



2005-2006  
Progress Report



# Lake Washington School District

# State of the District

## Year in Review

The 2005-06 school year was one of continued progress and achievement by students, teachers and other staff of the Lake Washington School District. Students continue to score much higher on standardized tests than state averages with improved performance year after year. Our schools and our teachers are well-respected and recognized often by local, regional and national organizations. The community values and supports the District. Financially, the District continues to use the resources it has available to deliver an excellent education, though increases in costs raise significant concerns for the future.

Community support was evident in the passage in February of all three funding measures placed on the ballot. Those measures included the education and operations levy, capital projects levy, and modernization bond. All three passed with well over the 60 percent margin required. These measures are critical to the district's ability to deliver a quality public school education. We thank the community for its commitment to education. Without

that support and commitment, it would be extremely difficult for the district to provide the services our students need.

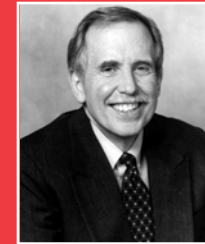
Local support enables the District to provide a comprehensive professional development program for its teachers. This year, the District's New Teacher Support Program received a national award (see the Teaching and Learning section). The District's support contributed to more than doubling its number of Nationally Board Certified teachers, the highest level of certification in the profession.

This year was the first for early student release on Wednesday. Sending students home one and one half hours early provided teachers with regular time for professional development and for collaboration. It also reduced the number of full and half days off from school. Teachers worked together to improve their practice. The goal of a seamless education, moving from grade to grade and school to school, is closer to reality now that teachers have specific times set aside to coordinate their efforts.

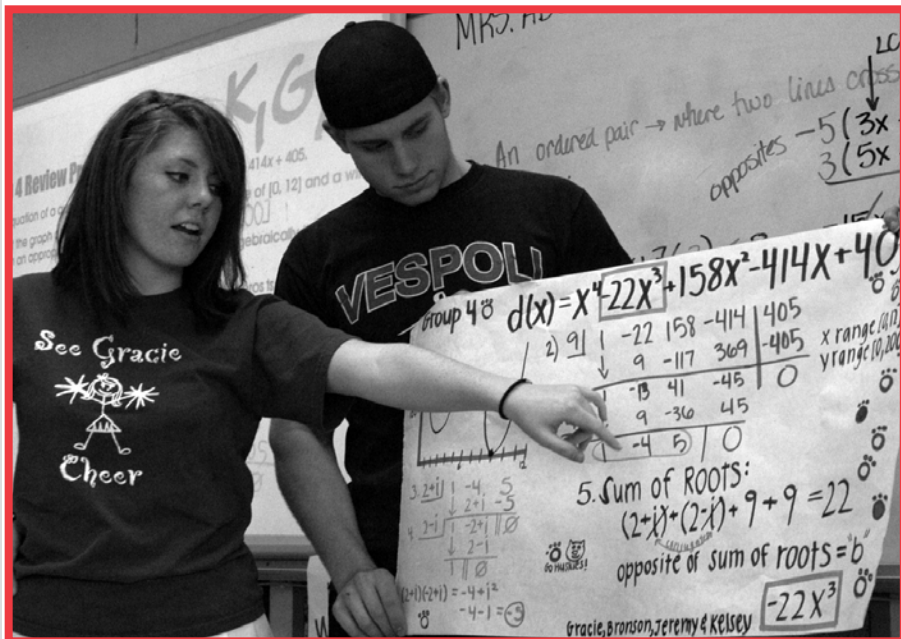
The District introduced new math curriculum materials for seventh and eighth grade, Algebra II and most advanced math classes this year. Along with these materials, the junior high schools developed math class pathways designed to move most students through Algebra by eighth grade and Geometry by ninth.

It's hard to teach or to learn if students don't feel safe at school or student behavior disrupts the classroom. For 2005-06, staff training stressed requirements to report harassment and bullying incidents, including legal requirements. The data reflects that attention because it shows an increase in the number of these incidents and related disciplinary actions reported to administrators. Other districts that have implemented such training reported similar increases when they effectively implemented anti-harassment/bullying policies.

At the same time, more parents believe their children feel safe at school. In a district-wide survey, 70 percent of those who responded



Superintendent  
Dr. Don Saul



**Our Mission**  
Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

**Our Vision**  
Students graduate with a sense of accomplishment, purpose, a plan for the future, and the skills consistent with personal and societal success.



Doug Eglington  
President



Nancy Bernard



Robert Hughes



Jackie Pendergrass



Ravi Shahani

agreed that “my child feels safe at school.” That’s up from 64 percent in 2005. There was also an increase in the percentage of respondents who agree or strongly agree that schools maintain an environment free of unruly behaviors, bullying or other types of intimidation. We will continue our efforts to ensure that District schools are hospitable learning environments.

The school cafeteria also must contribute to the learning environment. Pilot projects in 2005-06 helped us learn how to carry out a new nutrition policy. Pilot projects at Evergreen and Redmond Junior High Schools and Eastlake and Redmond High Schools tested potential changes, including taste tests, competitions and marketing campaigns. By involving students, we have a good sense of changes that will work for our student population.

The Lake Washington Schools Foundation raised more than \$100,000 in its first fundraising luncheon in May. Because of this new organization’s quick work in fundraising, it started the year by providing grants to the district’s new teachers to help them equip their classrooms. Other grants funded school and classroom programs, including field trips, artists in residence, and other supplemental activities.

But the financial news was not all good. In fact, increases in energy, bus fuel and other costs required the district to find \$4 million in cuts for the 2006-07 budget. This set of cuts spares the classroom from any significant reductions. But this year may be the last that cuts can avoid direct impact on students. Over the last several years, the district has spent down its reserves to the minimum the board believes it is prudent to maintain. We expect that continuing deficits in state funding needed to cover basic, required costs will exact a toll on the classroom.



Still, it’s hard not to be optimistic about a school district that can rally around a class of Kirkland Junior High students who, with teacher Toni Miller, worked very hard to get the Walla Walla sweet onion named the official state vegetable. If not for the potato lobby, the bill would have sailed through and become law. Instead, these students learned how legislatures really work, and how hard it is to get a law passed. That’s just one example of the exemplary teaching and learning going on around our District. We can be proud of the students, teachers, staff and families who are working hard to make this a high-performing school district.

Dr. Don Saul, Superintendent

# District At A Glance

The Lake Washington School District is a remarkable community for learning. This high-performing public school district serves about 24,000 students and their families. The district's geographic reach covers 75 square miles on the east side of the Seattle metropolitan area, specifically in Redmond, Kirkland and Sammamish, Washington. Residents in these cities share a commitment to learning that is reflected in their support for the District. Parent support and involvement, a key element for student success, is common.

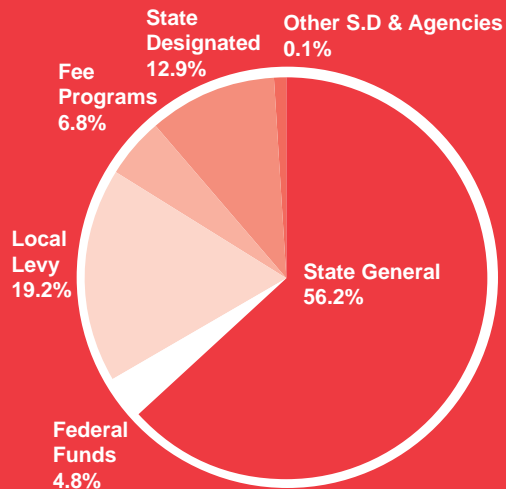
The District's academic program is designed to be seamless from K through 12. Teacher collaboration and a consistent curriculum mean that students move from grade to grade and school to school without disruptions to their learning. The District is divided into four learning communities. Each one includes the elementary schools and junior high schools that feed into one comprehensive high school. Collaboration within the learning community ensures that teachers know what children will learn in what grades.



Enrollment	24,332
# of Schools	48
Languages spoken	50+
Male	52.1%
Female	47.9%
American Indian	0.7%
Asian	13.5%
Black	2.8%
Hispanic	6.6%
White	75.2%
Free and Reduced Meals	11.9%
Total Lunches Served	1,533,232
Milk Served	75,000+ gal
Total School Bus Mileage	1.7 million
# Classroom Teachers	1,462
Student/Teacher Ratio	16.6
Average Years of Teaching Experience	13.9
Teachers with at Least a Masters Degree	53.9%
Unexcused Absence	0.2%
Annual Dropout Rate	1.3%
On-Time Graduation Rate	90%
Extended Graduation Rate	95%

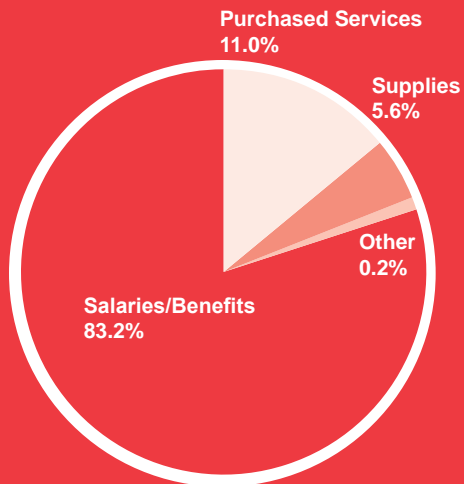
## 2005-06 Revenues

(Where the money comes from)



## 2005-06 Expenditures

(Where the money goes)



The Lake Washington School District provides a quality education for the money it receives. It regularly ranks among the top districts in the state for standardized test scores, yet it ranks among the bottom of the state districts for revenues. (See [www.schoolmatters.com](http://www.schoolmatters.com) for comparisons with other districts in the state.) It spends less per pupil on central administration, maintenance and operations than 17 of the 18 other districts in King County.

In 2005-06, the District planned to use \$4 million of its fund balance. That decision was made so the District could continue to provide the same level of instruction despite increases in such operational costs as salaries, energy to heat schools and gasoline to drive buses.

The district's budget concerns result from fixed costs increasing faster than revenues from the state increase. For example, the

cost of utilities has increased \$600,000 over the last three years. Bus fuel cost over \$200,000 more in 05-06 alone. As teacher salaries rise, the district must come up with additional money to pay for salary increases to remain competitive with nearby districts, locally funded teacher stipends and additional teacher time. That has amounted to \$5 million in the last three years.

During 05-06, the budget planning for the 06-07 school year allowed for these cost increases without affecting instruction. Administrative budgets were cut and technology training costs were transferred to the technology levy funds, for example. The District no longer has excess in its fund balance to cover additional costs. Any more increases in fixed costs without equally increased revenues will likely result in cutbacks in the schools.

## All Funds | 2005-2006

	General	Associated Student Body	Debt	Capital	Transportation Vehicle Fund
Beginning Fund Balance	15,786,623	1,259,487	8,230,015	56,993,494	1,923,825
Revenues	175,949,847	2,902,954	29,394,821	14,933,041	731,306
Expenditures	179,180,271	2,817,015	35,199,097	47,929,103	132,003
Ending Fund Balance	12,556,199	1,345,426	2,425,739	23,997,432	2,523,128

# Student Learning

The district continues to graduate students well-prepared for their next steps in life. Nearly nine in ten parents surveyed agreed with the statement “my child’s school prepares students for future success.” A similar number agreed that the overall quality of teaching in their child’s school is excellent. The District’s efforts to improve student learning this year included curriculum adoptions, professional development programs and even teacher training time.

## New Teacher Support Program Wins Award

Facing your first class on the first day of school as a brand-new teacher is a daunting task. That’s why so many new teachers leave the profession. In fact, 50% of new teachers quit within five years if they do not get support. In the Lake Washington School District, brand new teachers enter the classroom with someone important behind them – their consulting teacher (CT). The CT works full-time to provide professional and emotional support to the district’s new teachers and to help develop professional training opportunities for the new teachers. The result? More teacher success, better teacher retention, better learning. The District’s program was recognized this year with a prestigious national award, the NEA-Saturn/UAW Partnership Award for Teacher Induction Programs, one of only six in the country to be honored.

## National Board Certification

Eighteen district teachers achieved National Board Certification® from the National Board for Professional Teaching Standards in 2005-06. 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 to 30 the number of National Board Certified teachers in the district.

## Math Curriculum Introduced

The District introduced new math curricula for seventh grade, eighth grade, Algebra, Geometry, Algebra II and most advanced math classes. The curriculum adoption process involved a committee that reviewed potential curricula and gathered public comment. For the seventh and eighth grade adoptions, the committee piloted two different texts in junior highs before making

their decision. They decided on Connected Mathematics Project II, the revised version of that curriculum. The field testing determined that it ensured more clarity in computation. That matches the District’s desire to teach both understanding of mathematical principles and computational fluency. In the high schools, the series beginning with “Discovering Algebra” was adopted. Some schools chose to phase in this series, so that students currently in classes using the old textbooks will not have to change curricula in the middle of their high school career.

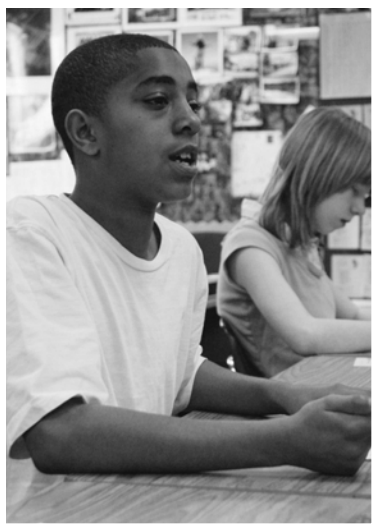
## Science Curriculum Gains

This year was the second for the new science kit modules used in seventh and eighth grade. WASL scores indicate that this curriculum adoption has been quite successful. Eighth grade science scores jumped overall. Thirteen percent more students met the standard than the year before. Two schools, Rose Hill Junior High and Kamiakin Junior High, celebrated more than 20 percent increases in students meeting standard. Finn Hill Junior High came in with an increase just under that amount.



## New National Board Certified Teachers

- Franklin Elementary School:  
Joy Brooke, Monica Schmidt
- Mead Elementary School:  
Pierina Austin
- Muir Elementary School:  
Susan Cotton
- Thoreau Elementary School:  
Leslie Murata-Paige
- Wilder Elementary School:  
Linn Zweber
- Evergreen Junior High School:  
Vivian Crommett
- Rose Hill Junior High School:  
Jill Berge, Jessica Coburn, Katie Folkman,  
Victoria McCarter, Brenda Wegener
- International Community School:  
Paul Plank
- Eastlake High School:  
Kathleen Blasinsky
- Juanita High School:  
Meredith Clayton, Lisa Dodd, Gary Hauk
- Redmond High School:  
Denis Villeneuve



The elementary science adoption is still underway. A second science kit, Physical Sciences, was introduced in 2005-06, joining the first kit, Earth Sciences, introduced the year before. A third kit, in Life Sciences, will be introduced in 2006-07. Fifth grade science scores, which were already over 20 percent higher than the rest of the state, continued to increase but at a slower rate than in junior high. The elementary school teachers are overwhelmingly favorable about the new kits. It may take another year or two, as the last kit is introduced and teachers become comfortable with the materials, for results to show in test scores.

#### **Early Release Wednesday**

This year was the first for a school calendar that featured far fewer full and half days off for teacher in-service training. Instead, schools sent students home one and one half hours early every Wednesday. Teachers and principals have used this time to set goals in different subject areas, whether for the entire school,

classroom or individual student. It's a time when a school's staff can come together to make improvements. Staff members work on their own professional development in skill areas that will impact school goals. Grade or subject teams determine what they can do to meet the school goals, what their students need to learn and what teaching practices will help them get there. Teachers can focus on the work of students, determine what they need and focus their instruction to help them succeed.

#### **Coming Soon**

Curriculum adoptions frequently take up to two years to complete. In 2005-06, the secondary language arts committee approved writing materials for grades 7-12 for introduction in 2006-07. They also identified reading materials for grades 7 and 8. Their work will continue with reading materials for grades 9 through 12 in 2006-07.

# Assessment

## WASL District-Wide Results

Overall, District students continue to improve their performance on the Washington Assessment of Student Learning (WASL). Scores trend higher in the long term in all grades and subjects that have been tested before, although some specific grade and subject tests dropped this year.

Gains occurred in all three grades tested in both writing and science. The largest gain was a 13-point leap in students reaching standard in 8th grade science. Tenth grade scores rose in all four subjects, including a 12-point gain in the percentage of students at standard in writing.

### Tenth Graders Are First to Need WASL to Graduate

The 2005-06 school year was the first in which 10th grade students were required to meet the WASL standard in reading, writing and math in order to graduate. This year's tenth graders took the WASL more seriously than ever before. Just over 73 percent of 10th graders tested passed all three of these tests on their first try. Another 18.4 percent missed only one test.

Students who did not pass were offered the opportunity to take summer school classes and retake the WASL in August. Students will also enroll in "safety net" classes during the school year to prepare them to retake the WASL in April. The District is committed to helping all students meet the graduation requirements.

### Advanced Placement (AP) Tests

The number of students enrolled in AP classes declined in 2005-06, which may be a result of the smaller number of students in this senior class compared to the previous class. Despite these smaller numbers of students, they took more tests – over 150 more than the 2004-05 students. Since the pass rate remained constant, this pattern implies that more students felt prepared to take AP tests and in turn feel more prepared for college-level work.

### ACT

	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2004	23.8	21.9	24.2	22.1	24.6	23.2	23.7	22.0	24.2	22.5
2005	23.8	22.3	24.5	22.4	24.5	23.5	23.7	22.3	24.3	22.7
<b>2006</b>	<b>24.5</b>	22.4	<b>24.8</b>	22.7	<b>25.2</b>	23.6	<b>24.0</b>	22.4	<b>24.8</b>	22.9

## Washington Assessment of Student Learning (WASL)

	Reading			Math			Writing			Science		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
3rd Grade	*	*	<b>82</b>	*	*	<b>83</b>	*	*	*	*	*	*
4th Grade	87	90	<b>88</b>	74	78	<b>75</b>	71	75	<b>77</b>	*	*	*
5th Grade	*	*	<b>85</b>	*	*	<b>76</b>	*	*	*	49	57	<b>59</b>
6th Grade	*	*	<b>82</b>	*	*	<b>72</b>	*	*	*	*	*	*
7th Grade	75	84	<b>78</b>	68	71	<b>70</b>	77	79	<b>83</b>	*	*	*
8th Grade	*	*	<b>83</b>	*	*	<b>70</b>	*	*	*	61	54	<b>67</b>
10th Grade	81	86	<b>92</b>	65	67	<b>71</b>	80	80	<b>92</b>	51	56	<b>59</b>

• Subject not tested

### SAT

	2004		2005		2006		
	Verbal	Math	Verbal	Math	Verbal	Math	Writing
District	553	564	552	563	<b>547</b>	<b>562</b>	<b>541</b>
State	528	531	532	534	527	532	511
National	508	518	508	520	503	518	497

### Percentage of District Students taking SAT and ACT

	2004	2005	2006
SAT	64%	66%	<b>74%</b>
ACT	17%	18%	<b>23%</b>

### 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

## Advanced Placement (AP) Enrollment

2003-04	2004-05	2005-06
1,938	2,246	<b>2,117</b>

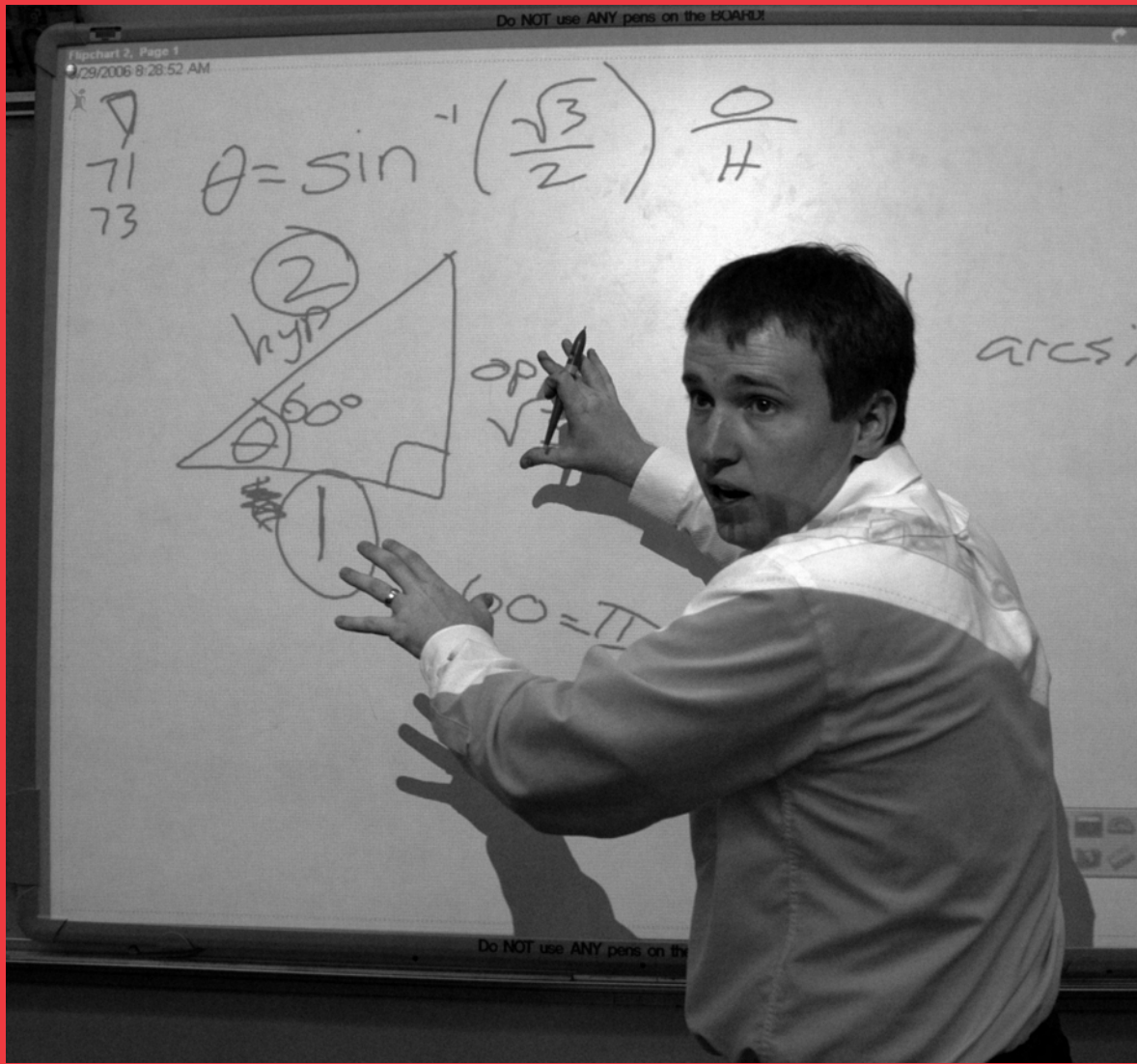
### Exams Taken

2003-04	2004-05	2005-06
1,262	1,407	<b>1,460</b>

### Passed

2003-04	2004-05	2005-06
77%	79%	<b>77%</b>





*"The ACTIVboard allows me to manipulate graphs and shapes to bring the ideas alive. It keeps me organized, and allows students to see the day's notes online."*

**Adam Schmierer**  
Eastlake High - Math Teacher

All classrooms in the District now have ceiling-mounted projectors using a projection computer and a 70-inch screen. A wireless mouse and keyboard control them so teachers can move around the classroom. The District supports an online library of thousands of images and video clips that correlate to Washington state's academic standards. With access to that library, teachers can easily find and project a visual to reinforce any lesson.

The District installed document cameras, also known as digital overheads, in all classrooms last year. They allow a teacher to project anything under it. Teachers no longer have to create an acetate copy in order to project a document. They can even project a three-dimensional object onto the screen.

These new technologies provide teachers new opportunities to make learning come alive. Here is just a sampling of some of the exciting things happening around the district:

Inglewood Junior High 9th-grade Science teachers Paige Cahoon, Jackie Coons, and Heidi Johnson began using Vernier temperature probes in their science labs last year. Probes interface with the LabPro and computer to graph collected data in real time. Before using the new technology, students had alcohol thermometers, requiring manual checking and graphing the results by hand. "These labs took two days plus homework time," said Jackie. "With the new technology, this now takes one 50-minute period," maximizing instructional time. Students get immediate feedback and make an instant connection between the data and the experiment. The probes and computers do the tedious work so students can focus on conceptual learning, and students have a lot more fun.

Environmental and Adventure School teacher Brian Healy began using the Avervision document camera last year. A self-described "Overhead King," Brian finds it provides more options than the overhead projector did. He now displays his own writing, shows science specimens, and projects pages right from textbooks. Students now display their own visual representations and learning log journals. Brian finds the document camera to be efficient, effective, and it "dovetails nicely" with the ACTIVboard.

Juanita High School teacher Lisa Dodd began using her ACTIVboard in both her Physics and Algebra classes. She is able to easily bring up a picture of a car in motion and engage students in analyzing the forces involved. Lisa also uses probes, Logger Pro software and Excel in her classroom. She finds the ACTIVboard aids in converging these technologies powerfully, especially for data analysis. The ACTIVboard keeps students focused and engaged. Lisa believes it has been especially beneficial for students with eyesight issues. "I've had really positive feedback from my students!"

# Facilities

In 1998, the District embarked on a program to modernize all schools every 30-40 years. The first phase of this program neared completion in 2005-06. Rose Hill Elementary, the last school in Phase I, was built in 2005-06 while Franklin and Juanita Elementary Schools opened in fall 2005. For these two schools, a new building was built on the site of the old school. The old schools were razed in the summer of 2005. This pattern is termed “new in lieu.” The facilities department conducts a study at the beginning of a school’s modernization program. They determine if the cost of renovation would be within ten percent of the cost of building an entirely new replacement building. If that is the case, the district builds a new building. If not, a renovation of the old building takes place.

One of the advantages of modernizing a building is ensuring the spaces are compatible with the current educational program. Both new schools are built with four classrooms placed around a multi-purpose shared activity space. Teachers can use this space for small group work, for example, or to regroup classes for different subjects.

Because of its community’s interest and its forest setting, Franklin Elementary also served as a testing ground for sustainable building practices. The school is designed to preserve and harness the environment as a learning opportunity. It is energy efficient and uses natural light and ventilation.

As a result, Franklin received prestigious local, state, and national awards. Among them, Franklin Elementary was honored as one of the top ten green buildings in the US for 2006 by the American Institute of Architects Committee on the Environment. Franklin was the only K-12 school honored as an example of sustainable architecture and green design solutions that protect and enhance the environment.

Rosa Parks and Rose Hill Elementary Schools were built during the 2005-06 school year, for opening in fall 2006. Rose Hill Elementary School is the last in Phase I of the modernization program. Rosa Parks Elementary School is a new school, built to serve the new Redmond Ridge area. Both schools followed the same general pattern as Franklin and Juanita Elementary Schools, featuring classroom clusters.

## Modernization Phase II

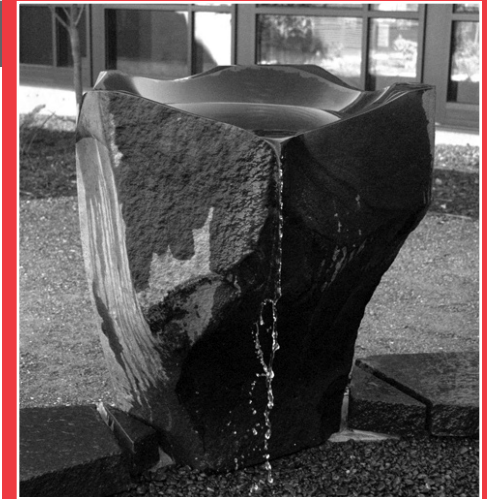
The \$436 million modernization bond passed in February, allowing Phase II to proceed and to add another elementary school in the Sammamish plateau area. Ten schools will be modernized in this phase, including Lake Washington High School.

## Phase II, District Modernization Program

Projected completion years in parentheses.

- New Elementary School (Sammamish area) (2008)
- Frost Elementary School (2009)
- Finn Hill Junior High/Environmental & Adventure School (2010)
- Muir Elementary (2010)
- Lake Washington High School (2011)
- Rush Elementary (2011)
- Sandburg Elementary/Discovery School (2012)
- Rose Hill Junior High School/Stella Schola (2012)
- Keller Elementary (2013)
- International Community School/Community Elementary (2013)
- Bell Elementary (2014)

*This schedule is tentative: factors such as weather, permits, availability of contractors or materials or even a natural disaster could force a change.*



Fountain at Franklin Elementary

2005-06 Facilities Capital Projects  
200 Projects Total  
149 Projects Set up  
169 Projects Closed

Franklin Elementary

Here are just a few of the many awards and achievements of Lake Washington School District students and teachers over the 2005-06 school year...

### Lake Washington Schools Answer Katrina Relief Call

*Students, PTAs raise money, supplies, including 2,600 teddy bears*

Over \$50,000 was collected for Hurricane Katrina relief, which was primarily donated to the American Red Cross. Some schools found corporate partners to match the dollars they raised, like Samantha Smith Elementary, whose contribution was matched by Washington Mutual. Some schools found sister schools to help. For example, Rockwell Elementary adopted J.D. Ryan School in Houston, where relocated students were placed. Alcott and McAuliffe Elementary Schools joined to gather school supplies, backpacks, blankets and toys for 150 students from New Orleans who are now attending Cathedral School in Natchez, Mississippi.

**International Community School** became the tenth school in the District to be named a Blue Ribbon School by the US Department of Education.

**Family Learning Center** seventh-grader **Caitlin Snaring** won the National Geographic Bee for Washington state. She competed in the national competition in Washington, DC.

**Redmond Junior High** eighth grader **Sam Keller** took sixth in the individual competition in the 2006 Lockheed Martin MATHCOUNTS National Competition. He was a member of the second place team representing Washington state. This team placement is the highest for Washington state in the 23 years of the competition.

**Wilder Elementary** student **Dawson Bowhay** was named co-champion in the first grade division and **Bryan Yue** co-champion in the fourth grade division at the 2006 Washington State Elementary Chess Championships. Bowhay went on to competition in the National Chess Championships in Denver, finishing 25th out of 284 competitors in the K-1 Division.

**Franklin** and **Kirk Elementary Schools** won Division I and II respectively in the 5th grade competition at the Math is Cool competition in March. It is one of the largest math competitions in Washington state.

**Einstein Elementary** won the team competition for sixth graders at the Washington State Math Championships, while **Alcott Elementary School's Ben Keller** took the first place individual award.

**Inglewood Junior High's** Academic Games team made it to the final four in the National Academic League competition.

**Lake Washington High School** teachers **Sarah VanAlstyne** and **Dawn Wyatt** were selected for participation in the Teacher Institute in Contemporary Art held at the Chicago Art Institute.



**Juanita High School (JHS)** senior **Jenny Serrato** wrote the winning essay in the Washington Education Association's student essay contest: A Teacher to Remember. Serrato's essay honored **Pam Green**, who teaches English Language Learners at JHS.

## Awards and Achievements

**Eastlake High School (EHS)** teacher **Jill Van Glubt** was one of ten national semi-finalists for the National Education Association Foundation Award for Teaching Excellence. She is a materials science master teacher at EHS.

**Redmond High School** science teacher **Mike Town** was honored with a Siemens Award for Advanced Placement (AP). The award recognizes leading AP teachers in science.



**Lake Washington High School's** DECA chapter scored 20 top ten finishes and the DECA Visionary Chapter Award at the Washington State DECA Competition. Top competitors included Brittany Truex, winner of the Business Services competition; **Alex Whitney** and **Emily Cox**, winner in the Hospitality Services Team Decision-Making competition; and **Hailee Greenberg**, first place in Employment Acquisition.

Nine LWSD students took part in the first-ever Junior All-State Band, Orchestra and Choir. Talented students rehearsed together at the Washington Performing Arts Center for six hours to produce a concert including the state's finest middle-school and junior high musicians. The students were: **Kristen O'Neill**, **Lisa Chen**, **Kailin Chang**, and **Megan Connell** from **Kamiakin Junior High**; **Albert Truong** and **Bill Zorn**, **International Community School**; **Erin Maher** and **Jason Turner**, **Redmond Junior High**; and **Connor Axworthy**, **Rose Hill Junior High**.

**Juanita High School** drama student **Jamie Kearns** scored a double superior for her monologue performances in *Sure Thing* and *Henry VI* at the Regional Thespian Conference on January 7 at Olympia High School. Kearns' award-winning performances qualified her for the national competition.



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