



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

School Vision

Through school-wide collective commitments in a rigorous learning environment, Redmond Junior High students are prepared for the challenges and rewards of high school, future educational opportunities, the global workplace, and personal life.

Mascot: Grizzlies

Colors: Red, White and Black

<http://schools.lwsd.org/rjh/>

Kelly Clapp, Principal

At Redmond Junior High, we have a caring and committed staff that works collaboratively to ensure that every student is future ready, for college, the workplace and personal success. We provide a student-centered environment where student learning is the focus. We work to have a safe and positive climate that fosters learning. We are proud of the rigorous academics here and the range of extracurricular opportunities that help students make more meaningful connections with school.

RJH is proud of the programs available that challenge our students and help them be successful. We have 7th and 8th grade QUEST; 9th grade honors for science, social studies and language arts; ELL; and a strong transition program. We have interventions in place to help students who need extra help or time to do work such as our Homework Lunch and After-School Study Hour. We also support students by providing a comprehensive athletic and activities program. In addition to choosing from a wide variety of after-school sports, students have club options such as Yearbook, Honor Society and Math Olympiad. Our Leadership and ASB program is outstanding. Our wonderful PTSA and parent volunteers continue to be involved in enhancing the experience here for all students.

Year in Review – 2010-2011

Continuous Improvement Plan

The 2010-2011 school year was a time for growth and change for our Redmond Junior High Community. We adopted the District mission as our own and created a new vision that addressed elements of the Student Profile. We also began our work for the reconfiguration process. We established our academic schedule and began to study best practices in grading. Additionally, the staff worked hard to develop the skills necessary to work as a highly functioning professional learning community where the focus is on student learning. A team attended the Professional Learning Community Institute in Seattle this summer. We are using information gained from the experience to guide how we do our work this current school year. This year, in addition to collaborating in departments and content area teams, our staff has divided themselves into Learning Teams. These teams are focused on becoming knowledgeable about and implementing action plans for topics related to instruction and building/improving school culture.

We continue to focus on providing interventions when students are struggling. For example, we have our highly successful homework lunch, an after-school homework club, a math lab and breakfast support. We are fortunate to have a wealth of PTSA and community volunteers available to help support us in these important initiatives. Additionally, a team attended five days of training in RTI (response to intervention), where we learned how to screen students to identify specific needs and then provide tiered support for them based on their needs. Our goal is to fully implement RTI next year when we become a middle school. Improved achievement in math is still a priority. Last year, we set goals based on an analysis of individual student data. This year, we have reflected on how successful we were in meeting those goals. We will continue to set new goals based on student achievement data.

No Child Left Behind Report

The “No Child Left Behind” Act of 2001 (NCLB) outlines requirements that K-12 schools must meet. LWS D 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. Special education students did not make the standard in reading and math, and low income students did not make the standard in reading. 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 MSP 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. Further survey results are available on our school website.

Community Survey Results	% agree	weighted score
The school’s primary emphasis is improving student learning.	77%	3.15
The school communicates its goals effectively to families and the community.	63%	2.78
All students in the school are expected to meet high standards.	70%	2.96
Students respect those who are different from them.	78%	3.07
The adults in the school show respect for all students.	85%	3.27
My child feels safe at school.	85%	3.23
I feel welcome when I visit the school.	89%	3.30
The school works with many community organizations to support students.	84%	3.36

% 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: 27

Redmond Junior High – 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
7th Grade	88	82	79	82	90	91	*	*
District	81	75	78	74	86	87	*	*
State	63	56	55	57	70	71	*	*
8th Grade	81	87	60	74	*	*	81	89
District	82	87	61	70	*	*	78	85
State	69	69	52	50	*	*	55	62

Scores represent percentage of students who met the standards.

*not tested

End of Course (EOC) Exams

Grade Level	EOC Math Year 1	EOC Math Year 2
All Grades	86	98
District	80	82
State	62	73

EOC exams are given in any grade in which the course is offered.

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

\$160,349

Student Composition

Asian	26%
African American	2%
Hispanic	9%
Native American	0%
Caucasian	61%
Pacific Islander	0%
Special Ed	10.65%
ELL	3.36%
Free/Reduced Lunch	13.90%
Male/Female	53/47%

School Enrollment

October 2009	849
October 2010	892

Staff Education Achievement

Bachelor's	5
Bachelor's + 45 credits	1
Bachelor's + 90 credits	2
Bachelor's + 135 credits	3
Master's	10
Master's +45 credits	25
PhD	1

Student Attendance

Attendance	95.2%
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Capital Projects Levy Activities

Facilities: Installed portables, VFD ventilation and carbon dioxide sensors, and weather station.

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 extra-curricular athletics and activities.