



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

### School Vision

Every Student Confident and Future Ready

### School Mission

Accept where students are, then cultivate, engage, and challenge them to reach personal success.

### Mascot: Cheetah

Colors: Green and Gold

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

### Brad Stolz, 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. I have seen tangible benefits for our students – the result of dedicated, professional practice on the part of staff.

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 – 2010-2011

### Continuous Improvement Plan

At Rush, our staff agrees that the learning needs of children do not shift dramatically year-to-year and as a result, our goals remain somewhat stable. We have found this to be very important to the long-term health of our program and our growth trends the past five years indicate that students are benefitting as a result.

As in previous years, the CIP planning team took responsibility for developing the building emphasis based upon performance and perception data that has been gathered. Grouped into curricular teams, the CIP planning team, based on the information available, propose a building focus that is presented to staff for final approval. Once the building goal, focus, and expected results are determined, it becomes the responsibility of grade level teams to refine their focus making it specific to their level and curriculum.

The CIP Planning Team came together to look at the Nine Characteristics Staff Survey to determine possible goals to work on based upon those results. While we were generally pleased with the cohesion of thoughts amongst staff members, we do feel a need to draw our parent community into the Continuous Improvement Planning process and as such, determined a related goal for improvement. This will continue to be our goal in 2011.

Throughout the school year, we monitor/review/adjust our grade level goals and focus to meet the needs of 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 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 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.

Community Survey Results	% agree	weighted score
The school’s primary emphasis is improving student learning.	85%	3.44
The school communicates its goals effectively to families and the community.	87%	3.33
All students in the school are expected to meet high standards.	82%	3.05
Students respect those who are different from them.	92%	3.42
The adults in the school show respect for all students.	92%	3.62
My child feels safe at school.	92%	3.67
I feel welcome when I visit the school.	90%	3.64
The school works with many community organizations to support students.	84%	3.24

% 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: 39

# Rush 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
<b>3rd Grade</b>	92	89	75	64	*	*	*	*
District	88	88	73	77	*	*	*	*
State	72	73	62	62	*	*	*	*
<b>4th Grade</b>	79	89	76	82	71	84	*	*
District	84	85	72	77	80	82	*	*
State	67	67	54	59	61	61	*	*
<b>5th Grade</b>	87	77	71	72	*	*	56	79
District	86	85	71	75	*	*	58	80
State	70	68	54	61	*	*	34	56
<b>6th Grade</b>	71	88	50	80	*	*	*	*
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

\$57,239

### Student Composition

Asian	27%
African American	2%
Hispanic	9%
Native American	0%
Caucasian	58%
Pacific Islander	0%
Special Ed	10.19%
ELL	13.38%
Free/Reduced Lunch	9.43%
Male/Female	53/47%

### School Enrollment

October 2009	400
October 2010	471

### Staff Education Achievement

Bachelor's	3
Bachelor's + 45 credits	3
Bachelor's + 90 credits	3
Bachelor's + 135 credits	3
Master's	4
Master's +45 credits	10
Ph.D.	1

### Student Attendance

Attendance	93.6%
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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. 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.