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 supporting more achievement than ever before. 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 cultures, customs and identities.

Who We Are

District Profile and Demographics

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>9,280 (Oct. 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52.2% Male</td>
</tr>
<tr>
<td>Female</td>
<td>47.8% Female</td>
</tr>
<tr>
<td>Free or Reduced Meals</td>
<td>27.6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11.8%</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>7.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>356</td>
</tr>
<tr>
<td>Unexcused Absence Rate</td>
<td>0.2%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>88.2%</td>
</tr>
<tr>
<td>White/Anglo</td>
<td></td>
</tr>
<tr>
<td>54.7%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>13.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6.9%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.5%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Languages Spoken</td>
<td>76</td>
</tr>
<tr>
<td>Students who speak a language other than English at home</td>
<td>18%</td>
</tr>
<tr>
<td>Teachers and Cert. Support Staff</td>
<td>599</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>387</td>
</tr>
<tr>
<td>Administrators</td>
<td>40</td>
</tr>
<tr>
<td>Avg. Years of Teacher Experience</td>
<td>13.8</td>
</tr>
<tr>
<td>Teachers with a Master's Degree</td>
<td>68.5%</td>
</tr>
<tr>
<td>Classes taught by teachers meeting Elementary and Secondary Education Act highly qualified definition</td>
<td>99.9%</td>
</tr>
</tbody>
</table>
Faye Rasmussen Named SPS Teacher of the Year

Faye Rasmussen, special education teacher at Parkwood Elementary, was selected as the 2015 Shoreline School District Teacher of the Year. “The collective culture of our school is one of acceptance and inclusion, and Faye’s blending work serves as its foundation,” said Parkwood Principal Ann Torres. “She is truly exceptional.”

Gary Eneberg Named SPS Support Person of the Year

Gary Eneberg, nurse at Briarcrest Elementary School, was selected as the 2015 Shoreline Schools Support Person of the Year. “He is gifted in his position and meticulous in his work,” his nomination read in part. “Each day he cares for our students who get bumped and bruised, are feeling sick, requiring medications, or needing some emotional support.”

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.
Shorewood and Shorecrest Rank High in Nation

Shorecrest and Shorewood High Schools were recognized for student achievement in two national rankings. The U.S. News and World Report awarded Shorecrest a silver medal and ranked it 14th in the State of Washington. The Washington Post’s America’s Most Challenging High Schools ranked Shorewood 25th in the State.

Seven Schools Receive Honors for Achievement

Briarcrest, Brookside, Cascade K-8, Highland Terrace, Lake Forest 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.

Shorecrest Psychologist Wins State Award

The Washington State Association of School Psychologists honored Shorecrest High School Psychologist Dr. Steve Hirsch as their 2015 School Psychologist of the Year. The award’s selection committee noted that Dr. Hirsch was selected for the prestigious honor because he demonstrates excellence across a broad range of areas.

Students Named National Merit Semifinalists

Christopher Potter (Shorecrest), Shannon Collier (Shorecrest), Karl Reese (Shorewood) and Riley Smith (Shorewood) were selected as 2016 National Merit Scholarship Semifinalists. Less than one percent of the 1.5 million students who entered the program by taking the Preliminary SAT Qualifying Test as juniors become semifinalists.

Cascade K-8 Teacher Named a WSTA Teacher of the Year

Cascade K-8 Teacher Rebecca Drury was selected as the Washington Science Teachers Association (WSTA) Teacher of the Year for Middle School Education. “Rebecca’s dedication to providing outstanding science experiences and high quality science education for students of our state is commendable,” said WSTA President-Elect Andy Boyd.

Shorecrest Student Gets Perfect Score on ACT Test

Elizabeth Holmdahl, a senior at Shorecrest, earned a perfect composite score when she took the ACT standardized test for college admissions as a junior this past spring. The perfect score is a distinction achieved by less than one-tenth of 1 percent of students who take the test. The ACT tests English, Mathematics, Reading and Science.

Three Schools Recognized for Continued Improvement

Briarcrest, Lake Forest Park and Cascade K-8 were selected as 2015 Schools of Distinction. Only schools in the top five percent of improvement for their level are selected to be a School of Distinction. To earn the recognition, a school must show high levels of improvement in state math and reading assessments over the previous five-year period.

Shorewood Teacher Earns Earth Science Honor

The National Association of Geoscience Teachers honored Shorewood High School Science Teacher Andrew Bagley as their 2015 Outstanding Earth Science Teacher of the Year for the Pacific Northwest Section. The prestigious honor is awarded to 10 teachers annually, each representing a different region of the United States and Canada.
## Investing in our Future

### School District Budget Information

### Revenues

- **State** $71,287,429 (65.2%)
- **Local Taxes** $24,316,200 (22.2%)
- **Local Non-Tax** $6,947,259 (6.3%)
- **Federal** $5,959,002 (5.4%)
- **Other-Tech Levy** $983,000 (0.9%)

### Expenditures

- **Direct Classroom Support** $85,443,878 (76.9%)
- **Other Support Activities** $15,236,717 (13.7%)
- **District Level Support** $6,698,097 (6%)
- **Public Activities** $3,832,690 (3.4%)

### Operational Quick Facts:

- 489,851 Lunches Served
- 185,604 Breakfasts Served
- 68 Buses
- 516,048 Miles Driven by Buses
- 1,650,285 Square Feet of Facilities
- 284 Acres of School Grounds
- 7,800 Laptop Computers
- 670 Desktop Computers
- 4000 Tablet Computers
- 775 Internet Access Points
- 53 Network Servers
- 235 Copiers/Printers

### 2015-16 Budget

- **General Fund** $111,211,382
- **Debt Service Fund** $20,853,961
- **Capital Projects Fund** $20,241,000
- **Associated Student Body** $2,641,000
- **Transportation/Vehicle Fund** $1,060,000

### Budget Expenditures

#### Direct Classroom Support

- **Teaching** $64,142,250
- **Principal’s Office** $5,345,246
- **Health Services** $4,286,240
- **Guidance and Counseling** $3,557,589
- **Library and Technology Support** $2,476,365
- **Pupil Management and Safety** $2,047,377
- **Professional Development** $1,385,908
- **Extra Curricular** $673,500
- **Curriculum** $1,348,853
- **Payments to Other Districts** $180,550

#### Other Support Activities

- **Transportation Services** $3,361,925
- **Custodial Services** $3,278,650
- **Utilities** $2,713,105
- **Child Nutrition Services** $1,972,213
- **Maintenance Services** $1,530,981
- **Information Systems** $943,233
- **Insurance** $544,439
- **Grounds Services** $421,877
- **Warehouse, Mail Room** $260,934
- **Motor Pool** $145,138
- **Building Security** $63,641
- **Other** $581

#### District Level Support

- **Central Administration** $3,166,152
- **Supervision of Instruction** $2,511,869
- **Operational Supervision** $1,020,076

#### Public Activities

- **Children’s Center, Facility Use, Conf. Center** $3,832,690
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 (HPSE) 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. 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 and ELA 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 2017 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.
## School Data Reports
### School Profiles and Assessment Scores

### Shorewood High School
- **Enrollment:** 1,551
- **Free/Reduced Meals:** 26%
- **Special Education:** 11%
- **Transitional Bilingual:** 4.4%
- **Graduation Rate:** 89.5%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>Biology</td>
<td>76.7%</td>
</tr>
<tr>
<td>11th</td>
<td>ELA</td>
<td>31.7%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>26.4%</td>
</tr>
</tbody>
</table>

### Einstein Middle School
- **Enrollment:** 734
- **Free/Reduced Meals:** 30%
- **Special Education:** 8.7%
- **Transitional Bilingual:** 4.1%
- **Unexcused Absence:** 0.1%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
<td>77.6%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>66.3%</td>
</tr>
</tbody>
</table>

### Cascade K-8 Community School
- **Enrollment:** 198
- **Free/Reduced Meals:** 17.9%
- **Special Education:** 8.9%
- **Transitional Bilingual:** 3.2%
- **Unexcused Absence:** 0.3%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>78.9%</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>88.4%</td>
<td></td>
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</table>

### Shorecrest High School
- **Enrollment:** 1,296
- **Free/Reduced Meals:** 28.5%
- **Special Education:** 7.7%
- **Transitional Bilingual:** 3.0%
- **Graduation Rate:** 86.8%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>Biology</td>
<td>80.9%</td>
</tr>
<tr>
<td>11th</td>
<td>ELA</td>
<td>Suppressed*</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Suppressed*</td>
</tr>
</tbody>
</table>

### Kellogg Middle School
- **Enrollment:** 618
- **Free/Reduced Meals:** 32.5%
- **Special Education:** 10.7%
- **Transitional Bilingual:** 5%
- **Unexcused Absence:** 0.5%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

### Home Education Exchange
- **Enrollment:** 111
- **Free/Reduced Meals:** 6.5%
- **Special Education:** 2.8%
- **Graduation Rate:** 89.5%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>Suppressed*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Suppressed*</td>
</tr>
</tbody>
</table>

### Briarcrest Elementary School
- **Enrollment:** 445
- **Free/Reduced Meals:** 43.4%
- **Special Education:** 7.8%
- **Transitional Bilingual:** 15.3%
- **Unexcused Absence:** 0.3%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>58.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>62.6%</td>
</tr>
</tbody>
</table>

### Brookside Elementary School
- **Enrollment:** 457
- **Free/Reduced Meals:** 16.4%
- **Special Education:** 12.4%
- **Graduation Rate:** 88.3%

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>79.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>86.9%</td>
</tr>
</tbody>
</table>

### 5th Grade
- **Biology:** 92.3%
- **Math:** 73%
- **Science:** 92.3%

### 6th Grade
- **ELA:** Suppressed*
- **Math:** Suppressed*

### 7th Grade
- **ELA:** Suppressed*
- **Math:** Suppressed*

### 8th Grade
- **ELA:** Suppressed*
- **Math:** Suppressed*

### 10th Grade
- **Biology:** 76.7%
- **ELA:** 31.7%
- **Math:** 26.4%

### 11th Grade
- **ELA:** Suppressed*
- **Math:** Suppressed*
# A full report of all State and District demographic and assessment data is available at: reportcard.ospi.k12.wa.us (select Shoreline School District). There is also a link to the report available on the “Featured Links” section of our website at: shorelineschools.org.

*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*
Planning for Future Success
Board and Superintendent Priorities

The following is a summary of the 2015-2016 Board and Superintendent Priorities. For the complete list, including action steps and indicators for success, please visit: http://www.shorelineschools.org/school_board/15-16_priorities.pdf

Priority 1: All students graduate career and college ready
- Ensure student equity in learning opportunity and achievement
- Articulate our shared vision for instruction and assessment
- 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 and identify operating efficiencies
- Manage the District’s 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 bond, the 2010 bond, and the 2014 levy
- Implement facility improvements necessary to support enrollment growth for the next 3-4 years
- Close out high school construction projects
- Continue facility and field improvements
- Actively manage district properties

Priority 4: Continue focus on improved and expanded Human Resources services
- Recruit, attract, hire, and retain quality staff
- Improve selection process for all staff positions
- Implement strategies to support the increased diversity of district workforce
- Continue to update all district positions with accurate job descriptions on file and online

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
- Continue refining and implementing 2014-2018 technology levy plan
- Continue district-wide infrastructure upgrade

Priority 6: Explore and expand opportunities for open, timely and two-way communication with our families, staff and community
- Enhance and expand district publications
- Increase social and electronic media reach and engagement
- Develop new district and school websites and a mobile app
Annually Required Notifications

Discrimination Complaint Procedure

Discrimination is the unfair or unequal treatment of a person or a group because they are part of 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 don’t agree with the School Board’s decision?

You will explain why you disagree with the superintendent’s decision. You may bring witnesses or other information that is related to your appeal. After the hearing, you will receive a copy of the judge’s decision.

Homelessness Assistance - McKinney-Vento Homeless Assistance Act

Shoreline Public Schools welcomes all of its families. Assistance is available to students who qualify under the Federal McKinney-Vento Homeless Assistance Act. If you are homeless, living in temporary or transitional housing, or are an unaccompanied youth, please let our staff know so we can help you through the enrollment process. If you are affiliated with an agency or case worker, please feel free to have them contact us on your behalf. You may contact us at: Shoreline Public Schools, 18560 1st Ave. NE, Shoreline, WA 98155 or 206-393-6111

Gun Free Zone

Shoreline Public Schools has a gun-free schools policy (Policy 4135) that includes one-year mandatory suspensions for firearms, mandatory notification of student violations to parents/guardians and law enforcement, and allows the expulsion to be modified by the chief school district officer or designee on a case-by-case basis. Sec 4141(b)(1) and Sec 4141(b)(1).

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school-sponsored field trip. Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is subjected to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student’s educational performance, or creates an intimidating, hostile, or offensive educational environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault
- How do I report sexual harassment?

You can report sexual harassment to any school staff member or to the district’s Title IX Officer: Brian Schultz, Shoreline Public Schools, 18560 1st Ave. NE, Shoreline, WA 98155 or 206-393-6111. For a copy of your district’s Sexual Harassment policy and procedure, contact your school or district office (Shoreline Public Schools, 18560 1st Ave. NE, Shoreline, WA 98155).

Citizen Complaints Concerning Staff or Programs

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the citizen and the staff member. The following procedures apply to the processing of a complaint that cannot be resolved in the manner described above:

A. If the problem is not satisfactorily resolved at the building level, the citizen should file a written complaint with the superintendent that describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member. Complaint forms can be obtained at the Superintendent’s Office (18560 1st Ave. NE, Shoreline, WA 98155).

B. The principal and staff member shall respond to the superintendent in writing or in person.

C. The superintendent may conduct a hearing on the matter. The superintendent will consider the legal merit, board policy, the results of a hearing if conducted, and administrative procedure before rendering a final decision.