Skyline is a wonderful learning community for students and their families. As a Washington State Achievement Award winner we take pride in the hard work of our students, parents and staff. This award is given to the state’s top performing schools. Our goal is to provide a safe and positive learning program for each student in a respectful and caring environment.

About Our Students
At Skyline we are safe, fair, kind and respectful. Our students come to school ready to learn and to encourage others to be successful, because at Skyline learning comes first. We believe that every student is capable and deserving of the best possible educational program. We stress the importance of regular attendance, promptness, responsibility for work and decision making and behaving in a positive and cooperative manner. We strive to design programs that connect students with their school community.

Academic Focus and Goals
**Reading:** We will continue to emphasize reading comprehension. Small group instruction will be utilized to provide more individualized instruction. Reading groups will allow some students to work at a more accelerated pace while others can work on the basic skills they need. Students will also receive additional support from a grade level paraeducator in targeted areas. A before and after school reading program will be designed specifically for students who need extra help. Teachers will also read higher level books to students for discussions. This gives all students an opportunity to use higher level thinking skills and strategies to discuss and understand stories and articles.

**Math:** Lessons will be hands-on and inquiry driven. Students will learn how to represent solutions and explain their thinking. This approach helps each student develop problem-solving and reasoning skills. Students will make sense of mathematical problems through drawings, math talk (or conceptual language) and real-world examples. Assignments and tasks will be differentiated to match the needs of each student. All students will have the opportunity to use IXL, an online math program, both at school and at home. This program provides additional instruction and practice at each student’s current level. For students who need additional attention we will also provide a before and after school extended day math program.

**Writing:** Teachers will participate in literacy alignment training to provide students with a balanced approach to writing. Our goal is for our students to write clearly and effectively in a variety of forms and for different purposes. Students will write detailed narratives about real or imagined experiences. They will respond to informative texts and convey their ideas and information clearly. They will also be challenged to share an opinion and support it using valid reasoning and relevant evidence. Our students will understand and use the writing process to become expressive and informative writers.

How You Can Help
We love our volunteers! Skyline is full of helpful parents who work alongside our staff to provide the best possible educational experience for our students. You will see our hallways full of parents, grandparents and community members who are working one-on-one with students; reading with small groups; tutoring and helping in any way they can. You will also see our volunteers assisting in classrooms, working to prepare materials, or on the playground. We encourage our parents to participate as much as possible at Skyline.

At home, you can help by supporting your child’s learning. We have a few programs online that parents have found helpful with their child’s learning. Our students can access IXL or Reflex math to help them practice the math skills they are learning in class. Kindergarten through second-graders can also log onto Wonders, a reading curriculum where students play reading games. Parents are also able to use Family Access to see their child’s assignments and academic progress.

All families are encouraged to be actively engaged in their child’s learning by attending parent conferences; serving on the PTA and school and district committees; communicating frequently with school personnel; and monitoring their child’s progress and attendance. Special programs are also developed and in place to make school an inviting place for our Spanish speaking population.
Supplemental Programs
The following data reflects the percentage of Skyline students benefitting from supplemental programs:

- Free or Reduced Meals..............................44.4%
- Special Education....................................15.2%
- Transitional Bilingual ...............................9.2%
- Highly Capable ......................................28 students
- Average Class Size .................................24

Student Ethnic Composition
- Asian .......................................................3.7%
- Native Hawaiian / Other Pacific Islander ....0.2%
- Asian/Pacific Islander .............................3.9%
- Black / African American ........................1.0%
- Hispanic / Latino of any race(s) ..............18.6%
- White ......................................................68.3%
- Two or More Races .................................8.1%
(Totals will not equal 100%)

About Our School Building
Skyline was built in 1992 on a 10+ acre site that is located behind Lake Stevens Middle School. The practical capacity for Skyline is 610 students; we have 503 students attending grades kindergarten through fifth-grade. There are 25 classrooms, a multipurpose room, library, a music room and four portable classrooms. The main corridors in the classroom wings are wide, carpeted, and outfitted with whiteboards for the purpose of small group instruction. The total building size is 41,462 square feet.

About Our Staff
Skyline has 31 certificated teachers and support professionals assisted by 22 paraprofessionals and support staff guided by one principal. Additionally, all district buildings are also supported by custodians, grounds, and maintenance and technology personnel. On average Skyline teachers have 13 years of teaching experience and more than 64 percent have a master’s degree. All paraprofessionals and all classroom teachers meet the highly qualified designation as outlined by the federal No Child Left Behind law.

About Our School Funding
Approximately 83.7 percent of the expenditures are used for 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. Approximately 75.1 percent of the revenue comes from the state for basic education and special programs. The state provides an average of $5,665 per full time student to Lake Stevens School District. All I-728 (class size) funding has been cut from the state budget.

State and District Assessment Plan
In the spring of 2014, most Lake Stevens School District students in grades three through five took the Measurements of Student Progress (MSP)—a standards-based assessment of reading, writing, math and science. Students must demonstrate proficiency or mastery in order to meet standards in each area. The tests use a combination of multiple choice, short answer and essay responses.

About Our Financial Resources
For the 2014-15 fiscal year the general fund budget revenue totals $80 million. The school board set a minimum budgeted ending fund balance of 5 percent of expenditures that is necessary to accommodate normal cash flow. Approximately 75.1 percent of the revenue comes from the state for basic education and special programs. The state provides an average of $5,665 per full time student to Lake Stevens School District. All I-728 (class size) funding has been cut from the state budget.

A total of 18.9 percent of the revenue comes from the citizens of the community through the levy of voter approved taxes and various fees and donations. Approximately 83.7 percent of the expenditures are used for 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.

While most of our students took the MSP, students at Sunnycrest Elementary School participated in a pilot of the new Smarter Balanced Assessment. The assessment, which is solely computer-based, will replace the MSP in 2015 and measures students’ progress towards being career and college ready as defined by the Common Core State Standards. As part of the pilot at Sunnycrest, student results were not published and the district did not receive scores.

Participating in the pilot allowed our students, teachers and administrators to get a “sneak peak” and learn what the assessment would entail. It also allowed our Information Technology staff to ‘test out’ our digital infrastructure and technology. Participation helped us learn that our district is going in the right direction in terms of materials, instruction, professional learning, and technology and infrastructure. Very few technology glitches were experienced during the pilots, and our students reported feeling challenged but not overwhelmed by the piloted items.

In addition to state assessments, teachers monitor student learning in grades K-5 in reading, writing and math through district benchmark assessments. Information gathered from these assessments enable teachers to tailor instruction to meet the needs of each student. Progress on these skills is monitored over the course of the academic year.

Teachers and teacher teams engage in careful study of the student achievement data that comes from these state and district assessments. Each school has a Data Team made up of building teachers, support staff, and administrators that analyze data and infrastructure. Very few technology glitches were experienced during the pilots, and our students reported feeling challenged but not overwhelmed by the piloted items.

Skyline Elementary School Contact Information
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*Suppression: In order to protect student privacy, aggregate data must sometimes be withheld from display when it could potentially be used to identify or derive information about individual students. This determination is made by the Office of the Superintendent of Public Instruction.