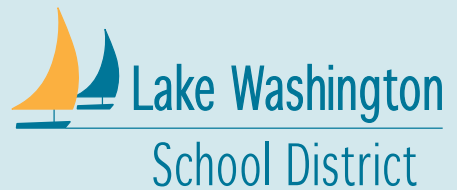


Every Student Future Ready

*Prepared for college • Prepared for the global
workplace • Prepared for personal success*



© Jason Rothkowitz



Annual Report 2010-2011

Inside

District at a Glance	2, 4
Year in Review	3, 5-6
Teaching & Learning	7-11
Academic Performance	12-15
Technology	16-17
Facilities	18-22
Parent/Community Connections	23
Financial Information	24-25
Educational Options	26-27

District at a Glance

By the Numbers:

- **24,330** students received instruction from 1,518 classroom teachers.
- **30** teachers achieved National Board Certification in 2010, the highest professional certification a teacher can obtain.
- **170** teachers now have National Board Certification.
- **3.2** million square feet of building space.
- **158** community volunteers provided 4399 hours of mentoring and/or tutoring to district students in 22 schools through the LINKS (Looking Into the Needs of Kids and Schools) program.
- **91.9%** on-time graduation rate from the four comprehensive high schools.
- **9,000** students ride Metro and school buses each day, over 1,345,000 miles per year.
- **\$96,340** donated by district staff to United Way, to help our community.
- **22** students named National Merit Semifinalists.
- **27** schools actively compost their food waste.
- **20%** less electricity and 30% less natural gas per square foot were used in 2010-11 than used five years ago.
- An additional **400,000** kWh of electricity were saved in 2009-2010, a 1.8% decline from last year's usage.
- Over **\$865,000** in donations to the district approved by the school board



Dr. Chip Kimball
Superintendent



Ravi Shahani
School Board Vice
President, Dist. 5
11/03-11/11*



Doug Eglington
School Board, Dist. 4
2/89-11/13*



Jackie Pendergrass
School Board
President, Dist. 1
11/95-11/11*



Nancy Bernard
School Board, Dist. 3
11/97-11/13*



Christopher Carlson
School Board, Dist. 2
11/07-11/11*

*Date first appointed or
elected to date current
term ends.

Year in Review

Year in review 2010-11 – Growing Lake Washington Schools

The 2010-11 school year marked the third consecutive year of enrollment growth in Lake Washington School District. With most of that growth coming at the elementary level, schools in several parts of the district felt a distinct squeeze as they tried to find places for all their students.

That space need made the ongoing planning for the district's change in grade configuration starting in 2012-13 even more important. By moving sixth grade out of elementary schools and into middle schools, the population squeeze at elementary will lessen. The new middle schools will still serve three classes, grades six through eight. The high schools will feel the pinch as ninth graders are added.

Meetings in September and October gave parents and community members a chance to learn more about where the population growth is happening and to look at alternative plans for that growth. The result of the community input was a levy measure on the ballot in February. That measure asked for funding to add on to Redmond High School and Eastlake High School, and to add a new choice school that will focus on Science, Technology, Engineering and Math (STEM). The levy passed and work began immediately for these new building projects.

At the same time, the final year of work on the new Lake Washington High School was underway. While excitement about the new building grew, a well-attended farewell event gave alumni a chance to see the old building one last time. The new Finn Hill Junior High was also in progress, getting ready to open in the fall. Seven other schools were in dif-



Awards & Achievements

The Washington Chapter of the Council of Educational Facility Planners International (CEFPI) gave Robert Frost Elementary the “2010 Polished Apple Award.” That award is their highest architectural honor. This is the fourth Polished Apple presented to a school in Lake Washington School District.

District at a Glance



Students:

- Male – **51.8%**
- Female – **48.2%**
- Hispanic / Latino of any race – **9.1%**
- African American / Black – **1.8%**
- American Indian / Alaskan Native – **0.4%**
- Asian – **16.9%**
- Native Hawaiian / Other Pacific Islander – **0.3%**
- White – **67.2%**
- Two or More Races – **4.4%**



Staff:

- Number of classroom teachers: **1,518**
- Average years of teaching experience: **12.8**
- Teachers with at least a Masters Degree: **64.3%**

Schools:

- Number of schools: **50**
- Enrollment: **24,330**
- Free or reduced price meals: **12.0%**
- Special Education: **12.4%**
- Transitional bilingual: **5.9%**
- Unexcused absence: **0.1%**
- Annual drop-out rate (10-11): **2.1%**
- On-time graduation rate (10-11): **91.9%**
- Extended graduation rate (2010): **93.1%**

Year in Review

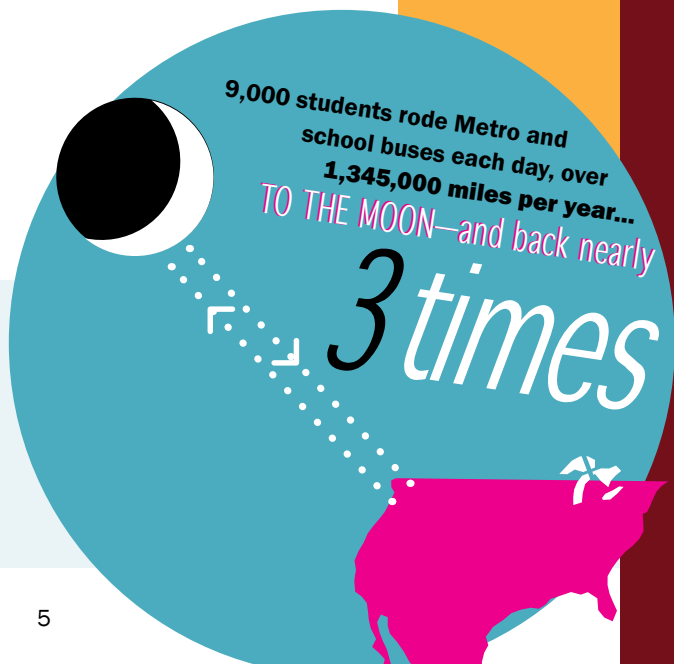
ferent stages of planning and construction, as described in the facilities section of this report. Thanks again to voters for passing the 2006 bond measure that is funding these school building transformations.

Grade reconfiguration is not just about space considerations, however. Junior high and high school principals used the 2010-11 school year to come to agreement on common beliefs and a framework for how they will approach these new grade configurations. The junior high principals studied research and best practices to develop their own middle school model. The work done this year on this academic model will ensure that this change also helps the district improve the educational opportunities afforded students.

The district's board of directors was actively involved in the reconfiguration process through listening to parents in sessions aimed at getting a feel for parents' hopes and fears for the new system. Parents were particularly concerned about the emotional impact on students and staff of this major change.

While elementary schools will see less change with this new configuration, there were many changes in 2010-11 for that level. Elementary parents got online access to grades, which made it easier for parents to track student progress or intervene when students were not doing as well. It was the first year for a new elementary math curriculum, enVision Math. Teachers spent time in classes during the summer to learn more about this new curriculum and to prepare to teach it.

Elementary parent teacher conferences took on a new process this year. Students set goals for their own progress, which they shared with parents during half of the conference. The other half gave teachers and parents a chance to talk about how students are doing and how parents can support their students. These new conferences took place in October. A follow-up conference in January provided a check-in on how the student was progressing toward their goals.



Year in Review

Unfortunately, the other trend in addition to enrollment growth is the trend toward yearly budget cuts from the state. Fortunately, our increase in student population helps spread fixed costs across more students, which means we can stretch what dollars we get just a little further. This year continued the state budget cuts, with a reduction in funding that had kept class sizes in grades K-4 lower. The proposed budget for 2011-12 includes a small increase in class size in those grades. The district's solution to a state cut in two days compensation to teachers was to pay for those two days through local levy dollars and use those days for school reconfiguration preparation.

A national study of school district efficiency placed Lake Washington School District among those in the state of Washington with high achievement and low cost. The study, by the Center for American Progress, reviewed standardized test scores and expenditures for school districts nationwide. Lake Washington was placed in the top tier for high achievement and the top tier for lowest cost.

We expect Lake Washington School District to continue growing in size and academic performance in the 2011-12 school year.



John Muir Elementary School was one of 94 schools statewide that received the 2010 School of Distinction Award. The Center for Educational Effectiveness (CEE) and Phi Delta Kappa Washington State Chapter present the award. These schools are honored for outstanding improvement in student achievement.

Awards & Achievements

Teaching & Learning

New elementary grading system, conferencing

Part of the district's focus on Every Student Future Ready involves the use of standards-based teaching, assessing and reporting systems. A new report card system implemented in 2010-11 for the elementary grades is designed to provide students, parents and teachers with information on how well students are performing as they progress through the curriculum. The reporting system:

- Is based on established Teaching and Learning Framework standards
- Reflects what students have learned
- Involves students meaningfully
- Provides for objective, consistent, and clear feedback
- Communicates useful information to parents, students and teachers about student progress to direct and encourage future learning
- Connects learning, teaching, and assessment

A key feature of the report card is that students are graded separately on interdisciplinary skills and attributes like effort and cooperation from what they learn in academic subjects like math and writing. Content area grades measure whether or not a student has mastered a concept or skill. They do not grade whether that student tried hard, turned in their work on time or followed the rules. Now it is clear if a student is learning interdisciplinary skills and if they are learning specific content knowledge.



Carol Nicholson, a second grade teacher at Elizabeth Blackwell Elementary School, was one of the winners of the 19th annual Golden Apple Awards. KCTS 9 honored seven individuals and three programs. The award recognized them for making a positive difference in Washington state elementary and secondary education.

Awards & Achievements

Teaching & Learning



The report cards look different: content areas do not have letter grades. Instead, marks are made on a scale of one through four:

- One = not at standard
- Two = approaching standard
- Three = at standard
- Four = exceeds standard

Elementary grades now online

In 2010-11, parents of elementary school students in Lake Washington School District gained better access to more information on their student's progress than ever before. Parents can access an online grade book that shows assignment and test results, rather than having to wait for a report card to see how their student is doing.

The online grade book is available through Parent Access, a web-based parent information tool where parents can also check student attendance, lunch account balance, and apply to be a volunteer at their student's school. Parents of junior high and high school students have had access to a similar online grade book for three years. Because parents now have more information on their student's progress throughout the year, the district reduced the number of report cards issued each year to two, down from three.

Parent-teacher conferences add students

Parent-teacher conferences have been just that in Lake Washington School District for years: a chance for parents and teachers to discuss a student's progress. In 2010-11, they added one more dimension: students. In these conferences, students set goals and reflect on their work with

Local nonprofit Committee for Children honored Lake Washington School District at its 30th anniversary gala event. The district and several other organizations received a Visionary Leadership Award for outstanding work.

Awards & Achievements

Teaching & Learning

significant adults in their lives. Because of the change to student-involved conferences, parents are more involved in academic goals their child has set for him or herself and better understand how to support attaining these goals. There is also time during conferences for parents to privately discuss issues with the teacher without the child being present.

Planning for school configuration

Junior high principals spent considerable amounts of time determining what shape middle schools in the district should take when the district moves to a K-5, 6-8 and 9-12 grade configuration in the fall of 2012. They researched best practices in middle schools and studied essential requirements for healthy adolescent development. After identifying promising middle level practices, systems and structures through their research, the principals came to agreement around a common middle school framework.

This work takes into account state requirements. It ensures that students will be on their way to meeting the district's Student Profile, the document that describes the knowledge, skills and attributes students need to graduate, prepared for college, prepared for the global workplace and prepared for personal success.

The middle school model offers a program that helps students transition from an elementary experience to a high school experience. Each school has developed their own program based on the common middle school framework. Depending on their approach, the average student's schedule may look different from school to school, as it does now.



Transition Academy received Provail's Wyckoff Corporate Partnership Award, in recognition of efforts to provide employment opportunities for people with disabilities. LWSD was nominated because of the exceptional services provided to students through the work of the Transition Academy. The Transition Academy also received a "Reach for the Stars Outstanding Community Advocate" award from Families for Effective Autism Treatment (FEAT) of Washington.

Awards & Achievements

Teaching & Learning



High school administrators also spent time discussing their change from three-year to four-year programs. While they are making a less fundamental change to their educational program, they developed a set of belief statements to guide their move to the new configuration and to ensure that incoming ninth graders feel connected, valued, and challenged as they enter high school.

Professional learning community development

Our schools continue to focus on developing Professional Learning Communities (PLCs) within their schools. In a PLC, educators come together on a regular basis, committed to working collaboratively in ongoing research processes to achieve better results for the students they serve. PLCs provide job-embedded learning for teachers.

Teachers in PLCs use collective inquiry into best practice and current reality. They are oriented to action and to results. They are not academic exercises.

One focus of PLCs is to shift from ensuring that students are taught to ensuring that students learn. Teachers use four critical questions in that focus:

1. What is it we expect our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we respond when some students already know it?

Fifty-eight district students were selected for the Washington Music Educators Association (WMEA) All-State and All-Northwest honor music ensembles. Twenty-one students were selected for All-Northwest music ensembles. Thirty-seven were selected as All-State music ensemble members. These students travelled to Spokane over Presidents Day Weekend to perform at the WMEA conference.

Awards & Achievements

Teaching & Learning

Answering these questions helps teachers systematically provide interventions to the students who need them in a timely manner.

A second focus is a culture of collaboration. Historically, teachers have had to work in isolation, rarely having the opportunity to share their work with other teachers. By collaborating in teams, teachers can share goals, strategies, materials, pacing, questions, concerns and results. Working together, they can analyze and improve their classroom practice. Our district's Wednesday LEAP time provides opportunity for teacher collaboration.

The focus on results is critical to ensuring PLC work goes directly toward student learning. These collaborative groups can create systematic and timely structures and processes that take data and make it useful and actionable for teachers.

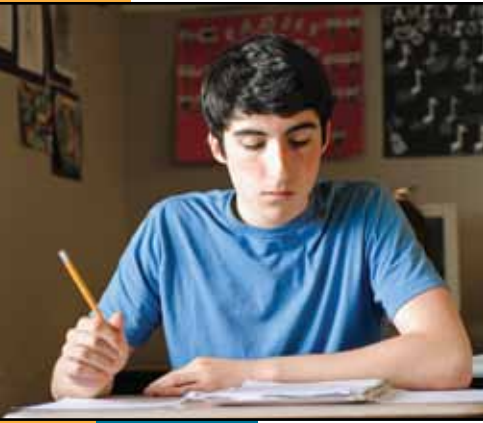
PLCs are a potent tool to improve learning in our district. Teachers will continue to develop and work in these groups.



Four students from Redmond High School (RHS) were recognized as part of the National Hispanic Recognition Program (NHRP) sponsored by the College Board. Marco Alban-Hidalgo and Zachary Camara achieved Scholar status in this program. Joseph Costello and Alexander Pereira achieved honorable mention status for this program.

Awards & Achievements

Academic Performance



Measurements of Student Progress (MSP) and High School Proficiency Exam (HSPE) results show increases

Last year, the watchword for state testing was “new,” with brand new tests at all grade levels. This year, only the End of Course (EOC) exams in math for secondary students were new. Other tests were comparable to the year before. The results for Lake Washington reflected increases in most grades and most subjects. District averages continue to score significantly higher than state averages, from 15 to 20 percent higher in most grades and subjects.

Science scores showed significant increases for both state and district scores. Changes in the science standards tested in grades five and eight led to those differences. District science scores continue to show the greatest difference compared to the state average of any subject.

(See chart at right for 2010-11 MSP/HSPE scores.)

End of Course (EOC) exams are new

EOC scores listed for 10th grade math are the percentage of students meeting standard on the test at the end of the course, no matter what grade they are in (grades six through 12). EOC Math Year 1 is Algebra while Year 2 is Geometry. *(See chart at right for 2010-11 EOC scores.)*

More information about the MSP and HSPE results for 2010-2011 is available on the district website.

Joseph Wu, a senior at Lake Washington High School, was named one of two Washington state winners of the 2010 Siemens Award for Advanced Placement. This award is a signature program of the Siemens Foundation administered by the College Board.

Awards & Achievements

Academic Performance

2010 and 2011 MSP/HSPE Scores

MSP/HSPE	Reading		Math		Writing		Science	
	2010	2011	2010	2011	2010	2011	2010	2011
3rd - LWSD	88	88	73	77	*	*	*	*
3rd - State	72	73	62	62	*	*	*	*
4th - LWSD	84	85	72	77	80	82	*	*
4th - State	67	67	54	59	61	61	*	*
5th - LWSD	86	85	71	75	*	*	58	80
5th - State	70	68	54	61	*	*	34	56
6th - LWSD	80	87	71	79	*	*	*	*
6th - State	65	71	52	59	*	*	*	*
7th - LWSD	81	75	78	74	86	87	*	*
7th - State	63	56	55	57	70	71	*	*
8th - LWSD	82	87	61	70	*	*	78	85
8th - State	69	69	52	50	*	*	54	62
HSPE: 10th - LWSD	91	92	66	See EOC	93	94	71	74
HSPE: 10th - State	79	82	42	See EOC	86	86	45	50

*Subject not tested at this grade.

End of Course (EOC)	EOC Math Year 1	EOC Math Year 2
All Grades LWSD	80	82
All Grades State	62	73

Gabriel See, a ninth grader at Renaissance School of Art and Reasoning (RSAR), was featured in the September issue of Popular Science Magazine. He was honored as one of the top 10 high school inventors for 2011. Gabriel designed a Lego robot for automated DNA assembly.

Awards & Achievements

Academic Performance

SAT scores rise

LWSD seniors in the class of 2011 scored higher overall on the SAT than students from previous years. District students continue to score well above state and national averages. Scores in the district increased incrementally, up two points each in reading and writing while decreasing one point in math. At the same time, Washington state and national scores were lower in reading and math. State scores remained stable in writing while national averages fell three points.

Over the last five years, average SAT scores in Washington and nationally have fallen or remained the same. At the same time, Lake Washington's average scores have increased 11 points in critical reading, nine in math and 16 in writing on average.

SAT Scores	Critical Reading			Mathematics			Writing		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
LWSD	559	560	562	574	573	572	551	555	557
State	524	524	523	531	532	529	507	508	508
National	501	501	497	515	515	514	493	492	489

ACT scores – up as well

While state mean scores for college-bound students fell slightly in all categories this year, LWSD students scored higher in all four of the ACT tests (English, Mathematics, Reading and Science) and improved their average composite score. In addition, Lake Washington students continue to show significantly greater college readiness than state averages and more than twice the national average for meeting all four benchmark scores. The district's average composite score rose by three tenths from 2010 to 2011, reaching 25.6, compared to the state average of 22.8 (down .2), and the national average of 21.0. At the same time, the number of LWSD students taking the test increased, rising from 408 in 2010 to 421 in 2011.

Six Lake Washington School District students (Rasan Cherala, Amit Burstein, Michael Przystupa, Timothy Jugovic, Matthew Kennedy and Ethan Chan) graduated from the Washington Aerospace Scholars (WAS) Program hosted by the Museum of Flight in Seattle. WAS is a competitive educational program for high school juniors from across Washington state. These students were among the 160 who qualified for the Washington Aerospace Scholars Summer Residency program from the 247 students who applied in November 2009.

Academic Performance

ACT Composite Scores	2009	2010	2011
LWSD	25.1	25.3	25.6
State	22.8	23.0	22.8
National	21.1	21.0	21.0

More students take AP Tests; percent passing drops slightly

Advanced Placement (AP) is a national program designed to prepare secondary school students for higher education. Students have the opportunity to earn college credits or advanced college standing by taking AP courses and passing AP exams with a score of 3 or higher (out of 5).

AP classes are open to all high school students in the district. Courses vary from school to school. Availability of classes is based on enrollment and student interest at each school.

More students have taken AP exams over the past three years, up 325 exams from 2008-09. Even with more exams being given, the pass rate has remained high, ranging from 77-80 percent each year. To pass an AP exam, students must receive a score of 3, 4, or 5).

Advanced Placement	2008-09	2009-10	2010-11
# of Exams Given	2,406	2,555	2,731
Pass %	78%	80%	77%



Nineteen Lake Washington School District students were selected as finalists in the National Merit Scholarship Competition. As finalists, these students qualified to receive National Merit Scholarships, including \$2500 awards, corporate-sponsored scholarships or college-sponsored scholarships. About 15,000 students nationally were named finalists in this competition.

Awards & Achievements

Technology

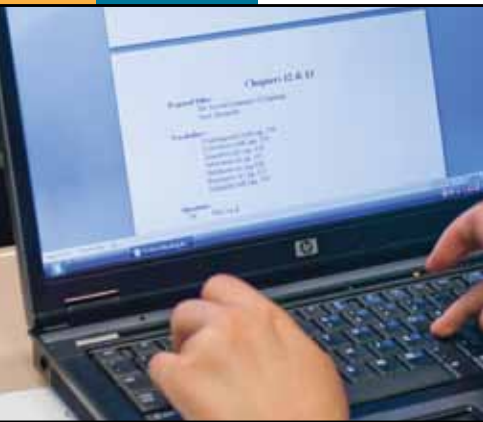
Field-testing 1:1 Computing

During the 2010-11 school year, LWSD expanded the netbook test to include five elementary schools and nine secondary schools.

At Sandburg, Blackwell, Thoreau, Rockwell and Franklin Elementary Schools, each grade-level team received one class set of 32 netbooks to share. During the year, teachers at these five schools attended trainings and developed lessons. They gave valuable input into what was working. They also gave input on what was needed for consistent classroom experiences when using netbooks to better integrate 21st century skills into the curriculum.

In the secondary schools, over 70 classroom sets of 32 netbooks were deployed to teams of teachers in various subjects in nine secondary schools. Rose Hill Junior High seventh graders received one netbook for every student. Like the elementary teachers, staff members attended trainings, developed lessons and shared their learning with other teachers. This input is being used to help implement 1:1 computing in all secondary schools by 2015. The goal is to provide students anytime, anywhere assured access to computers. The secondary and elementary netbook programs were funded out of the technology levy passed in 2010.

In addition to the hardware, both elementary and secondary teachers received ongoing training throughout the year. This training focused on best practices around use of the netbooks as a tool to support the curriculum and 21st century skills. All teachers receive training on the standard software programs that are on every student computer. In addition, LWSD teachers have been actively participating in



Artwork by Annie Kim, a senior at Redmond High School, was selected as a Regional Winner in the 2011 Regional High School Art Show. Puget Sound Educational Service District (PSESD) sponsored the show.

Technology

Microsoft's Partners in Learning program, which provides innovative ways to improve how teachers teach and students learn.

LWSD Online Learning 2010-2011

Online learning in Lake Washington School District took a few giant steps forward in 2010-11. In August 2010, the School Board passed a policy and procedures authorizing and implementing online learning in the district. Using these guidelines, the LWSD Online Academy was launched. The Academy offers a rich and challenging set of online classes for high school students. Classes are developed and taught by LWSD teachers.

In its first year of existence, the Online Academy offered five classes: Online Health, Online Washington History, Online US Government, Online English 9 and Online World History 9. During the second semester of 2010-11, four LWSD teachers staffed and ran these five online classes. Eighty-seven students took part. In addition, plans for creating and adding additional online offerings to the current menu were pursued.

Upgraded Technology

During 2010-11, the district upgraded its wireless and network infrastructure by implementing a Cisco Wireless Network 802.11 ABGN. It upgraded the supporting wired infrastructure to support end-to-end 1GB speeds. Classroom projectors were also replaced. The new projectors are brighter, clearer and more energy-efficient. In addition, operating systems around the district were upgraded to Windows 7 and Office 2010. This upgrade continues

Bret Crane (Redmond Junior High), Robin Hoover (Finn Hill Junior High), Matt Palmer and Kim West (LWSD Technology Integration Team) attended the 2011 U.S. Innovative Education Forum on July 28-29 at the Microsoft main campus in Redmond. The teachers showcased projects that demonstrated the creative ways they are using technology in the classroom. Only 100 teachers from across the country represented the U.S. at the forum.



Awards & Achievements

Facilities

School Construction Continues

LWSD's four-phase modernization program will systematically modernize all its buildings. The order of these modernizations was based on a review of the condition of all buildings when the program began. Those schools most in need received higher priority. Each phase lasts for an eight-year period. At the start of each phase, the buildings scheduled for modernization are examined in detail and a plan is developed to update them to the district's educational specifications. (For more information on educational specifications, visit the [construction information](#) section of the district website). A decision is then made whether it is more cost effective to renovate the current building, including the cost of housing students during the project, or to build an entirely new school building.

The first phase of modernization began in 1998 with the passing of a bond measure. This phase was completed on time and on budget in 2006. A second bond measure was passed in 2006 for the second phase of the modernization program. This phase is currently underway. Two schools already have been completed (Carson Elementary and Frost Elementary). Nine more are in the process. An update on the modernization projects that were underway during the 2010-11 school year follows.

- **Lake Washington High School's** new gymnasium and athletic complex opened on time in May 2010. Construction continued on the rest of the school for an on-time fall 2011 opening.
- **Finn Hill Junior High School** and **Environmental & Adventure School's** construction continued. The schools opened on time in fall 2011.
- **John Muir Elementary** building construction began after delays in the building permitting process.
- The design of the new **A.G. Bell Elementary** has been completed. Demolition of the gym and library wing enabled excavation for the new gym, commons and replacement school to occur.



Facilities

- The new **Helen Keller Elementary** project design was completed in the spring of 2011. The project bid was within budget. Construction began in July 2011.
- The **International Community School** and **Community School** campus was in the design process.
- The **Rose Hill Junior High** and **Stella Schola Middle School** building was in the final stages of design.
- The design of **Ben Rush Elementary** has been completed. Portions of the north wing of the school have been removed to allow for the start of earthwork.
- **Carl Sandburg Elementary** and **Discovery Community School** campus design was completed and the project bid within budget in the spring of 2011.

Capital Levy Projects

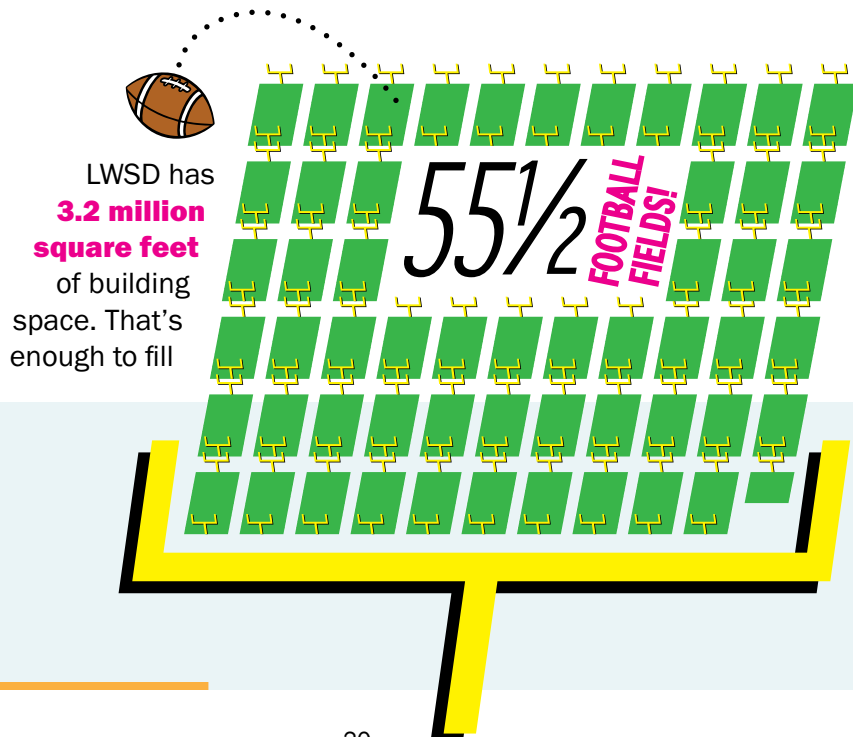
A capital levy passed in 2006 funded major maintenance projects that go beyond regular building maintenance. These major projects include upgrades to building systems and replacement of systems based on a life cycle priority review process. The list that follows shows the projects completed in 2010-2011:

- **Alcott Elementary** - total heating system replacement in classrooms
- **Blackwell Elementary** - lighting replacement in library and gym
- **Eastlake High School** - boiler replacement
- **Einstein Elementary** - lighting replacement in library and gym
- **Evergreen Junior High** - portable exterior lighting upgrade
- **Inglewood Junior High** - boiler upgrade and gym floor replacement
- **Juanita Elementary** - upgrade of daylight dimming lighting control



Facilities

- **Juanita High School** - total replacement of field house boilers and pool lighting
- **Kamiakin Junior High** - total heating system replacement
- **Kirk Elementary** - exterior light upgrade
- **Kirkland Junior High** - ventilation controls upgrade
- **Lakeview Elementary** - portables exterior light upgrade
- **Mann Elementary** - gym ventilation control upgrade
- **McAuliffe Elementary** - roof replacement and solar PV installation
- **Mead Elementary** - total heating system replacement in classrooms
- **Redmond Elementary** - lighting replacement in library and gym
- **Redmond Junior High** - ventilation controls upgrade



Facilities

- **Redmond High School** - hallway and library lighting upgrade
- **Resource Center** - carpet replacement and lighting controls installation
- **Rockwell Elementary** - total heating system replacement in classrooms
- **Rosa Parks Elementary** - ventilation upgrade near roof
- **Smith Elementary** - total heating system replacement in classrooms
- **Support Services Annex** - lighting and controls upgrade
- **Thoreau Elementary** - exterior lighting upgrade
- **Wilder Elementary** - full insulation replacement near exterior walls



Saving Resources, Saving Money

In the 2010-2011 school year, the district continued to save energy and other utility costs. An additional 400,000 kWh of electricity was saved. That amounts to a 1.8% drop in use from the previous year. After adjusting for the colder weather versus the previous year, the district also saved 42,500 therms of natural gas. Altogether, this represents nearly \$70,500 in cost savings. These savings were due to the completion of several important building upgrades and the continued support from students and staff in maximizing energy efficiency.

Total electricity used per square foot continues to decline. The district is now using nearly 20% less electricity and 30% less natural gas per square foot than five years ago. In addition, thanks to smarter weather-based controllers, irrigation water consumption declined another 38% this year for a savings of over \$26,000. That is down 60% from two years ago. The district has also had continued success in lunchroom waste reduction. Recycling and composting programs have now reduced trash bills by \$71,000 compared to two years ago when the initiative began.

Facilities

Community Projects

Generous school and community groups make a significant difference to our district in many ways. One way is to partner with the district on facilities projects. By working together, the district and community groups can pool both financial resources and labor to benefit schools. During the 2010-11 school year, 30 community projects were completed. The value of donations and materials for these projects was approximately \$105,000. Here are some of the highlights:

- Playground equipment added at **Einstein Elementary, Dickinson Elementary and Thoreau Elementary.**
- Enhancements to stage lighting and sound systems at **Twain Elementary, Rosa Parks Elementary and Frost Elementary.**
- Extensive landscaping projects completed at **Sandburg Elementary, Dickinson Elementary, Kirk Elementary, Mann Elementary, Kamiakin Junior High and Juanita High School.**

While we cannot put a dollar value on their volunteer time, many community volunteers put in countless hours on these projects. There were outstanding efforts by volunteer groups from Overlake Community Church, Comcast, Microsoft, Mahlum Architects and Cascade Design Collaborative. These groups did major grounds clean-up, painted portables, painted maps on blacktops and helped teachers with software training and classroom prep.

The King County Green Schools Program honored Sandburg/Discovery and Wilder Elementary Schools for completing the program's Level Two. Sandburg/Discovery and Wilder were two of 27 schools completing Level Two. There are three levels in the green schools program. Level One focuses on improving recycling programs and focusing on waste reduction. Level Two engages in energy conservation practices such as turning off lights in unoccupied rooms. Level Three involves learning about and engaging in water conservation practices.

Awards & Achievements

Parent/Community Connections

Parent and community involvement in schools is important. Being actively involved in the education of your child or volunteering your time to mentor others can make a huge impact on their lives.

Volunteers are the heart of our classrooms

There are over 10,800 approved volunteers working in our schools each year. Some of these volunteers are parents who chaperone field trips or dances. Others are community members who spend one hour with a student each week serving as a lunch buddy. Either way, volunteers are very important to the schools they serve and to the students they work with. Visit the [Volunteering with LWSD](#) section of the district website to find out how to apply and get involved.

LINKS volunteers make a difference in the classroom

LINKS (Looking Into the Needs of Kids and Schools) is an LWSD program funded by the Lake Washington Schools Foundation with the help of generous foundations and donors. LINKS recruits and places community volunteers in schools. During the 2010-11 school year, 158 community volunteers provided 4,399 hours of mentoring and/or tutoring to district students in 22 schools through LINKS.

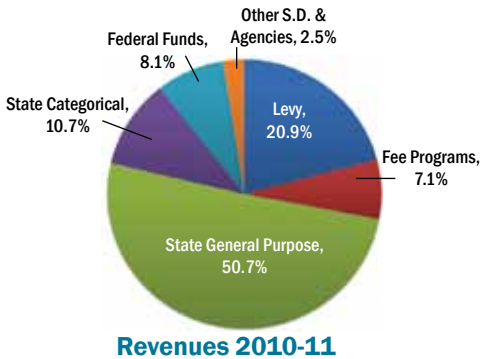
There are several ways that LINKS volunteers help student learning across the district. They serve as mentors, tutors, classroom tutors or lunch buddies. A lunch buddy is a volunteer who meets with the same elementary-age student for one hour (over lunch and lunch recess) each week. Some volunteers serve as one-on-one academic mentors for students while others offer their help during after school study programs or in the classroom with groups of students. Visit the [LINKS](#) section of the district website for more information.



Awards & Achievements

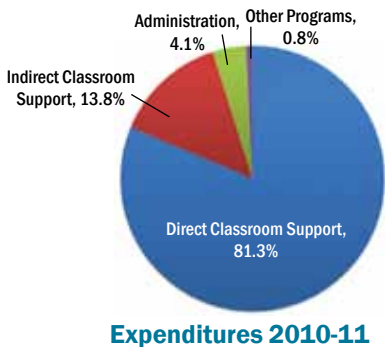
Kamiakin Junior High was selected by the National Association of Middle School Principals (NAMSP) as one of the top five schools of the year.

Financial Information



The groundwork for the 2009-10 school year's finances was laid in the spring of 2009. Community budget meetings and surveys led the budget development efforts as the district faced a close to \$8 million operating budget cut. While the total amount of revenue is similar between 2009-10 and the previous year, a larger student population meant the dollar amount per student actually fell in 09-10 to \$9,180 per pupil from \$9,448 in 08-09.

What the district heard in the budget input sessions from parents, staff and community members was that maintaining lower class sizes was the most important budget priority. The advice was to increase fees where possible as a way to increase income. Cost savings in energy and transportation, across the board budget cuts and reductions in some staff at the central office also impacted the budget as a result of public input.



That meant that at the start of the 2009-10 school year, many students had to walk farther to get to the school bus. Families paid more for all day kindergarten and for athletic fees. Staff members turned off lights and electronics. But no teachers were laid off, unlike many other districts in the state.

The district's spending in 2009-10 reflected its philosophy to preserve spending in the classroom while maintaining a lean central administration. That philosophy was validated in the budget public input efforts in spring 2009. The result is that in 2009-10, the percent of district expenditures going to administration fell to 4.4% from 4.5% in 2008-09 while direct classroom support rose from 80.3% in 2008-09 to 80.8% last year.

Direct Classroom Support includes: teachers, instructional assistants; teaching supplies, materials and textbooks; counselors and librarians; special education and related services; staff development/curriculum development; and the costs of maintaining, cleaning, insuring, and providing technology support to school buildings.

Indirect Classroom Support includes: building administrators, school support costs (secretaries, office supplies), transportation, food services, student activities and athletics.

Administration includes: superintendent and central office; business and human resources; administrative buildings' utilities, maintenance and technology support.

Other Programs include: our community services programs.

Redmond High School's tennis coach, Marceil Whitney, is one of nine national finalists for the 2011 United States Tennis Association's (USTA) National Starfish Award. She was nominated due to her commitment to the USTA's no-cut tennis program. A no-cut policy means every student who wishes to play is welcomed as a member of the team. The USTA will recognize two national winners at the Community Tennis Development Workshop held in New Orleans, LA, from January 13-15, 2012.

Awards & Achievements

Financial Information

Sources for district revenues shifted in 2009-10. The district received more state general operating funds because of the increase in student population. However, it received less money in state categorical funds, money that must be spent on a certain category of items. A major reason is that the state cut drastically the money from Initiative 728 student achievement funds. Fewer federal stimulus dollars came to the district in 2009-10 than in the previous year as well. Local levy dollars increased. Due to the decisions made in the budget process, fee income also increased.

The central office and schools continued to spend conservatively last year, anticipating that all I-728 funds will disappear from the state budget in 2010-11 and further state budget cuts may be on their way. That frugality resulted in a higher than expected ending fund balance, most of which is designated for use by a specific program or expense type in 2010-11.

The recession did have a positive impact on our modernization program. Bids for school construction came in lower than expected. In addition, the district took advantage of new types of bond issues related to the American Recovery and Reinvestment Act to save about \$8.5 million in interest in its December 2009 bond sale over the life of the bonds as compared to the cost of the usual tax-exempt bonds.

All Funds 2010-11	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
General	\$22,172,068	\$218,279,208	\$218,728,210	\$21,723,066
ASB	\$800,507	\$2,754,199	\$2,683,525	\$871,181
Debt	\$12,111,280	\$40,821,254	\$48,845,799	\$4,086,735
Capital	\$183,995,410	\$141,215,845	\$108,926,114	\$216,285,141
Transportation Vehicle Fund	\$2,168,666	\$718,407	\$1,537,078	\$1,349,995

Awards & Achievements

Nancy Pfaff was one of four teachers statewide selected as a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). She teaches at Horace Mann Elementary School.

Educational Options



LWSD's Vision is "Every Student Future Ready." To support this vision, LWSD offers a variety of educational options to students, especially at the secondary level. Junior high and high school students have a number of choice school options. They have more freedom to select elective courses of interest to them. Students can take Advanced Placement (AP) classes. They can take community college classes through Running Start. Through these options, the district offers a range of programs to meet student needs.

Two new programs began in LWSD during the 2010-11 school year: the Cambridge Program at Juanita High School and the Online Academy.

Cambridge Program

Juanita High School began the Cambridge AICE Program in the fall of 2010 with the first group of ninth graders. The University of Cambridge in England supports this rigorous academic program. It culminates in an Advanced International Certificate of Education (AICE) – an international diploma. With an international standard, the Cambridge Program provides external validation of student achievement.

The curriculum provides students with opportunities to:

- develop higher-order thinking skills
- use information and apply it in context
- demonstrate learning through multiple modes of communication

Many colleges and universities offer recognition for participation in the Cambridge AICE program as they do for AP classes or the International Baccalaureate Program. In preparation for the demands of AICE, ninth and tenth graders participate in a pre-AICE, or International General

McKenna Conlin, a sixth grader at Franklin Elementary, was declared the state champion for Washington in the "Letters About Literature" writing contest. The contest encouraged students from elementary, junior and senior high schools to write letters to their favorite authors, living or dead. McKenna wrote her letter to noted Northwest author Sherman Alexie about his book, "The Absolutely True Diary of a Part-Time Indian."

Awards & Achievements

Educational Options

Certificate of Secondary Education (IGCSE), curriculum. They take the IGCSE examinations (the former British O Level exams). AICE courses and examinations, also known as the British A Levels, will be offered for students in grades 11 and 12 in the future.

Spring assessment results for the first class of students in the Cambridge program were outstanding. Sixty-eight percent of the scores were A or A* (the highest possible). Most scores, 96 percent, were passing. For specific information on the academic program, visit the [Cambridge program](#) section on the Juanita High website. Information about the application process and the profile of a Cambridge student can be found there as well.

Online Academy

In August 2010, the School Board passed a policy and procedures authorizing online learning in LWSD. Using these guidelines, the Online Academy was launched. The Academy offers a rich and challenging set of online classes for high school students. These classes are developed and taught by LWSD teachers. In its first year of existence, the Online Academy offered five classes:

- Online Health
- Online Washington History
- Online US Government
- Online English 9
- Online World History 9

During the second semester of 2010-11, these five online classes were staffed and run by LWSD teachers. Eighty-seven students took part. In addition, plans for creating and adding additional online offerings to the current menu of offerings were developed for the 2011-2012 school year.

Joyce Teshima, the principal at Redmond Elementary, was honored by the Elementary School Principals' Association of Washington with a regional Distinguished Principal award. This award is presented to principals as a tribute to their deep and professional commitment to the children of their school. Joyce was one of 18 principals selected for regional awards around the state. She represents the East King region.





Lake Washington School District
P.O. Box 97039
Redmond, WA 98073-9739
(425) 936-1200 | www.lwsd.org

For a printed copy of the Lake Washington School District Annual Report, please contact the communications department at (425) 936-1300.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 16250 NE 74th Street, Redmond Washington, 98052, (425) 936-1266.