

Annual Report

Bainbridge Island
School District
No. 303

2004-05

an unbelievable average

1200

SAT score, with

85% of our
eligible students tested

**UW specifies Bainbridge High
School students to be
among their**

**most successful
undergraduates**

**WASL
scores** **2nd**
highest out of 296
school districts

**Standard & Poor's Rating Service
recognized Bainbridge Island
School District among the**
nation's top
“outperforming school systems”

**Woodward Middle School
designated as
Washington State's
No Child Left Behind**

**blue ribbon
middle school**

nearly **40%**

of our high school
seniors graduated in
the top

10%
of the State of
Washington



Message

With the Educational Reform Act and No Child Left Behind legislation, the demand for academic performance is unceasing. Maintaining the status quo is not only unacceptable, it violates the regulatory dicta within these measures. Every school system, at all buildings and each level, must demonstrate an increase in academic achievement from year-to-year. Otherwise, the entire district does not meet the mandate of Adequate Yearly Progress (AYP).

In 2004/2005, I am pleased to report the Bainbridge Island School District met AYP in every respect—one of but a few systems to do so statewide. Our students, taught and supported by a remarkable cadre of dedicated professionals, remain among the most accomplished. The children come prepared to learn and enriched by a background of parental involvement.

Every good thinking person understands child and human development is much more than performance on an academic achievement exam. Striking a balance that equally recognizes the importance of school climate, social maturation, and personal esteem is a genuine challenge in this new age of accountability. Certainly, I am proud of our collective 2004/2005 scholastic accomplishments: (a) WASL scores that are second highest across a state of 296 school districts. (b) An unbelievable average 1200 SAT score, with 85% of our eligible students taking this college entrance examination. (c) Nearly 40% of our high school seniors graduating in the top 10% of the State of Washington. (d) Standard and Poor's Rating Service recognizing Bainbridge Island School District among the nation's top "outperforming school systems." (e) The University of Washington specifying Bainbridge High School students to be among their most successful undergraduates.

How can we not celebrate these incredible outcomes. They represent hard work and commitment by everyone involved. However, my greatest sense of satisfaction comes with the climate and culture of our schools. We believe children learn best from teachers they like and admire—in classrooms where they feel safe and assured. Courtesy and regard are expected and modeled across the system. The learning experience must be not just rigorous, but also enthralling, exciting, and engaging. We want our students to both enjoy and respect the learning process. Non-traditional learners and those at risk of failure must have flexible options and systems of support. None of these essential elements can be measured by a pencil-and-paper test. Still, there is no school district or staff of educators more committed to these constructs.

In 2004/2005, there is no finer example of our dedication to the balance of academic excellence within a supportive climate than the formal designation of Woodward Middle School as the Washington State, No Child Left Behind Blue Ribbon Middle School. The school, its teachers, support staff, and administration stand as a lighthouse to which others aspire. The standard against which this award was measured includes not just academic achievement, but also issues of the interpersonal and affective domain.

The accomplishments of the middle and high school would not happen without the exceptional developmental and preparatory work of our elementary, intermediate, and options schools. Indeed, as with any public school system, we have our naysayers and detractors. In the end, however, it is difficult to take meaningful exception to these outcomes. As Superintendent, I am pleased to report that 2004/2005 was a very successful school year. As in the past, we will not rest upon these laurels. There is much more to be done on behalf of our children, their families, and my colleagues. We continue to appreciate and seek everyone's support as we make annual progress in all important areas.

With appreciation,

A handwritten signature in black ink, appearing to read "Ken Crawford".

Dr. Ken Crawford
Superintendent, Bainbridge Public Schools

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 and Vision 2010

As we enter the 6th year of Vision 2010, a plan focused on inspiring children and adults to embrace learning, we reaffirm our commitment to and passion for learning. It is visible daily as staff members provide the best instructional programs available. Teachers and other staff members present our students with the challenges necessary to develop strong minds, strong hearts and strong community connections.

For detailed information about Vision 2010, contact the school district Community Relations Office by calling 206-780-1398, or go to the website at www.bainbridge.wednet.edu/vision2010.

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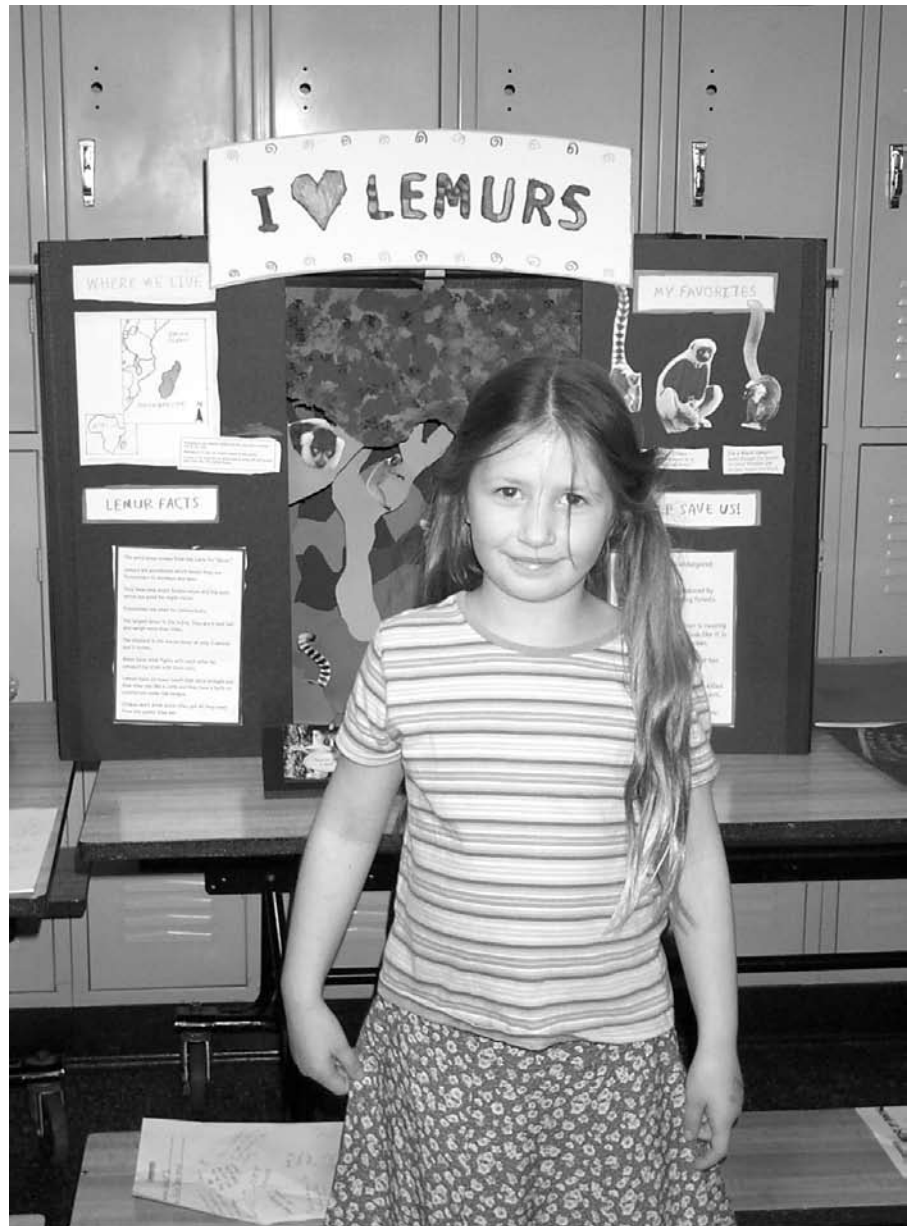


Our Beliefs

Our beliefs represent our strong values and high 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 is 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 learning experience must be not only rigorous, but also enthralling, exciting and engaging.



Vision 2010 Goals

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 those priorities set for the 2004-05 year.

Instructional Program and Innovation

- Support and implement the newly adopted K-12 science curriculum.
- Continue refining implementation of the adopted K-8 mathematics curriculum.
- Improve student performance in reading and writing and conduct a reading demonstration project.
- Provide targeted academic support for students who do not meet state and local standards.
- Research and report conditions, practices and factors that contribute to a successful K-8 educational program.
- Continue professional development objectives, aligning activities with recommendations for K-12 science.
- Continue to develop the technology plan and K-12 technology literacy standards. Include the growing use of technology tools.
- Assess professional development needs and establish priorities and processes for district-wide workshops.



Character, Climate and Community

- Continue partnership and work with the Just Know Coalition for Youth and Parents.
- Work with the Indian Education Advisory Council, Multicultural Advisory Council (MAC), and MAC lead teachers to facilitate communication about multicultural issues and develop programs to build awareness.
- Create an environment and promote activities that support beginning teachers and administrative interns and ensure their success.

Facilities and Finance

- Maintain district facilities to highest standard possible.
- Complete capital projects on time and within budget, i.e. Commodore Commons.
- Continue coordination with alternative funding sources: Parent Teacher Organizations (PTOs), Bainbridge Education Support Team (B.E.S.T.), Bainbridge Public Schools Trust, and grant opportunities.
- Maintain a three percent-unreserved fund balance.
- Work to educate and inform the public on facility and finance issues.
- Continue to monitor changes in state and federal regulations and allocations for grant funding.
- Support new initiatives determined essential for the success of the district's ongoing programs.

Other Goals and Priorities

- Complete retrofitting of all buses to enhance the positive environmental impacts of Ultra Low Sulfur Diesel fuel.

We believe children learn best from teachers they like and admire, in classrooms where they feel safe and assured.



Accomplishments

The following represent only a sampling of the accomplishments related to school and district improvement plans:

- Additional specific objectives in the three Vision 2010 goal areas were adopted at each school.
- Implementation of the newly adopted science curriculum began. Support from the School Board and financial support from Bainbridge Public Schools Trust and B.E.S.T. (Bainbridge Education Support Team) allowed more extensive execution of the newly adopted science curriculum. Also, partnership with the Science Education Alliance provided science kit training as well as K-6 staff training in the Full Option Science System (FOSS), one of the newly adopted programs. In addition, SEA supported 6th grade NavOps science unit.
- Implementation of the District Nutrition Committee's recommendations began, such as: continue to provide antibiotic and hormone free milk; begin to incorporate as many organic food items as practicable; modify school breakfast and lunch menus to meet standards for sodium and saturated and trans fat content; and review and revise Policy 6700 to comply with new dietary guidelines and requirements for health and physical fitness programs.
- A district K-8 Study Committee investigated topics related to conditions, practices, and factors that contribute to a successful K-8 program, such as school size, grade configuration and transitions, flexible boundaries, and class size.
- Bainbridge High School hosted the 11th Annual Kitsap County Council for Human Rights Youth Rally. The purpose of this event is to encourage and empower youth to take a stand against discrimination.
- District representatives continued involvement with the Just Know Bainbridge Coalition for Youth and Parents.
- The Facilities Master Plan process, a comprehensive 15-year plan to address all facility needs district-wide began.
- Space in the old Commodore Gym was remodeled, and a Commons and Cafeteria were opened there in the spring.
- The Transportation Department successfully decreased the emission impacts of all district-owned diesel-fueled vehicles and equipment by fueling with Ultra Low Sulfur Diesel (ULSD). Because the District agreed to move to the ULSD fuel prior to the legally mandated date, the Puget Sound Clean Air Agency provided grants through the Washington State Clean School Bus program to retrofit all of our buses with diesel oxidant catalysts or particulate filters, further decreasing air pollutants. The Transportation Department also passed the Washington State Patrol comprehensive bus inspection at 100%.

Child and human development is much more than performance on an academic achievement exam.



Academic Accolades

- Woodward Middle School was named a 2004 No Child Left Behind Blue Ribbon School by the Department of Education. Woodward was one of only five schools in Washington to achieve this national recognition and the only middle school. The school was chosen on the second of three criteria: schools whose students, regardless of background, achieve in the top 10 percent on state tests.
- Bainbridge Island School District was identified as an “outperformer” by Standard and Poor’s School Evaluation Services. An outperforming school district is defined as one that reports significantly higher percentages of students who are proficient or above on state reading and math tests than other school districts with similar socio-economic status.
- Bainbridge Island School District was presented with Expansion Management magazine’s Blue Ribbon Education Quotient Award. This award recognizes BISD as being in the top third of 2,800 school district’s across the nation.
- Two Eagle Harbor High School seniors were among 152 graduating seniors statewide selected as winners of the Robert C. Byrd Honors Scholarship. This federally-funded scholarship recognizes exceptionally able students who have demonstrated academic excellence in high school. Recipients represent the top three percent of the top ten percent of students named for the Washington State Honors Award.

Co-curricular Highlights

- The Bainbridge High School Debate Team had an outstanding season, winning over 110 awards in tournaments during 2004-05. Twenty-eight team members won at least one individual award. The Team placed 4th at the State Debate Tournament, 1st place in the Lincoln-Douglas Debate, 1st place overall in the Auburn-Riverside Tournament, and 1st place overall in the Kamiak Tournament. In addition, six team members qualified for the National Debate Tournament.
- Chosen for design and content, one high school student took 1st place and another received Honorable Mention in the Kitsap County Domestic Violence Task Force Poster Contest.
- Five band students were selected to the All-State Orchestra, All-State Band, and State Sax Quartet.
- Competing against 130 bands, the Gruffmummies, a band whose members are Bainbridge High School students, won the Third Annual “Sound Off” Experience Music Project “battle.”
- The Girls Gymnastics Team claimed all possible titles: Metro League Champions, District I and II Champions, and the State Gymnastics Championship. This team was also honored with the State Sportsmanship Award.
- The Girls Lacrosse team won the State Championship.
- The Boys Golf team won the State 3A Championship.
- The Girls Swim and Dive Team took 2nd place in the State competition.
- The Girls Water Polo team took 2nd place in the State Championship.
- A BHS student took 2nd place in the 3A Girls Singles State Tennis Championship.
- Girls Volleyball team took 3rd place in the State.
- After claiming 1st and 2nd place finishes at district and regional meets, three students participated in the State Wrestling Championships. A 5th place at State was achieved by one student.
- Boys Water Polo team took 6th place in the State.
- Eight Swim and Dive Team members represented Bainbridge High School at the state meet. One of those team members took 2nd place at State.
- Three girls competed in the State Girls Golf Championship.
- Nine high school students competed in the State Track and Field competition.
- The Boys Baseball team won the Metro League Championship and advanced to the 3A State Tournament.

Test Summaries

Bainbridge Island School District administers a variety of assessments. In 2004-05, the Multilevel Academic Skills Inventory (MASI) was given at grade 2. The Iowa Tests of Basic Skills (ITBS) were administered at grades 3 and 6. Ninth grade students took the Iowa Tests of Educational Development (ITED). The math, reading and writing Washington Assessment of Student Learning (WASL) were given at grades 4, 7 and 10, and students in grades 5, 8 and 10 took the science WASL. College-bound students take the Scholastic Aptitude Tests (SAT, SATII) and/or the ACT.

In 2004-05, the Washington State Assessment Program required the Iowa tests and the WASL. After this year, the State program no longer requires the Iowa Tests. Also, the MASI assessments are being discontinued in 2005-06.

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.

Iowa Tests of Basic Skills and Iowa Tests of Educational Development

The Iowa Tests of Basic Skills (ITBS) were administered in areas of reading, language and math. The Iowa Tests of Educational Development (ITED) were administered in the areas of reading, expression (language) and quantitative thinking (math). The scores in the table 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
Grade 3	District	2005	80	*	80	80
		2004	78	*	80	79
		2003	77	*	79	78
	State	2005	58	*	66	62
		2004	58	*	67	63
		2003	58	*	67	63
	Grade 6	District	2005	81	75	79
			2004	82	70	78
			2003	77	70	73
	State	2005	55	54	58	56
		2004	55	55	58	56
		2003	55	56	58	56

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

ITED			Reading	Expression	Quantitative Thinking	Core
Grade 9	District	2005	85	80	85	85
		2004	83	77	81	82
		2003	83	77	82	82
	State	2005	54	55	61	58
		2004	53	54	59	57
		2003	53	54	59	57

Washington Assessment of Student Learning

The Washington Assessment of Student Learning (WASL) is a state assessment tool developed under the State's 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 math, reading and writing assessments are administered to 4th, 7th and 10th grade students in the spring. The science WASL also is administered in the spring to 5th, 8th and 10th grade students. Scores indicate the percent of students meeting the standards.

WASL			Math	Reading	Writing	Science (Grade 5)
Grade 4	District	2005	82	93	82	74
		2004	83	93	80	54
		2003	78	88	80	*
	State	2005	61	80	58	36
		2004	60	74	56	28
		2003	55	67	54	*

* Science WASL for 5th grade not administered in 2003, testing began in 2004.

WASL			Math	Reading	Writing	Science (Grade 8)
Grade 7	District	2005	84	91	87	64
		2004	76	85	74	71
		2003	70	82	83	65
	State	2005	51	69	61	36
		2004	46	61	58	39
		2003	37	48	55	36
Grade 10	District	2005	78	91	86	69
		2004	77	87	89	68
		2003	72	84	84	56
	State	2005	48	73	65	36
		2004	44	65	65	32
		2003	39	60	61	32

Scholastic Aptitude Test

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 compare with state and national performance.

SAT		Verbal	Math	Total
BHS	2005	604	596	1200
	2004	579	577	1156
	2003	586	601	1187
State	2005	532	534	1066
	2004	528	531	1059
	2003	530	532	1062
National	2005	508	520	1028
	2004	508	518	1026
	2003	507	519	1026

Finances and Statistics

Revenue and Expense Summary Budget 2004-05

Revenue Sources

State	\$21,405,667
Levy	5,724,289
Local	1,623,700
Federal	1,301,184
Total	\$30,054,840

Expenditures

Salaries	\$20,556,458
Benefits	5,253,181
Supplies, instructional materials, utilities, misc.	4,658,715
Total	\$30,468,354
Per-Pupil Expenditure 2003-2004	\$7,146
District allocations to schools	\$656,692
Gifted and highly capable	8,000
Multicultural	6,555

Students as of October 2004

Enrollment by grades

K-2	722
3-4	599
5-6	631
7-8	684
9-12	1,487

Total 4,123

Graduation Rate	97%
Dropout Rate	3%

Student Ethnicity*

African American	65
Asian American	201
Hispanic	103
Native American	54
White	3,753

* The PIO report on student ethnicity includes running start, pre-school and special services students.

Staff

Certificated

Classroom teachers	230
Support staff	44
Administrators	15

Years of experience

1 - 2 years	27
3 - 9 years	86
10 + years	176

212 certificated staff members hold Master's Degrees.
3 hold PhD Degrees, 2 hold Juris Doctorate Degrees
99% of our teachers are "highly qualified."

Federal Legislation and Annual Reports

Elementary and Secondary Education Act (ESEA) — No Child Left Behind

In January 2002, the federal government renewed 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, and
- research-based education.

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 less than 30 students in a single category were assessed.

To view the District Report Card and/or a School Report Card on the OSPI Internet site, go to <http://reportcard.ospi.k12.wa.us>. Under *Select List*, click *District* and highlight *Bainbridge Island*. Then click on *Search*. Scroll down on the page and choose the school or program whose report you would like to see.

Schools also are required to report Adequate Yearly Progress under ESEA. AYP is based on students in specific categories attaining a target level of achievement in reading and math. The categories are: All Students, African American, Asian American, Hispanic, Native American, White, Special Education, Limited English Proficient, and Economically Disadvantaged. All schools in the Bainbridge Island School District met the proficiency standard, achieving AYP in all categories where more than 30 students were assessed. Additional information on NCLB/AYP can be found at <http://www.k12.wa.us/ESEA/>.

In Washington, current education reform began in 1993. The education reform act changed schools' accountability by creating the standards-based Washington Assessment of Student Learning (WASL) as the tool the state would use to determine student achievement. *No Child Left Behind* requirements sustain and expand that tool.

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.



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.

District and School Contact Information

Bainbridge Island School District

8489 Madison Avenue N.E.
206-842-4714 phone
206-842-2928 fax
www.bainbridge.wednet.edu

Bainbridge High School

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

Captain Johnston Blakely Elementary School

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

Commodore Options School

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

Ordway Elementary School

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

Sonoji Sakai Intermediate School

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

Captain Charles Wilkes Elementary School

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

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



School Board, left to right:
Cheryl Dale, Mary Curtis, Susan Sivitz,
Dave Pollock, Bruce Weiland.

Photo right:
Sponsored by the Woodward Middle School
Leadership Class, students participate in the
Fill the Bus food drive.

In 2004-05,

the Bainbridge Island School District met Adequate Yearly Progress in every respect—one of but a few school systems to do so statewide. Our students, taught and supported by a remarkable cadre of dedicated professionals, remain among the most accomplished. We must, however, constantly challenge ourselves to maintain a balance between student achievement and issues of school climate, social maturation, personal esteem, and civic responsibility.



