Report Introduction

On behalf of Shoreline Public Schools, I want to welcome you to our Annual Report to the Community. Whether a student, family member, employee or community member, you are an important part of our schools and their success.

This report will provide you with valuable highlights, information and data about our finances, academic progress and priorities for continued growth.

We are very pleased with the progress our schools have made in guiding the District closer to our vision of a bright future for all students. We remain mindful that there is always more work to do to reach that goal and have a clear focus on continual improvement in the ever-changing landscape of public education.

Our District is fortunate to have exceptional teachers, outstanding administrators and excellent support staff who are helping students reach their full potential every day.

I would like to thank our entire community for their support. It takes a caring and committed community to foster and support the high-quality educational environment we are fortunate to have in Shoreline Public Schools. Together, we are providing students with the knowledge and resources they will need to carry them into the future.

Please take a few minutes to review this report and see how our schools and community are providing our students with a rich and well-rounded learning experience. If you have any questions about this report or our schools, please do not hesitate to contact me at rebecca.miner@shorelineschools.org.

Our Mission

The mission of Shoreline Public Schools is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.
Shoreline Public Schools is an innovative, forward-thinking school district serving the communities of Shoreline and Lake Forest Park. Our students and staff benefit from a diverse learning environment that respects and embraces all abilities, cultures, customs and identities.

## Who We Are

### District Profile and Demographics

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>9,658 (May 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>52% Male</td>
</tr>
<tr>
<td></td>
<td>48% Female</td>
</tr>
<tr>
<td>Free or Reduced Meals</td>
<td>25.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11.9%</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>7.4%</td>
</tr>
<tr>
<td>Homeless</td>
<td>339</td>
</tr>
<tr>
<td>Section 504</td>
<td>6.7%</td>
</tr>
<tr>
<td>Unexcused Absence Rate</td>
<td>0.3%</td>
</tr>
<tr>
<td>White/Anglo</td>
<td>54.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>13.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6.8%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Languages Spoken</td>
<td>71</td>
</tr>
<tr>
<td>Students who speak a language other than English at home</td>
<td>16.9%</td>
</tr>
<tr>
<td>Teachers and Cert. Support Staff</td>
<td>615</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>408</td>
</tr>
<tr>
<td>Avg. Years of Teacher Experience</td>
<td>13.5</td>
</tr>
<tr>
<td>Teachers with a Master's Degree</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

### District Graduation Rate

- **4-Year:** 86.5%
- **5-Year:** 89%
Our students, staff and schools are recognized as some of the highest performing in the State. A culture of high expectations, engaging instruction and collaborative leadership supports the award-winning success of our students and staff.

We Succeed Together
Highlights of 2017-18 Student and Staff Honors

Nine Schools Receive State Honors for Achievement

Briarcrest, Brookside, Cascade K-8, Echo Lake, Highland Terrace, Lake Forest Park, Meridian Park, Parkwood and Syre received Washington Achievement Awards from OSPI and the State Board of Education. Award recipients are among the highest performing schools in the State based on three years of academic information as reported in the Washington Achievement Index.

Shoreline Schools Named to AP District Honor Roll

Shoreline Public Schools was one of just eight school districts in Washington, and 447 in the U.S., to be honored by the College Board with placement on the Annual Advanced Placement (AP) District Honor Roll. The District was recognized for increasing the number of students taking and succeeding in advanced placement courses.
**Adamo Inducted into Music Educators Hall of Fame**

Shorecrest High School and Kellogg Middle School orchestra teacher Mark Adamo was inducted into the Washington Music Educators Association Hall of Fame. He was one of only 10 music teachers in the state to be recognized with the prestigious honor at the group's annual conference in February 2018.

**Peters Honored with Patsy Collins Award**

Meridian Park Elementary teacher Denise Peters was presented with the Patsy Collins Award for Excellence in Education by the Seattle Foundation and Islandwood. Peters was selected for promoting high levels of student success and environmental awareness in her teaching. She also received a $10,000 classroom grant.

**Shorecrest Senior Honored for Volunteerism**

Shorecrest Senior Izabella Davis was selected as one of the seven top runners-up in the Prudential Spirit of Community Awards in Washington. She was recognized for her work creating and volunteering for a non-profit that promotes empowerment and self-expression for teenagers with disabilities through creative arts.

**Brookside Named a School of Distinction for ELA and Math**

Brookside Elementary was one of 98 in the state to be honored as a School of Distinction by the Center for Educational Excellence and their partner organizations. Brookside was selected for being in the top five percent of highest improving districts for English Language Arts (ELA) and math achievement.

**15 Teachers Earn National Board Certification**

Fifteen Shoreline teachers earned the distinguished National Board for Professional Teaching Standards Certification, commonly referred to as “National Board Certification.” This brings the total number of National Board Certified teachers to 92. The process can take from 200-400 hours to complete and supports strong teaching practices and strategies.

**Briarcrest Earns State Title I Distinguished School Award**

Briarcrest Elementary was selected by the Office of Superintendent of Public Instruction as a recipient of the State Title 1, Part A Distinguished School Award. The school's staff and students were honored for closing educational achievement gaps through high-quality educational programs and supports.

**Clark Presented with Spirit of Wonderland Community Award**

Director of Early Learning Hillery Clark was honored by Wonderland Development Center with their Spirit of Wonderland Community Award. Clark was recognized for her work in supporting and advocating for special needs students and youth in our community and region.

**Five Students Named National Merit Finalists**

Five Shoreline students were selected as National Merit Finalists. Shorewood's Leah Deobald, Madeline Rouse, Alexander Sharpiro, Julie Zhou and Shorecrest's Shelby Gresch joined the prestigious list of 15,000 of the top students in the United States based on PSAT scores, academic records and staff recommendations.
Investing in our Future

School District Budget Information

Revenues

- State.............................................$ 82,575,829
- Local Taxes....................................$ 25,716,720
- Local Non-Tax...............................$ 7,549,616
- Federal...........................................$ 6,230,379
- Other- Tech Levy..............................$ 949,400

Expenditures

- Direct Classroom Support...$ 96,532,900
- Other Support Activities......$ 16,816,426
- District Level Support..........$ 7,659,098
- Public Activities...............$ 4,436,922
  (Children’s Center, Facility Use, Conference Center)

Operational Quick Facts:

- 488,194 Lunches Served
- 213,001 Breakfasts Served
- 68 Buses
- 551,065 Miles Driven by Buses
- 1,650,285 Square Feet of Facilities
- 284 Acres of School Grounds
- 5,200 Chromebooks
- 4,000 IOS Devices
- 3,700 Laptop Computers
- 750 Desktop Computers
- 800 Internet Access Points
- 1,175 Voice Over IP (VoIP) Phones

2017-18 Budget

- General Fund.................................$125,505,346
- Debt Service Fund.............................$ 16,001,632
- Capital Projects Fund.........................$ 67,816,000
- Associated Student Body......................$ 2,810,695
- Transportation Vehicle Fund...................$ 648,000

Budget Expenditures

Docroal Classroom Support

- Teaching ............................................$69,733,897
- Principals’ Office ................................$ 6,305,401
- Health Services ..................................$ 5,636,384
- Guidance and Counseling ......................$ 3,768,515
- Professional Development .......................$ 3,403,394
- Library and Technology Support ..............$ 2,577,793
- Pupil Management and Safety .................$ 2,112,708
- Extra Curricular ..................................$ 1,614,176
- Instructional Technology .......................$ 598,082
- Curriculum .......................................$ 522,000
- Payments to Other Districts ...................$ 260,550

Other Support Activities

- Transportation Services .......................$ 4,042,858
- Custodial Services .............................$ 3,699,098
- Utilities ..........................................$ 2,751,340
- Child Nutrition Services ......................$ 2,170,647
- Maintenance Services ..........................$ 1,669,352
- Information Systems ...........................$ 956,117
- Insurance ........................................$ 691,681
- Grounds Services ................................$ 368,540
- Warehouse, Mail Room .........................$ 278,285
- Motor Pool .......................................$ 121,093
- Building Security ................................$ 67,415

District Level Support

- Central Administration .........................$ 3,596,815
- Supervision of Instruction .....................$ 2,874,515
- Operational Supervision .......................$ 1,187,768

Public Activities

- Children’s Center, Facility Use, Conf. Center.$ 4,496,922
Supporting Achievement

State Assessment Results

In 2015, Washington State implemented a new test to assess student progress towards state standards in Math and English Language Arts (ELA). The Smarter Balance Assessments (SBA) replaced the Measurement of Student Progress (MSP) and High School Proficiency Exam (HSPE) for testing those subjects. The State continues to use the MSP to assess Science in the 5th and 8th grades and an end-of-course exam for 10th grade Biology.

Because the SBA is a new type of assessment, we cannot compare its results to MSP and HSPE results from previous years to accurately gauge progress over time. Our goal was to maintain or grow the 10-point margin Shoreline has traditionally had over the state average. The charts on this page illustrate our success in reaching for that goal. Shoreline outpaced the state average by more than 10 points on 15 of the 17 tests given in grades 3-11.

You will also notice that 11th grade Math SBA scores for Shoreline and the State are well below where they are expected to be. This is due to the high number of 11th grade students who “opted-out” of taking the test in the spring. Each test that is not taken is marked as failed. We expect the number of students to take and pass the 11th grade tests to rise as it becomes a graduation requirement for the Class of 2018 and beyond.

While state testing provides valuable information to help us support student learning and success, it should never be the sole measurement of a student’s academic skills and knowledge. A student’s entire performance should always be considered.
Shorewood High School

10th Grade
- Biology: 81.1%

11th Grade
- ELA: 85%

Shorecrest High School

10th Grade
- Biology: Suppressed*

11th Grade
- ELA: 93.4%

Kellogg Middle School

7th Grade
- ELA: 81%

8th Grade
- ELA: 76.2%

Home Education Exchange

Enrollment: 201
- ELA: Suppressed*

Briarcrest Elementary School

3rd Grade
- ELA: 73.8%

4th Grade
- ELA: 48%

5th Grade
- ELA: 73%

6th Grade
- ELA: 83.3%

Brookside Elementary School

Enrollment: 500
- ELA: 75.3%

3rd Grade
- ELA: 73.8%

4th Grade
- ELA: 48%

5th Grade
- ELA: 73%

6th Grade
- ELA: 83.3%

Cascade K-8 Community School

Enrollment: 201
- ELA: 73.9%

4th Grade
- ELA: 73%

3rd Grade
- ELA: 73.9%

5th Grade
- ELA: 75%

6th Grade
- ELA: 84.6%

7th Grade
- ELA: 95%

8th Grade
- ELA: 81.8%

Einstein Middle School

Enrollment: 723
- ELA: 81%

7th Grade
- Math: 57.4%

8th Grade
- Math: 77.7%

Enrollment: 1,611
- ELA: 76.2%

8th Grade
- Math: 57.4%

Science: 77.7%

Shorewood High School

Enrollment: 1,611
- ELA: 81%

7th Grade
- Math: 68.1%

8th Grade
- Math: 57.4%

Science: 77.7%

Enrollment: 1,611
- ELA: 81%

7th Grade
- Math: 68.1%

8th Grade
- Math: 57.4%

Science: 77.7%

Enrollment: 1,611
- ELA: 81%

7th Grade
- Math: 68.1%

8th Grade
- Math: 57.4%

Science: 77.7%

Enrollment: 1,611
- ELA: 81%

7th Grade
- Math: 68.1%

8th Grade
- Math: 57.4%

Science: 77.7%
### Syre Elementary School
- Enrollment: 520
- Free/Reduced Meals: 15.1%
- Special Education: 12.4%
- Transitional Bilingual: 7.3%
- Unexcused Absence: 0.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>70.3%</td>
<td>74%</td>
</tr>
<tr>
<td>4th</td>
<td>81.1%</td>
<td>83.5%</td>
</tr>
<tr>
<td>5th</td>
<td>77.4%</td>
<td>69%</td>
</tr>
<tr>
<td>6th</td>
<td>85.3%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

### Lake Forest Park Elementary School
- Enrollment: 535
- Free/Reduced Meals: 25.6%
- Special Education: 10%
- Transitional Bilingual: 10.9%
- Unexcused Absence: 0.2%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>66.6%</td>
<td>69.6%</td>
</tr>
<tr>
<td>4th</td>
<td>85.3%</td>
<td>82.2%</td>
</tr>
<tr>
<td>5th</td>
<td>83.3%</td>
<td>76.9%</td>
</tr>
<tr>
<td>6th</td>
<td>90.1%</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

### Parkwood Elementary School
- Enrollment: 448
- Free/Reduced Meals: 37.4%
- Special Education: 15.5%
- Transitional Bilingual: 21.5%
- Unexcused Absence: 1.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>56.8%</td>
<td>62%</td>
</tr>
<tr>
<td>4th</td>
<td>68.1%</td>
<td>68.5%</td>
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<tr>
<td>5th</td>
<td>77.9%</td>
<td>71.1%</td>
</tr>
<tr>
<td>6th</td>
<td>82%</td>
<td>78%</td>
</tr>
</tbody>
</table>

### Echo Lake Elementary School
- Enrollment: 521
- Free/Reduced Meals: 33.7%
- Special Education: 14.5%
- Transitional Bilingual: 19%
- Unexcused Absence: 0.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>64.2%</td>
<td>60.2%</td>
</tr>
<tr>
<td>4th</td>
<td>60.8%</td>
<td>61.2%</td>
</tr>
<tr>
<td>5th</td>
<td>70.1%</td>
<td>65.5%</td>
</tr>
<tr>
<td>6th</td>
<td>69.1%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

### Highland Terrace Elementary School
- Enrollment: 496
- Free/Reduced Meals: 14%
- Special Education: 14.4%
- Transitional Bilingual: 3.3%
- Unexcused Absence: 0.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>77.3%</td>
<td>82.1%</td>
</tr>
<tr>
<td>4th</td>
<td>67.7%</td>
<td>62.9%</td>
</tr>
<tr>
<td>5th</td>
<td>71.1%</td>
<td>60%</td>
</tr>
<tr>
<td>6th</td>
<td>80%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Meridian Park Elementary School
- Enrollment: 606
- Free/Reduced Meals: 28.3%
- Special Education: 6.5%
- Transitional Bilingual: 13.8%
- Unexcused Absence: 0.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>76.8%</td>
<td>80%</td>
</tr>
<tr>
<td>4th</td>
<td>78.7%</td>
<td>69.5%</td>
</tr>
<tr>
<td>5th</td>
<td>79.3%</td>
<td>73.9%</td>
</tr>
<tr>
<td>6th</td>
<td>81%</td>
<td>77.1%</td>
</tr>
</tbody>
</table>

### Ridgecrest Elementary School
- Enrollment: 559
- Free/Reduced Meals: 24.7%
- Special Education: 5.8%
- Transitional Bilingual: 9.1%
- Unexcused Absence: 0.3%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>67.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>4th</td>
<td>79.8%</td>
<td>81.7%</td>
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<tr>
<td>5th</td>
<td>78.3%</td>
<td>79.5%</td>
</tr>
<tr>
<td>6th</td>
<td>77.4%</td>
<td>65.6%</td>
</tr>
</tbody>
</table>

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A full report of all State and District demographic and assessment data is available at: [reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us) (select Shoreline School District). There is also a link to the report available on our website under About Us>District Profile.

*Suppressed: In order to protect student privacy, aggregate data must sometimes be withheld from public display when it could potentially be used to identify or derive information about individual students due to a small number of students tested. The Office of Superintendent of Public Instruction sets criteria for labeling data “Suppressed” to protect the privacy of students. An explanation of this process can be found at: [reportcard.ospi.k12.wa.us/Suppression_Overview_3v3.docx](http://reportcard.ospi.k12.wa.us/Suppression_Overview_3v3.docx)
Planning for Future Success

Board, Superintendent and District Priorities

The following is a summary of the 2017-2018 Board, Superintendent and District Priorities. For the complete list, including action steps and indicators for success, please visit: http://www.shorelineschools.org/schoolboard

Priority 1: All students graduate career and college ready
- Develop, articulate and promote our shared vision for instruction and assessment
- Ensure student equity in learning opportunity and achievement
- Implement aligned instructional programs and processes for improvement

Priority 2: Maintain fiscal systems to ensure financial stability of the District, strategically use resources to best serve the instructional needs of students to identify and implement operating efficiencies
- Manage financial resources in all funds
- Manage the District’s short and long-term debt
- Continue to improve and maintain efficient and responsive support and operations services

Priority 3: Continue implementation of capital and technology projects identified in the 2006 and 2017 bonds and 2018 technology levy
- Implement facility improvements and plan replacements necessary to support enrollment growth and instructional program needs
- Continue implementation of construction plan
- Continue facility and field improvements

Priority 4: Continue focus on improved and expanded Human Resources services
- Recruit, attract, hire and retain quality instructional and support staff
- Increase knowledge of diversity in our schools
- Provide human resources training to district administrators
- Update job descriptions with physical requirements

Priority 5: Refine and expand infrastructure and educational uses for instructional technology
- Develop and refine instructional technology initiatives
- Expand and refine support structures related to digital resources
- Identify long-range projects related to post 2018 technology levy planning
- Continue district-wide infrastructure upgrade

Priority 6: Explore and expand opportunities for open, timely and two-way communication with our families, staff and community
- Increase opportunities for community feedback
- Expand and enhance communication channels
- Increase social media reach and engagement
Discrimination Complaint Procedure

Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to accommodate a student or employee's disability. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

What is a Protected Class?
A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law include:

- Sex
- Race/Color
- Creed/Religion
- National origin
- Disability or the use of a trained dog guide or service animal
- Sexual orientation
- Gender expression or identity
- Honorably discharged veteran or military status

What should I do if I believe my child is being discriminated against?
You should report your concerns to your child's teacher or principal immediately! This will allow the school to respond to the situation as soon as possible. If you cannot meet with the teacher or principal, you can always contact your school district's main office. Each school district will have someone who is responsible for responding to complaints about discrimination. Sometimes this person is called the Title IX Coordinator, or for issues related to disability, the Section 504 Coordinator.

What if I can't resolve the problem with the school?
If you cannot resolve your concern, you may wish to file a complaint with the school district. Anyone can file a complaint with the school district. You can file a formal complaint by writing a letter to your superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the district to do. Your letter must be signed.

The employee designated by the district to receive complaints will investigate your allegations and provide the superintendent with a written report of the complaint, and the results of the investigation. You and the district may also agree to resolve your complaint in lieu of an investigation.

The superintendent will send you a written letter within 30 calendar days which will either deny your allegations or describe the reasonable actions the district will take. The letter will include how to file an appeal with your school board if you do not agree with the superintendent's decision.

Corrective measures must occur no later than 30 calendar days after the superintendent's letter. If you don't agree with the superintendent's decision or no one responds to your letter, your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. Your letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the secretary of your school board by the 10th calendar day after you received the superintendent's written decision.

The school board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also agree on a different date.

What will happen at the hearing?
You will explain why you disagree with the superintendent's decision. You may bring witnesses or other information that is related to your appeal. The board will send you a copy of their decision within 10 calendar days after the hearing. The district will have 30 calendar days to respond to your appeal. The board will send you a copy of their decision within 10 calendar days after the hearing. The district will have 30 calendar days to respond to your appeal.