technology training. Close to 300 technology classes were offered to help teachers bring specific technology tools and software into the classroom.

In 2004, LWSD provided over 12,000 student email accounts for fifth through 12th-grade students. This service allows students to electronically collaborate on projects and facilitates teacher-student communication. With the web-based email system students can access their account at home, school, or library.

A district-wide teacher survey identified ceiling-mounted projectors as the highest area of potential to impact instruction and learning. They are part of a technology toolbox teachers have to support each lesson’s learning objectives. Teachers can access materials from UnitedStreaming, a district-supported online library of thousands of video clips, movies, and images that are correlated to Washington State’s academic standards. Other online resources are readily available to help deepen students’ knowledge including animated explanations of mathematical concepts from

the National Council of Teachers of Mathematics. All images are shown on a 70-inch screen and controlled by a wireless keyboard and mouse that allows teachers to move freely in the classroom. By the end of next year, all district classrooms will have a ceiling-mounted projector, projection computer, VCR, wireless keyboard and mouse, and on-site teacher training.

Interactive whiteboards, known as ACTIVboards, are currently being piloted at Redmond and Rush Elementary schools, funded through Innovations Grants awarded by the district’s Community Technology Committee. An ACTIVboard is an electronic whiteboard that combines the traditional functionality of a whiteboard and flipchart with advanced digital capabilities including interactive animations, capturing classroom work for electronic access, and utilizing student assessment devices. With the ACTIVboard, teachers use a magnetic pen that also functions as a mouse to work with computer-based or on-line instructional resources. The district will expand the pilot next year to include a field test of ACTIVboards in each school.

Other tools support instruction and learning. EdProps, an online project management tool, was fully implemented in all district high schools and used by students to manage their culminating project, and by teachers and parents to monitor progress. Students turn in components of their culminating project online, allowing teachers to provide feedback and assessment results electronically. Another tool at secondary schools is Turnitin.com, a web-based application for teachers to evaluate the originality of student work that effectively deters student plagiarism.

The district is completing a Wide Area Network (WAN) upgrade that electronically connects the district’s buildings to each other and to the Internet, and increases the network’s speed by 650 times. More than 34 buildings are now part of the fiber-optic WAN, with the final six buildings to be connected by the end of the year. The WAN upgrade is more than 25 percent under budget and one year ahead of schedule.

Next year, parents will be able to view electronically view their student’s attendance records, grades, and class schedule. Students will have the opportunity to continue at home or the library their work done on a school computer. Plans are in development for teachers to access online professional development opportunities. Work will begin to redesign the district’s website to make information more specific and accessible.

BUDGET SUMMARY

Last year, 69.5 percent of the district's \$170.5 million funding came from the state, 19.2 percent came from voter-approved levies and the balance came from federal funds and other local sources. District expenditures focus on students with 94.5 percent supporting classrooms.

Lake Washington's reading and math performance outcomes over the past three years are higher than all other districts in Washington State with similar demographics, based on dollars spent per student. This conclusion was reached using statistics gathered by the National Education Partnership, a collaborative effort of the Council of Chief State School Officers, Standard & Poor's School Evaluation Services, Achieve, Inc., and the CELT Corporation. Nationwide school data is available at www.schoolmatters.com.

What many community members may not know is that Lake Washington is one of the lowest funded school districts in the state. The state completed an analysis of school district per pupil funding in 2002 that showed Lake Washington's per pupil funding ranks 17 out of 18 King County school districts, and 271 out of 296 districts in the state. The primary reasons for this disparity are a lower levy lid and base teacher salaries when compared to other districts that were grandfathered in at higher funding levels in the 1970s when the Basic Education Act created the school district funding formulas still used today.

Lake Washington School District is part of a 12-district Alliance leading efforts to ensure resources for K-12 students. The State Constitution requires the state to fully fund public education. Because the state is not fulfilling its obligation, the Alliance filed a legal complaint for not adequately funding Special Education. The trial is scheduled for the fall of 2005. Districts are currently covering this shortfall by using levy funds.

Although the academic standards we expect all students to meet continue to rise, state per-student funding continues to fall when adjusted for inflation. This year, the district received \$672 less per student than 10 years ago. This equates to a \$15 million annual loss in revenue. Despite current funding, the district is committed to providing services that enable all students to be successful.

All Funds 2004-2005

	General	Associated Student Body	Debt Service	Capital Projects	Transportation Vehicle
Beginning Fund Balance					
Reserve for Inventory	950,000				
Other Reserves	1,134,000			72,783,408	
Unreserved	12,019,830	1,212,357	12,570,108	839,386	1,155,931
Total Beginning Fund Balance	14,103,830	1,212,357	12,570,108	73,622,794	1,155,931
Revenues	170,564,262	4,017,120	44,050,359	18,857,628	572,492
Total Resources Available	184,668,092	5,229,477	56,620,467	92,480,422	1,728,423
Expenditures	171,908,759	4,124,233	34,773,339	63,372,619	825,687
Other Financing Uses			15,600,000		
Total Use of Resources	171,908,759	4,124,233	50,373,339	63,372,619	825,687
Ending Fund Balance					
Reserve for Inventory	950,000				
Other Reserves	4,256,215			28,586,781	
Unreserved	7,553,118	1,105,244	6,247,128	521,022	902,736
Total Ending Balance	\$12,759,333	\$1,105,244	\$6,247,128	\$29,107,803	\$902,736

Awards and Achievements

received third place for their display.

Helen Keller librarian **Cheryl Flambures** was one of three educators selected to participate in the "2005 Cultural Exploration to Greater China" program sponsored by the Seattle Chinese School. She received an all-expense paid 15-day trip to China, Hong Kong, and Taiwan. **Flambures** is the first librarian to be selected for the program.

Twelve district students received awards of excellence from the Washington State PTA for their entries in the 2004-05 Reflections competition: **Kathryn Bielecki, Albert Chu, Charles Lu - Franklin; Drew Valdez - McAuliffe; Payam Khastkhodaei - Thoreau; Kyu Kim - Alcott; Courtney Allen, Andy Zweig - Inglewood.; Jeremy Driggs - Kamiakin; Lisa Heard - Redmond Jr.; Gen Kim - ICS; and Justin Henderlight - Eastlake.**

The **Rose Hill Junior High** ASB participated in the "Mugs for Love" project by collecting more than 100 mugs and filling them with toiletries for three organizations: Residence XII, Kirkland Interfaith Transitional Housing, and Tent City.

Juanita High Theatre Director and English teacher **Elizabeth McMurray-Hauk** was one of 21 teachers from across the country to receive a fully funded fellowship to study at The Globe Theatre in England for three weeks this summer as part of the "Teaching Shakespeare through Performance" program.

Ten of the 58 teams competing in the American Cancer Society's Redmond/Kirkland Relay for Life were from **Eastlake High School**. The **Eastlake** teams raised more than \$30,000 of the event's \$164,000 total.

Guy Guday, Kevin Shaw and **Stephanie Chow**, eighth-grade students at **Redmond Junior High**, were the top three winners in the Jacob Friedman Creative Writing Contest sponsored by the Washington State Holocaust Education Resource Center. This is the first time all three winners came from the same school.

Building and Maintaining Supportive Learning Environments

Lake Washington School District's 45 school buildings are improved and modernized through two funding mechanisms: the Capital Projects Levy and School Construction Bond.

The 2002-06 Capital Projects Levy allocated \$18.7 million to fund building and site improvements in three categories: Safety and Code Compliance and Building Systems; Playgrounds and Fields; and Individual School Projects. The Capital Projects Levy extends the useful life of buildings to meet the learning and teaching needs of students and staff. Projects are identified based on: building inspections by the district's facilities staff; principal interviews; surveys completed by outside consultants; and capital projects submitted by the school.

In 2004-05, a wide range of improvements were made including installation of energy efficient lighting systems and improved signage, and replacement of water line piping and flooring. In June, the district received a "Smart Solutions Energy Partner Award" from Puget Sound Energy in recognition of its leadership efforts in conserving energy. The award is a result of the lighting upgrade projects completed at nine schools. The annual energy savings are almost 1,000,000 kWh which translates into \$82,000 each year. The district received a \$257,000 one-time rebate from Puget Sound Energy for the projects.

The Capital Facility Advisory Committee, made up of business and community people, parents, staff, administrators, and architects, meets several times throughout the year to review progress on facilities projects and critique completed work. The 12-member committee provides recommendations on projects to be included in a potential 2006 Capital Projects Levy.

In 1998, a \$160 million School Construction Bond was approved by voters that included funding to modernize 11 schools, which were selected based on criteria including age; building condition and code compliance; and educational program "fit." Work on the final three schools continued in 2004-05.

Juanita Elementary welcomed students into their new facility in June, allowing teachers to settle in before the new school year begins. This summer, work will continue on the covered play area, playground, and field. The city of Kirkland is participating financially in the construction of the grass field and they will



Juanita Elementary Principal Paul Luczak greeting students and staff.

maintain it after completion through a school-city partnership agreement.

Construction on Franklin Elementary will be finished over the summer with students being welcomed back in August. Both Juanita Elementary and Franklin share common elements: communities of four classrooms located around a shared learning area, and teacher planning and conference rooms; art/science and

music rooms; library; gym/commons; and school office. However, each building looks different, based on their community's input.

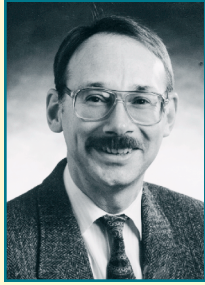
Components at Franklin use green building design principles recommended for all K-12 construction in a recently enacted State law. "Green building" standards include energy efficiency and water conservation. Franklin uses "day lighting," more windows to take in outside light, lowering energy consumption. There is a natural ventilation system that replaces much of the forced ventilation needed in buildings today. Franklin uses renewable materials such as rubber flooring. Most of the gutters have been replaced with a rain curtain that takes water from the roof into courtyards and then into a dry stream bed and water sculpture. The drainage system will be studied by Franklin's students.

The final school to be modernized under the 1998 Bond is Rose Hill Elementary, which recently celebrated its 50th anniversary. Construction began in late spring with a scheduled welcoming of students and staff in September 2006. The 54,000 square-foot building is designed to support the district's current and future educational programs. Site 41, a new elementary school to open in Redmond Ridge, will begin construction in the summer of 2005 and open in the fall of 2006.

FROM THE SCHOOL BOARD



Nancy Bernard



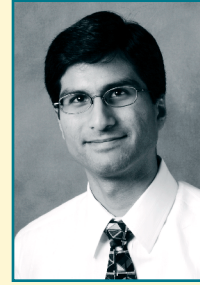
Doug Eglington



Robert Hughes



Jackie Pendergrass



Ravi Shahani

Lake Washington School District adopted new governance policies in July 2003 that help the School Board make decisions that reflect the community's expectations while:

- focusing on end results for student achievement;
- setting clear expectations for staff;
- monitoring results; and
- promoting interactions with community members to identify and understand their values.

This governance structure allows the School Board to focus on results and hold the Superintendent accountable for meeting them. The results the School Board expects the district to accomplish are referred to as "Ends." School district "Ends" are measurable expectations for student achievement that, when realized, means that the district is accomplishing its mission: "Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society."

The Superintendent and all district staff members develop the strategies, or "means," to reach the "Ends" defined by the School Board. The Board provides the framework, defined through 18 Executive Limitations, within which the Superintendent and district staff must operate. The Superintendent regularly presents evidence to the School Board that shows whether the district is complying with the Executive Limitations identified by the Board.

As part of the Policy Governance Model, School Board members met with parents from each school in the district's four learning communities this year to discuss the School Board's goals and the community's expectations. These Board Linkage sessions asked participants to respond to four questions:

- What skills, knowledge, and expertise should characterize a Lake Washington School District graduate?
- What measures would you use to evaluate student success?
- What do you think the Board should be looking at to evaluate the district's progress?
- What advice would you offer regarding improvement or modification of the district's instructional program?

Input from each Linkage session is used to review School Board policy and evaluate district performance.

The district and its School Board continue to develop comprehensive ways to evaluate the district's progress in achieving the "Ends" or goals that have been set. Data that is currently used includes large-scale assessment results such as the WASL and ITED, and report cards. Statistical methods are used to produce an estimate of the percentage of students meeting the "Ends" as defined by the School Board. During the coming years, work will continue in developing more comprehensive ways to assess student achievement over time.

Awards and Achievements

Andrew Ivy, an International Studies teacher at **ICS**, received the National 2005 Richard T. Farrel Teacher of Merit Award for outstanding success in teaching history at the National History Day competition held at the University of Maryland. **Ivy** was also named the National History Day in Washington State Teacher of Merit for 2005.

Anastasia Shabalin, a ninth-grade student at **ICS**, placed 12th nationally at the National History Competition for her historical research and presentation. She also received the Outstanding State Entry award for her work.

Redmond High teacher **Mike Town** was named the International Paper Environmental Teacher of the Year. He received a monetary award and was honored at a ceremony in Washington DC. **Town** also won the Making a World of Difference Science Teaching award and will attend a habitat trip to Florida.

Kamiakin Junior High's CAPstone service learning program was featured on the U.S. Department of Education's television program, "Education News Parents Can Use." CAPstone coordinator, **Matt Breyse**, appeared live on the program. Teachers, students, and parents were interviewed during an all-day filming session.

Alcott Elementary raised \$3,800 for Hopelink to provide food for needy families during the summer. Students in **Kris Issacson's** 4/5 class gave speeches to each class and collected the donations. Hopelink staff said this was the largest donation received from a school.

Congratulations to the following **Juanita High** students who received medals in the Washington State Special Olympics: **Kim Simmons**, gold and bronze medals; **Audrey Evora**, gold and silver medals; **Hope Christensen**, three silver medals.

Pierina Austin of **Mead Elementary** received the Teachers' Insurance Plan Teacher of the Year Award.

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