



# Lake Washington School District School Annual Report

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

## Rush Elementary

6101–152nd Avenue N.E., Redmond, WA 98052 (425) 881-6047

### School Mission

We are a community of staff, students and parents dedicated to creating and maintaining an open, inviting, and challenging school environment.

**Mascot: Cheetah**

**Colors: Green and Gold**

**Website: [www.lwsd.org/rush](http://www.lwsd.org/rush)**

### Kimo Spray, Principal

Rush Elementary is a neighborhood school, situated in a community dedicated to learning. Rush Elementary was the first PeaceBuilder school in the state of Washington, promoting a welcoming environment where mutual respect is highly valued.

Each day, we begin with a simple message: Be Kind, Be Careful, and Keep Learning. It is how we expect everyone to conduct themselves as they enter Rush from the beginning of the day to the end, from the first day of school to the last.

Rush is committed to quality, research-based teaching practice; teamwork and collaboration; innovation and camaraderie. Now in my sixth year as principal of Benjamin Rush Elementary, I have seen tangible benefits for our students—the result of dedicated, professional practice on the part of staff.

Rush Elementary is a leader in instructional technology and informational literacy.

While we continually make incremental changes to our overall program, we are confident that Rush provides a strong academic and social learning experience where children have the opportunity to thrive.

Great things happen at Benjamin Rush Elementary because great things are expected.

## Year in Review – 2007-2008

### School Improvement Plan

Under the direction of our Building Leadership Team, composed of teacher leaders and grade level representatives, we have developed our Continuous Improvement plan with a high degree of staff involvement and ownership. As we made building-wide plans for improvement, we did not lose sight of our ultimate goal of reaching and growing each individual student. Our building goals for 2008 were to improve student achievement by focusing on: Reading-Literary Text Analysis and Interpretation; Writing-Ideas and Content/Style; Math-Continued Number Sense Development and the Communication of Understanding; Science-Scientific Method Continuum Development.

While we use assessment results to determine our school-wide areas of focus, we are getting better at analysis that is useful in the classroom. In our initial look at large-scale assessment data, our performance was uneven. However, by digging deeper we found areas to work on in our ‘increases,’ and things to celebrate in our ‘decreases.’

For instance, we noticed that we are moving a larger percentage of students from Level 3 to Level 4 each year, even in areas of decreased overall achievement. In third grade reading, we had an 11% increase in performance that places nearly half of our students in Level 4. Sixth grade math posted a 15% increase in Level 4 performance. Sixth grade reading, with modest overall performance, had its highest Level 4 percentage increase (+16%) as did fourth grade reading (+13%; 46% overall). Fifth grade Math did well overall (92% proficient or above) and had a high percentage of Level 4 students (58% of all students). Fourth grade writing continues to grow (84% overall—highest ever at Rush), with no students at Level 1, but we are still developing strategies to move a greater percentage of students to Level 4.

### I-728

Initiative 728 was designed to improve public education and lead to higher academic achievement for all students. This funding is critical to help kids get off to a good start as well as to support those who are struggling. In this sixth year of I-728 funding, Lake Washington School District (LWSD) continued to focus on four areas:

The early childhood program, which funds preschool classrooms staffed by highly trained teachers, so more children come to school prepared to learn.

Kindergarten and first-grade class sizes, which are kept at an average of 19 so children get more teacher attention in those critical early years.

Summer and school-year programs to work with students who are struggling to meet academic standards.

The award-winning New Teacher Support Program, which helps new teachers succeed from the start, and additional professional development so teachers are always finding more ways to help students learn.

### No Child Left Behind Report

The “No Child Left Behind” Act of 2001 (NCLB) outlines requirements that K-12 schools must meet. LWSD met the standard for Adequate Yearly Progress (AYP) in 49 of 59 subgroups under NCLB. In most of the 49 areas, students scored significantly above the requirements. The areas of concern for the district include special education, Hispanic students and low-income students. No school district in the state of Washington with over 10,000 students made AYP, including this district. This school did make AYP for this year. NCLB requires all public schools and school districts to publish “report cards” that contain specific information highlighting their schools’ progress, including the results of the Washington Assessment of Learning (WASL). Visit <http://reportcard.ospi.k12.wa.us> to view this data plus the WASL scores broken out by eight subgroups.

# Rush Elementary – Assessment

## Washington Assessment of Student Learning (WASL)

	Reading		Mathematics		Writing		Science	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
<b>3rd Grade</b>	76	79	83	76	*	*	*	*
District	83	86	83	84	*	*	*	*
State	71	70	69	68	*	*	*	*
<b>4th Grade</b>	90	79	88	77	77	84	*	*
District	88	85	80	70	82	82	*	*
State	76	72	58	53	60	62	*	*
<b>5th Grade</b>	86	81	81	92	*	*	71	71
District	83	89	78	81	*	*	60	72
State	72	75	59	61	*	*	36	43
<b>6th Grade</b>	70	76	43	60	*	*	*	*
District	81	82	72	71	*	*	*	*
State	68	69	50	49	*	*	*	*

The WASL is a standards-based test that measures how well students apply knowledge and skills in reading, mathematics, writing, and science. Scores represent percentage of students at standard in each area.  
 \* not tested | 3rd Grade does not test Writing and Science, 4th Grade does not test Science, 5th Grade does not test Writing, 6th Grade does not test Writing and Science

## District Budget Summary

### District Per Pupil Expenditure

\$8,671 per pupil including I-728

### General Fund Budget

\$201.1 million

### Direct Classroom Support 80.3%

- Teachers
- Instructional Assistants
- Teaching Supplies
- Counselors
- Staff Training
- Curriculum Development
- Librarians
- Special Education
- School Building:  
Utilities, Maintenance, Insurance

### Indirect Classroom Support 14.2%

- Building Administrators
- School Support/Secretaries
- Transportation
- Food Services
- Student Activities/Athletics

### Administration 4.5%

- Board, Superintendent
- Central Office Administrators
- Human Resources, Public Information, Payroll, Accounting
- Technology Support
- Administration Buildings:  
Utilities, Maintenance, Insurance

### Other Programs 1.0%

## School Use/Parents and Community

### School Use

Our school facilities are available for public use by contacting our school office.

### Parents and the Community

We encourage you to get involved in our school and in PTSA. Volunteers are trained and work in a variety of positions. To get involved, call our school office.

### School Snapshot

#### Building Budget

\$80,175

#### Student Composition

Asian	25.88%
African American	1.76%
Hispanic	8.04%
Native American	0.50%
Caucasian	61.06%
Pacific Islander	0.0%
Special Ed	7.69%
ELL	12.66%
Free/Reduced Lunch	9.32%
Male/Female	53/47%

#### School Enrollment

October 2006	404
October 2007	403

#### Staff Education Achievement

Bachelor's	1
Bachelor's + 45 credits	1
Bachelor's + 90 credits	5
Bachelor's + 135 credits	5
Master's	1
Master's +45 credits	11
Ph.D.	1

#### Student Attendance

Attendance 95.1%

#### Capital Projects Levy Activities

**Facilities:** Installed 2" seismic gas valve. Installed new fire sprinkler gauges and shutoff valves.

**Technology:** Computer allocations were maintained at the district standard. New equipment continued to replace old on a standardized basis. Interactive whiteboards and projection systems have been installed in every classroom. Training continued on integrating technology into subject areas and using technology to increase student engagement. Software enhancements, network upgrades and new technologies to support student learning were available.

#### Use of Maintenance and Operations Levy

Assist schools in helping all students reach academic standards; offer ongoing teacher training; purchase textbooks and classroom materials; provide additional staff for instruction and supervision; and support extracurricular athletics and activities.