Highland Elementary
Highland Elementary is a beautiful school which opened in the fall of 1999. Our students, staff and families are what make this building the special place that it is. As you walk through the front doors, visitors can feel the positive climate immediately. Our staff is dedicated to meeting the needs of each student. We work collaboratively to ensure Highland is efficient, orderly, high-performing and full of school and community pride.

About Our Students
We stress the importance of regular attendance, promptness, responsibility for quality work, good decision making, and a positive and cooperative behavior. We do not retain, suspend or expel students unless all avenues for success have been explored. We view our school as the place for each child to receive an excellent education and lifelong skills. In 2011-2012 we had excellent attendance with no unexcused absences.

Supplementary Programs
The following data reflects the percentage of our students benefiting from supplementary programs:
Free or Reduced Meals – 24.5%
Special Education – 12.4%
Transitional Bilingual – 3.6%
Highly Capable – 28 students
Average Class Size - 27

Student Ethnic Composition
American Indian - .5%
Asian - 2.6%
Pacific Islander - .2%
Asian Pacific Islander - 2.7%
Afro-American - 1.0%
Hispanic - 9.4%
Two or more races - 7.4%
White - 79.0%

Academic Focus
We will continue to focus on increasing each student’s fluency, rate, accuracy, and basic comprehension as measured by our DIBELS reading test.
As a staff, we will target our instruction around developing in each of our students an ability to analyze both literary and informational texts at deeper, more critical levels. Reading is about making connections and thinking deeply about what is being read; we want our students to understand how to interact with the text they are reading at a high level.
In the area of mathematics, writing, and science we will continue to build upon our successes. Grade level teams will target their instruction around the state standards embedded within our district curriculums.
We will formatively assess often, provide feedback to students in a timely fashion, adjust our instruction accordingly, and provide interventions and/or opportunities for enrichment/extension as determined by the data collected.

Accomplishments
We have much to celebrate at Highland Elementary. Our students continue to make wonderful academic strides as measured by various building, district, and state assessments. Our instructional team made up of our amazing and talented teachers and para-professionals, along with our parents and countless volunteers, continue to find ways to meet the individual needs of our students.
We also recognize that our students need to grow in other ways as well to ensure a successful foundation. To bring about an opportunity for our students to grow as leaders of their own lives and community, we were recently afforded an amazing opportunity to bring The Leader in Me leadership initiative to Highland Elementary. We were fortunate enough to be one of a handful of schools in the nation to be awarded a generous grant by Panda Express to bring the 7 Habits of Highly Effective Kids through the Leader in Me. We are in the midst of explicitly teaching and embedding 21st century leadership skills in all that we do here at Highland. We want our students to learn how to be leaders and strive to provide opportunities for them to grow these skills each day.

How You Can Help
Partner with us in your child’s education journey! Here are some easy ways for you to support your child’s learning.
• Take 20 minutes each night to read with your child five times per week.
• Learn the 7 Habits, discuss and ask questions about them at home with your children. Be a model and use the 7 Habits in your own lives and that of your family’s. As a family unit, develop a family mission statement just as each of our classrooms has created. Provide opportunities for your child to be a leader at home by discussing specific jobs or responsibilities that he or she can take over and see through.
• Reinforce to your student how learning is a process. Just because they don’t “get” something the first time, does not mean they won’t the second or third try. Expect to have to work at it. On the flip side, just because a concept is easy at first, does not mean the next one will be. “Smart” is relative. Perseverance and an ability to stay with a problem is much more important for long-term success!
• Attend “Curriculum Night” and Parent Conferences. Become a PTA member- even if you can’t attend meetings, the financial contribution supports your child’s school directly. Our PTA is a very welcoming organization!
• Ask questions! Find out from your student’s teacher how you can best work with your child to improve his or her skills in specific areas.
• Become trained as a reading tutor and provide 1:1 and small group assistance to an emergent reader.
• Take 20 minutes each night to read with your child five times per week.

Volunteer at school if your schedule allows! Just call us at 425-335-1585 and learn about our volunteer opportunities. We had over 250 volunteers help us last year here at Highland!
About our Staff

In 2011/12 Highland had 30 certificated teachers and support professionals assisted by 20 paraeducators and support staff guided by one principal. Additionally, all district buildings are supported by custodians, grounds, maintenance and technology personnel. On average Highland teachers have just over 10 years of teaching experience and 85.2% have a master’s degree. All Highland teachers and paraprofessionals meet the highly qualified designation as outlined by the federal No Child Left Behind law.

About Our School Building

Highland was built in 1998 and opened for students in the fall of 1999. It is the district’s only two-story elementary school and is located on nine acres of property which is one block from Lake Stevens High School. There are 609 students in grades kindergarten through fifth grade. Its playfield includes a covered play area, softball field and soccer field that are used by high school students and community members. It has 25 classrooms, six instructional pods located in wide hallways, a library, music rooms, a regulation sized basketball gymnasium with hardwood floors and a separate cafeteria with a stage area. Currently there are four portable classrooms on site. The practical capacity for the building is 619 students. The total building size is 50,000 square feet.

About Our Financial Resources

For the 2012-13 fiscal year the General Fund budget revenue totals $70.0 million. The School Board has set a minimum budgeted ending fund balance of 5% of expenditures that is necessary to accommodate normal cash flow.

Approximately 72.1% of the revenue comes from the state for basic education and special programs. The state provides an average of $5,063 per full time student to Lake Stevens. All I-728 (Class Size) funding has been cut from the state budget. Twenty-one percent of the revenue comes from the citizens of the community through the levy of voter approved taxes and various fees and donations.

Approximately 82.7% of the expenditures are payment of salaries and benefits for the employees of the district. The balance of the expenditure budget is used in the areas of supplies and materials, purchased services, capital outlay and travel.

Washington State / District Assessment Plan

In the spring of 2012 students in grades three through five took the statewide MSP (Measurement of Student Progress test). This is a state standards based assessment in math, reading, writing, and science. Students must demonstrate mastery in order to meet standards in each subject area. The MSP is a multiple choice, fill-in and short answer test with the exception of the writing portion, which is an essay response. You may refer to the district’s website at www.lkstevens.wednet.edu and click on Our District, Reports, for a complete look at district scores.

Teachers routinely conduct formative assessments in reading, math, and expository writing skills to gauge how individual students are learning, and to tailor instruction accordingly. The DIBELS test is used K-5 to assess three major literacy skills, which enables teachers to tailor instruction to meet individual student’s strength and growth opportunities for reading skills. Progress is monitored over the course of the academic year through all forms of formative assessment.

This year all Washington schools will be evaluated in 11 proficiency areas as provided through the 2012 state testing score results. The state has set annual improvement goals for each school to achieve in the areas of reading and math. These goals are defined as Annual Measurable Outcomes (AMOs) and are targets that aim to cut in half the proficiency gaps in the 11 areas by 2016-17.

Measurement of Student Progress Test: Percentage Meeting Standard

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Highland Elementary Contact Information:

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