



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

School Mission

A.G. Bell exists to inspire and empower learners through community involvement, collaboration, quality teaching practices and a commitment to our diverse population.

Mascot: Bulldog

Colors: Green, Gold

Website: www.lwsd.org/bell

Craig Madsen, Principal

A.G. Bell is a K-6 school located in the Totem Lake area of North Kirkland. Celebrating our 43rd year, A.G. Bell possesses a rich heritage of diversity, student success and school-to-home partnerships. Nearly 20 percent of our students are non-native English learners with over 20 countries represented in our student population.

Student learning is a paramount focus at A.G. Bell. Every Wednesday afternoon, teachers and staff collaborate around four important questions: What do we want students to learn? How will we know if they have learned it? What will we do if they don't learn it? How will we challenge students who already know it?

The staff at A.G. Bell recognizes that student academic success is not the only facet of a student's development. We have implemented a new life skills program, called "Living the Bulldog Way," which allows for the teaching and reinforcement of various character traits and skills (honesty, respect, caring, etc.). These skills are emphasized through regular assemblies and "I Got Caught" slips — celebrating students who demonstrate positive character.

A.G. Bell's PTSA continues to support a school culture that welcomes family participation and involvement. A.G. Bell is a great place for kids and families.

Year in Review – 2010-2011

Continuous Improvement Plan

At A.G. Bell, our primary academic goal is to assure that all students are reading at standard by the end of second grade. We have a trained cadre of instructional assistants who work collaboratively with the classroom teachers within the literacy block. Support staff members work in the primary classrooms during this language block. These focused efforts yielded strong achievement for the students in these grade levels. We continue to adjust our programs as student assessment data provides us with current information.

In addition to the MSP and classroom reading assessments, students at Bell are given a formal reading assessment (DIBELS and QRI) three times every year. Following these assessments, teachers meet to discuss results and develop plans for students who are not yet at standard. Every student who is not at standard receives strategic instruction in the area of need. Using our Safety Net and Better Schools teachers, many of our students receive one or two additional "doses" of reading instruction every day.

We are continuing our Math focus at Bell. Our school-wide math goal, established three years ago, is to develop a "math culture" at A.G. Bell. Specifically we desire to grow students into "confident and competent mathematical thinkers." Currently, we have three after school math clubs, Math Olympiad and math safety net opportunities. We also have a family math night. At the classroom level, we have begun a staff development focus on differentiating math instruction for all students.

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 50 of 59 subgroups under NCLB. In most of the 50 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 not make AYP for this year in special education reading and math. 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 Measurements of Student Progress (MSP). Visit <http://reportcard.ospi.k12.wa.us> to view this data plus the WASL scores broken out by eight subgroups.

Community Feedback

This school has sought feedback from parents and community members on their experiences with the school. Key responses are summarized here.

Community Survey Results	% agree	weighted score
The school's primary emphasis is improving student learning.	95%	3.70
The school communicates its goals effectively to families and the community.	88%	3.48
All students in the school are expected to meet high standards.	87%	3.32
Students respect those who are different from them.	92%	3.48
The adults in the school show respect for all students.	95%	3.70
My child feels safe at school.	95%	3.68
I feel welcome when I visit the school.	97%	3.75
The school works with many community organizations to support students.	95%	3.58

% agree = percent of respondents who answered somewhat agree or strongly agree.

Weighted score is on a scale of 1 (strongly disagree) to 4 (strongly agree).

Number of responses: 60

Bell Elementary – Assessment

Measurements of Student Progress (MSP)

	Reading		Math		Writing		Science	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
3rd Grade	86	85	77	57	*	*	*	*
District	88	88	73	77	*	*	*	*
State	72	73	62	62	*	*	*	*
4th Grade	84	85	57	72	71	73	*	*
District	84	85	72	77	80	82	*	*
State	67	67	54	59	61	61	*	*
5th Grade	76	75	52	61	*	*	45	67
District	86	85	71	75	*	*	58	80
State	70	68	54	61	*	*	34	56
6th Grade	71	72	67	68	*	*	*	*
District	80	87	71	79	*	*	*	*
State	65	71	52	59	*	*	*	*

Scores represent percentage of students who met the standards.

*not tested

District Budget Summary

District Per Pupil Expenditure

\$9,290 per pupil

General Fund Budget

\$226 million

Direct Classroom Support 81.3%

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

Indirect Classroom Support 13.8%

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

Administration 4.1%

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

Other Programs 0.8%

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.

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.

School Snapshot

Building Budget

\$77,526

Student Composition

Asian	19%
African American	3%
Hispanic	12%
Native American	1%
Caucasian	59%
Pacific Islander	0%
Special Ed	12.92%
ELL	17.57%
Free/Reduced Lunch	28.17%
Male/Female	54/46%

School Enrollment

October 2009	402
October 2010	387

Staff Education Achievement

Bachelor's	2
Bachelor's + 45 credits	3
Bachelor's + 90 credits	6
Bachelor's + 135 credits	1
Master's	8
Master's +45 credits	8

Student Attendance

Attendance	95.1%
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Capital Projects Levy Activities

Facilities: No facilities capital projects.

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. Elementary schools were provided with netbooks and storage carts. Obsolete student desktop computers were surplus. This improved the student-to-computer ratio to 3:1. 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 on-going teacher training; purchase textbooks and classroom materials; provide additional staff for instruction and supervision; and support extra-curricular athletics and activities.