



Annual Report

2001–2002

Bainbridge Island Public Schools
"Strong minds, strong hearts, strong community"



Superintendent's Message



Dr. Ken E. Crawford

Dear Community,

It is a distinct pleasure to provide the 2001–2002 Annual Report on education in the Bainbridge Island School District. This document offers a summative analysis and overview of the most recent successes, accomplishments, and challenges within our public school system.

I am fully aware and appreciate that, for Bainbridge Island, the elements essential to a quality educational program are well established and part of our local culture: (a) Actively involved parents provide their children with a foundation of enrichment and readiness. (b) Bright and capable students come to school ready to learn. (c) Skilled and dedicated educators maintain an uncompromised commitment to the success of their learners. (d) A community of responsible supporters and volunteers work hard to provide these professionals with the resources necessary to meet the developmental learning needs of each and every pupil. The elusive and enigmatic notion of educational excellence is a reality in the Bainbridge Island School District.

Funding for our schools has remained a challenge. Basic education revenue from the State of Washington was reduced in 2001–2002. Our ability to generate local funding support has continued to be constricted by a legislatively imposed levy lid. However, and through the extraordinary efforts of those mentioned above, our students continue to achieve and perform at enviable levels.

For 2001–2002, the aggregate scores on the Washington Assessment of Student Learning (WASL) positioned our students second statewide. District averages on the nationally standardized Iowa Test of Basic Skills (ITBS) continued in the seventieth to eighty-fifth percentile range. Performances on the Scholastic Aptitude Test (SAT) were equally impressive with an average score of 1181, based on a seventy-eight percent participation rate and compared to a national average score of 1000. Over thirty-five percent of our high school graduates were in the state's top ten percent, based on grade point average and SAT scores.

The education of our community's children would have been disadvantaged in 2001–2002 without the generous support of so many. Parents, grandparents, friends, neighbors, and service-minded youth devoted countless hours of invaluable volunteerism. The Bainbridge Educational Support Team (BEST) continued to provide appreciable support for staff training, instructional innovation, and program materials. Bainbridge Island Public Schools Trust was founded this past year to offer a new supplemental source of revenue. Parent-Teacher Organizations (PTO) have been remarkable in their fund raising efforts for classroom and school interests. Maintenance and operations levies remain supported at the maximum level permissible. Unfortunately, these good efforts must all too often supplant the ongoing and escalating insufficiencies in state funding. We look forward to that day when levy revenues, volunteerism, charitable gifts, and proceeds from fund-raising events can be fully applied to supplemental and enriching purposes.

During these difficult times, I do remain encouraged and optimistic. Great things are happening in our classrooms and schools. If you would like to learn more about the quality of education in our schools, please contact me personally. I will arrange for you to visit classrooms, observe the students, interact with the learning process, and speak with our exceptional staff of educators. You are encouraged to get involved with our schools, inquire about what is being taught, offer constructive comments, and observe the dynamics of learning.

The community's remarkable young people represent our legacy for, and investment in, the future. On behalf of the Board of Directors and those of us entrusted with the important duty to educate our community's children, may I express appreciation for your ongoing interest and support.

Mission, Vision & Beliefs

Our Mission

The mission of the Bainbridge Island School District is to help all students become successful learners, caring individuals, and responsible citizens.

Our Vision & Vision 2010

We are entering the third year of Vision 2010, a plan focused on inspiring children and adults to embrace learning. It mirrors our commitment to and passion for learning. It is reflected daily by staff members who provide the best schools and instructional programs possible, presenting challenges necessary to develop strong minds, strong hearts, and a strong community. For details of the Vision 2010 process and plan components, call the school district Community Relations Office, (206) 780-1398, or go to <http://www.bainbridge.wednet.edu/vision2010>.



School board, left to right: Susan Sivitz, Mike Scott, Cheryl Dale, Ken Breiland, Bruce Weiland

Our Beliefs

Our beliefs represent our strongest values and highest ideals. We commit to using these beliefs as guiding principles in all that we do.

- Every student can learn.
- Learning is the key to a better world.
- Students must share responsibility for their own learning and success.
- Respecting personal differences, valuing social diversity, and appreciating our democratic society's multicultural heritage are essential.
- The family and larger community play an invaluable role in the educational process.
- Accountability is necessary for achieving our mission and is shared by students, staff, school board, and parents.



The Odyssey Multiage Program is one example of the district's beliefs in action.

Vision 2010 Goals



Students enjoyed the innovation that resulted when their peers worked with a community artist and produced an art exhibit.



Staff members engage in and are enriched by professional development opportunities.



Positive and safe learning environments are critical to every school's improvement plan.

Vision 2010 is structured to have enduring visionary goals, which have been developed in three broad areas:

**Instructional Program and Innovation
Character, Climate, and Community
Facilities and Finance**

Each year, we identify objectives to support the goals of Vision 2010. The following are examples of this year's priorities.

Instructional Program & Innovation

- Implement the newly adopted K–12 mathematics and music programs.
- Initiate a two-year K–12 program review in Science and Health.
- Revise the K–6 report cards.
- Continue evaluation and implementation of the World Languages curriculum.
- Continue the high school study, examining graduation requirements and state mandates.
- Align federal grant programs with new federal guidelines and requirements.
- Plan and implement professional development activities, including K–12 mathematics, technology, mentoring, and literacy.

Character, Climate & Community

- Maintain and enhance asset-building strategies at each school to support the goals of "It's About Time for Kids."
- Develop positive learning and school climates through a variety of efforts, including anti-bullying programs and creating awareness of the civility policy.
- Develop a structured incentive program and support system for certificated staff.
- Evaluate and enhance employee recognition events.

Vision 2010 Goals

Facilities & Finance

- Communicate with the community regarding a possible capital improvement bond and the education maintenance and operations levy.
- Maintain a 3 percent fund balance.
- Continue energy conservation programs in the schools.
- Develop technology and information systems initiatives in areas such as data storage capacity and hardware/software configuration.
- Review the District Budget Advisory Committee (DBAC) process, preparing for further funding reductions in 2003–04.
- Evaluate transportation, busing and traffic needs.
- Enhance revenue sources by continuing involvement with Bainbridge Education Support Team (B.E.S.T.) and Bainbridge Island Public Schools Trust.



Through a capital improvement bond, the community supported the modernization of Bainbridge High School.

Other Goals & Priorities

- Successfully complete contract negotiations with Bainbridge Island Education Association (BIEA).
- Continue board policy and procedures revisions, i.e. the 5000 Personnel Policies series.
- Continue and refine communication efforts with the community, such as Board letters, listserv strategies, and Key Communicator interactions.

Sharing the Vision

Our vision includes an invitation for you to become an active member of our learning community and to take part in our aspirations. Please call the Community Relations Office and ask about opportunities to share your interests and skills, (206) 780-1398.



Students benefit from dedicated parent and community volunteers, like these signing up for opportunities that will make a difference for students at Sakai Intermediate School.

Highlights of 2001-2002



Students in the high school construction/production class and their teacher recognize the educational benefits of completing a "real world" project.

Classroom Highlights

BHS students designed and built a children's playhouse, which required the same planning and skills as a "real world" project. Architecture and construction/production classes combined with the efforts of Future Business Leaders of America (FBLA) and Technology Student Association clubs. Students drew the plans, completed the permit and loan processes, and finally built the house. It was sold later to a community member.

One of the highlights of a Wilkes third grade class is the integrated study of Pacific Rim cultures. With a focus on the import and export exchange with our PacRim trade partners, students take an annual tour of a Hanjin containership. A strong, global-community bond is established with the Korean officials and crew who host the class tour. In thanks, students and parents prepare a Korean Luncheon and Cultural Celebration to which Hanjin officials are invited.

The "Young Africa Leader Project" brought dignitaries from seven African countries to the U.S. to research, among other things, conflict resolution. Through the connections and efforts of one teacher, these top governmental officials visited Woodward Middle School. During their visit, 8th grade students asked the representatives, via an interpreter, how conflict affects the daily lives of people in those African nations. Students also gleaned insights into the languages, economic bases, geography, climate, and ethnic groups of the 53 different countries that comprise Africa.



A Wilkes third grade teacher welcomes all to the 9th Annual Korean Luncheon and Cultural Celebration.



Government dignitaries from several African countries communicate through a French interpreter with Woodward Middle School students.

Highlights of 2001-2002

Staff Highlights

As part of the district's emergency preparedness plan, each staff member is assigned to one of eight emergency response teams. During the second district-wide emergency preparedness training, team members from all schools met together. School emergency drills followed, which clarified the practical application of skills and added a deeper understanding of issues staffs may face in a crisis.

Sakai Intermediate School art teacher M.J. Linford won two Northwest Bookfest Book Arts Awards. Her *Constructed Memories* received second place in the "Found Object" category, while *Executive Order 9066* received second place in the "Most Provocative" category. Both works were accepted into the Northwest Bookfest Exhibition, which is open to artists in the western states and British Columbia.

Food Services Manager Marcia Moquin earned the School Foodservice & Nutrition Specialist credential from the American School Food Service Association through rigorous academic studies and work experience requirements. She then passed a national standardized test for school foodservice and nutrition management.

Academic Accolades

From standardized academic assessments to academic competitions, students in our schools are honored for their accomplishments. Over 160 Sakai Intermediate School students achieved recognition in their Math Olympiad competitions. Two BHS seniors, Rebecca Ivey and Paulina Blackinton, were chosen as candidates for the 2002 Presidential Scholars Program. A Sakai Intermediate School team achieved third place in the state Elementary Level Destination ImagiNation competition, in which 98 teams from all levels across the state competed.

As part of a national "talent search" sponsored by John Hopkins University Center for Talented Youth (CTY), 24 Bainbridge Island School District students in grades 5–8 were recognized with other top students from across Washington. Students were invited to participate in CTY's talent search because they scored at the 97th percentile or higher on school standardized tests. Taking additional above-grade-level exams, the Bainbridge students who were honored scored in the top 26 percent of those 7th and 8th grade students taking the SAT, or in the top 38 percent of 5th and 6th grade students taking the PLUS Academic Abilities Exam.



A full-scale emergency preparedness drill accentuated the need for teachers, students and parents to understand the issues they may face in a crisis.



With over 160 students at Sakai Intermediate School participating in their Math Olympiad, these four top winners captured excellence.



ITBS and ITED Test Summaries

Bainbridge Island School District administers a variety of assessments. The Multilevel Academic Skills Inventory (MASI) is given at grade 2. The Iowa Tests of Basic Skills (ITBS) are given at grades 3 and 6. The Cognitive Abilities Test (CogAT) is administered at grade 3. Ninth grade students must take the Iowa Tests of Educational Development (ITED). The Washington Assessment of Student Learning (WASL) is required at grades 4, 7 and 10. College-bound students also take the Scholastic Aptitude Tests (SAT, SAT II) and/or the ACT.

The Washington State Assessment Program currently requires the Iowa tests and the WASL. SAT scores are included because the SAT is a highly regarded assessment tool, and a large percentage of our high school students take these tests.

ITBS & ITED

The ITBS (Iowa Tests of Basic Skills) is administered in the areas of Reading, Language and Math. The ITED (Iowa Tests of Educational Development) is administered in the areas of Reading, Expression (Language), and Quantitative Thinking (Math). Both of these are required in the state assessment program. The scores in the table at right show the National Percentile Rank (NPR), which tells the percent of students in the norm group who obtain lower scores. For example, a student earning a percentile rank of 70 on a particular test scored higher than 70 percent of students in the norm group.

ITBS			Reading	Language	Math	Core Total
Grade 3	District	2002	80	*	79	80
		2001	79	*	78	79
		2000	77	*	79	78
	State	2002	57	*	66	62
		2001	57	*	64	61
		2000	56	*	63	60
Grade 6	District	2002	80	75	73	78
		2001	76	68	74	74
		2000	78	72	74	76
	State	2002	54	58	56	56
		2001	53	54	56	55
		2000	54	56	56	55

*Language is not required by the state at grade 3.

ITED			Reading	Expression	Quantitative Thinking	Core Total
Grade 9	District	2002	85	79	83	84
		2001	80	74	80	80
		2000	81	75	81	81
	State	2002	54	55	59	58
		2001	53	54	59	57
		2000	54	55	60	58

WASL and SAT Test Summaries

WASL

The Washington Assessment of Student Learning (WASL) is a state assessment tool developed under the 1993 school improvement act. All schools and students are now required to meet clear and challenging academic standards. The WASL is a performance-based test in which students' scores are compared to a performance standard set by the state. The assessments are administered to fourth, seventh, and tenth graders in the spring. Scores indicate the percent of students meeting the standard.

WASL			Math	Reading	Listening	Writing
Grade 4	District	2002	76	88	78	76
		2001	69	85	89	66
		2000	68	89	85	64
	State	2002	52	66	67	50
		2001	43	66	72	43
		2000	42	56	65	39
Grade 7	District	2002	61	77	94	86
		2001	62	72	98	82
		2000	58	72	89	78
	State	2002	30	45	84	53
		2001	27	40	83	49
		2000	28	42	80	43
Grade 10	District	2002	70	82	92	76
		2001	73	90	96	73
		2000	76	89	93	69
	State	2002	37	59	82	54
		2001	39	62	84	47
		2000	35	60	78	32

SAT

The Scholastic Aptitude Test (SAT), administered to students in grades 11 and 12, is a college entrance test measuring math and verbal reasoning ability. The midpoint or average score for both Verbal and Math is 500, so the combined average score is 1000. This chart shows how the average scores of college bound seniors in the BHS class of 2002 compare with state and national performance.

SAT		Verbal	Math	Total
BHS	2002	577	588	1165
	2001	590	591	1181
	2000	578	580	1180
State	2002	525	529	1054
	2001	527	527	1054
	2000	526	529	1064
National	2002	505	515	1020
	2001	506	514	1020
	2000	505	514	1019

Nondiscrimination Statement

The Bainbridge Island School District #303 complies with all federal rules and regulations and does not discriminate on the basis of national origin, creed, color, race, religion, gender, sexual orientation, parental status, marital status, or physical, mental or sensory disability. This holds true for all students who participate in educational programs and/or extracurricular school activities. Inquiries regarding compliance or grievance procedures may be directed to the school district's Title IX/RCW28A.640 Officer and Section 504 Coordinator, Bruce Colley (206) 780-1072.



Finances & Statistics

Revenue & Expense Summary

Revenue Sources

State	\$ 19,124,998	
Levy	4,887,317	
Local	1,719,190	
Federal	<u>848,515</u>	
TOTAL		\$26,580,020

Expenditures

Salaries	\$ 17,705,950	
Benefits	4,298,751	
Supplies, Instructional Materials, Utilities, Misc.	<u>3,898,066</u>	
TOTAL		\$25,902,767
District Allocations to Schools	\$ 667,257	
Eisenhower Professional Development (Year 6 allocation)	11,496	
Gifted and Highly Capable	25,618	
Multicultural	4,745	
Title VI	18,622	
PER-PUPIL EXPENDITURE (2001-2002)	\$ 6,362	

Staff

Certificated

Classroom Teachers	213
Support Staff	45
Administrators	15

Years of Experience

1-2 years	16
3-9 years	74
10+ years	172

191 certificated staff members hold at least a Master's Degree
All classes in the Bainbridge Island School District are taught by "highly qualified" teachers.

Students as of April 2002

Enrollment by Grades

K-2	781
3-4	616
5-6	703
7-8	652
9-12	<u>1,273</u>
TOTAL	4,025

Other Student Statistics

Graduation Rate	96%
Dropout Rate	4%

Student Ethnicity*

American Indian	47
Asian	175
Black	62
Hispanic	78
White	<u>3,468</u>

* The P105 report on student ethnicity excludes Home School and foreign exchange students.

“No Child Left Behind”

New Federal Legislation & Annual Reports

In January 2002, the federal government passed the Elementary and Secondary Education Act (ESEA), also known as “No Child Left Behind.” The act emphasizes:

- Increased accountability
- More parental options
- Greater flexibility in the use of federal dollars
- Research-based education

This national effort is an extension of education reform undertaken in Washington State in 1993.

One of the requirements of this act is an ESEA Report Card. This includes categories of information that are separated by more detailed factors than in the state annual reports. Therefore, the Washington State Office of the Superintendent of Public Instruction (OSPI) has compiled the required statistics on their web site.

Please note: Information on the report is not required if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about a student.

To view the District Report Card and/or a School Report Card on the OSPI Internet site, go to <http://www.k12.wa.us/edprofile/>. In the left column, under the drop-down “For District/School Views” menu, select Bainbridge Island School District, and then the school whose report card you would like to view. Next, above that, under the “Washington State Education Profile,” click on ESEA Report Card. You can scan down all data for each school, or for the district as a whole.

If you do not have Internet access, hard copies of this information are available in school offices, at the Bainbridge Public Library, and in most real estate offices.

Currently, our annual reports include the state requirements listed in RCW 28A.655.110, as well as ESEA Report Card elements not available on the OSPI website.

While “No Child Left Behind” took effect when President Bush signed the act in January 2002, final regulations have not yet been issued by the Department of Education. Currently, states and school districts are working to clarify and implement the new legislation.



The superintendent understands the need for accountability, flexibility and options, but always places students first.



Addresses, Phones & Web Sites

Bainbridge Island School District

8489 Madison Avenue N.E.
206-842-4714 General Information
Personnel/Jobline (206) 842-2920
Fax 206-842-2928
www.bainbridge.wednet.edu

Ordway Elementary School

8555 Madison Avenue N.E.
206-842-7637 phone
206-780-1560 fax
www.bainbridge.wednet.edu/ordway

Bainbridge High School

9330 N.E. High School Road
206-842-2634 phone
206-780-1260 fax
www.bainbridge.wednet.edu/bhs

Sonoji Sakai Intermediate School

9343 Sportsman Club Road
206-780-6500 phone
206-780-6565 fax
www.bainbridge.wednet.edu/sakai

Captain Johnston Blakely Elementary School

4704 Blakely Avenue N.E.
206-842-4752 phone
206-780-2040 fax
www.bainbridge.wednet.edu/blakely

Captain Charles Wilkes Elementary School

12781 Madison Avenue N.E.
206-842-4411 phone
206-780-3000 fax
www.bainbridge.wednet.edu/wilkes

Commodore Options School

9350 N.E. High School Road
206-780-1646 phone
206-855-0511 fax
www.bainbridge.wednet.edu/commodore

Woodward Middle School

9125 Sportsman Club Road
206-842-4787 phone
206-780-4525 fax
www.bainbridge.wednet.edu/woodward

All addresses are Bainbridge Island, WA 98110

Bainbridge Island Public Schools

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