Ordway Elementary School

Annual Performance Report

Our School

Ordway, a preschool through fourth grade building, strives to provide the personal touch to each student and family. You’ll find Ordway filled with exceptional children, families, and an outstanding staff. We believe in working together to provide a safe, caring environment where students can excel both academically and socially. The staff works hard to meet the diverse learning needs of our students by using a strong set of teaching practices. In addition to stressing excellence in learning, we promote respect for diversity and self.

Working together as a school community provides a quality-learning environment for students. An active PTO (Parent/Teacher Organization) and volunteer program bring parents and community members into a variety of capacities, as tutors, art docents, committee members, classroom volunteers, and/or in PTO-sponsored activities. Ordway has a community volunteer reading program and an after-school homework club. The school also had after-school Spanish and French language classes and hosted Camp Invention, a week-long summer science camp. Partnerships at Ordway - home, school, and community - are designed to support learning and reinforce positive student behavior, as well as promote community-school relationships. Formal partnerships exist with the Island Grill Restaurant, the Pizza Factory, Bainbridge High School, Odyssey, and Bainbridge Arts and Crafts.

Our Mission and Belief Statements

Mission: Ordway Elementary is a safe and caring environment where all children will be successful students and responsible citizens.

Belief Statements:
• A positive learning environment includes tolerance and respect for self and others.
• Children need to feel safe, valued and encouraged to take risks when learning.
• Children learn in a variety of ways, and learning is a lifelong process.
• Learning is a partnership between students, staff and families sharing the rolls of guidance, support and responsibility.
• Learning occurs when students are actively engaged and experience personal satisfaction.
• Education incorporates academics, the arts, and life skills.

Caring to Learn - Learning to Care

2003-04
Our Improvement Plan

The goals and improvement plans outlined below were developed and approved by the Ordway Site Council. The Council has the responsibility for monitoring and evaluating these goals.

**STUDENT ACHIEVEMENT GOAL**

Create an environment using targeted, effective instruction, allowing all students to be successful learners.

Samples of strategies include: involvement in the Language Arts mid-cycle review process; refining grade-level expectations in mathematics; and development of rubrics to assess writing. The above strategies worked to increase the number of students meeting the WASL (Washington Assessment of Student Learning) standards.

**CULTURE, CLIMATE, AND COMMUNITY GOAL**

Create a caring, collaborative, and positive learning environment that celebrates diversity and promotes respect for and acceptance of self and others.

Ordway continued recognition of positive values and social skills through the Awesome Otter and Caring Kids programs. It held monthly recognition/celebration assemblies, reinforcing a school-wide focus on character virtues.

**FACILITIES AND FINANCE GOAL**

Create a safe and attractive facility that allows for diverse learning and teaching strategies.

Ordway built an outside amphitheater and provided site beautification as parents worked in conjunction with the grounds maintenance staff. After a facility-needs assessment, Ordway worked with the District and PTO to provide instructional technology.

**Learning Improvement**

In 2003-04, Learning Improvement Days and staff development funds were used to support our school improvement goals. The Ordway staff spent time reviewing and strengthening the areas of writing and assessment for learning. Additional time was spent on strategies to expand the use of nonfiction in the reading program and refining the grade level expectations, along with improving our emergency preparedness program.

**How You Can Help**

Ordway Elementary School actively encourages parents and community members to join in our partnership efforts, providing voluntary support to students, classrooms and programs. Please call the school office to inquire about volunteer opportunities, 842-7637.

Our Students

**Demographics**

**Enrollment**

Total # of students: **472** (*Apr. ‘04 enrollment data)

**Student Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1.3</td>
<td>6</td>
</tr>
<tr>
<td>American Indian</td>
<td>3.0</td>
<td>14</td>
</tr>
<tr>
<td>Asian American</td>
<td>6.8</td>
<td>32</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.2</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>84.7</td>
<td>400</td>
</tr>
</tbody>
</table>

**Students with 10 or more unexcused absences:**

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>0%</td>
</tr>
<tr>
<td>2003-04</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Our Staff** (*#s reflect full and part-time staff*)

**Certificated:**
- Classroom teachers: 20
- Other support staff: 16
- Administrators: 1

**Years experience:**
- 1-2 years: 3
- 3-9 years: 12
- 10+ years: 22

21 certificated staff members hold Master’s Degrees

0% of teachers are teaching with provisional credentials

Our School Building

Ordway School, built in 1978, houses preschool through fourth grade along with class areas that support students with special needs. As we experience increased enrollment in the late 1980s, Ordway added a specially designed kindergarten building and portables. In the early 1990s, the office and staff work areas were remodeled along with upgrading learning spaces to make them better suited for students with special needs. The building continuously upgrades technology support. With Ordway’s central location, a variety of school and community groups continuously use the facility.
Assessments

The school district administered a variety of assessments at the elementary level, including the Iowa Tests of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), and the Washington Assessment of Student Learning (WASL). The Washington State Assessment Program requires the ITBS and WASL. The State schedule currently calls for the Iowa tests at grades 3, 6 and 9. The WASL is administered at grades 4, 7 and 10.

The Iowa Tests of Basic Skills were given to 3rd grade students in the spring. Scores are in National Percentile Rank (NPR), which indicate the percent of students in the norm group who obtain lower scores. For example, if a student earns a percentile rank of 70 on a particular test, it means the student scored better than 70% of students in the norm group. These tests are mandated by the State at grades 3, 6 and 9.

<table>
<thead>
<tr>
<th>ITBS/ 3</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ordway</td>
<td>District</td>
<td>State</td>
<td>Ordway</td>
</tr>
<tr>
<td>Reading</td>
<td>85</td>
<td>76</td>
<td>57</td>
<td>76</td>
</tr>
<tr>
<td>Language</td>
<td>84</td>
<td>68</td>
<td>*</td>
<td>67</td>
</tr>
<tr>
<td>Math</td>
<td>78</td>
<td>74</td>
<td>64</td>
<td>81</td>
</tr>
<tr>
<td>Composite</td>
<td>83</td>
<td>74</td>
<td>*</td>
<td>75</td>
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</tbody>
</table>

* Not required/supplied by State
Starting in 2004, the Composite Score comes from only Reading and Math

Washington Assessment of Student Learning is a state performance-based assessment. Rather than individual students scores being compared to a national norm, scores are compared to challenging performance standards set by the State. Scores indicate the percent of students meeting the State's standards. Students in 4th, 7th and 10th grades are required to take the WASL. All 4th grade students at Ordway were tested on the WASL.

<table>
<thead>
<tr>
<th>WASL/ 4</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ordway</td>
<td>State</td>
<td>Ordway</td>
<td>State</td>
<td>Ordway</td>
<td>State</td>
</tr>
<tr>
<td>Math</td>
<td>68</td>
<td>37</td>
<td>60</td>
<td>42</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>Reading</td>
<td>75</td>
<td>59</td>
<td>84</td>
<td>66</td>
<td>81</td>
<td>66</td>
</tr>
<tr>
<td>Writing</td>
<td>54</td>
<td>33</td>
<td>56</td>
<td>39</td>
<td>63</td>
<td>43</td>
</tr>
<tr>
<td>Listening</td>
<td>88</td>
<td>71</td>
<td>88</td>
<td>65</td>
<td>89</td>
<td>72</td>
</tr>
</tbody>
</table>

*Listening was discontinued in 2004.
District Per Pupil Expenditure - 2002-03 = $6,846
District expenditures span the following categories: employee salaries and benefits; supplies and materials; instructional materials; contractual services (such as utilities, service contracts, etc.); travel; and capital outlay.

Ordway Sources of Discretionary Funds, 2003-04, were used for staff development, supplies, instructional materials, and equipment.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Allocation</td>
<td>$63,157</td>
</tr>
<tr>
<td>Gifted and Highly Capable</td>
<td>$1,000</td>
</tr>
<tr>
<td>Multicultural</td>
<td>$730</td>
</tr>
<tr>
<td>Title V (Library resources)</td>
<td>$1,600</td>
</tr>
</tbody>
</table>

Other Funds
Additional funding came from the Parent Teacher/Student Organization (PTO/PTSO), Bainbridge Education Support Team (B.E.S.T.), the Bainbridge Public Schools Trust, and private donations. These funds are gratefully accepted and used for such things as materials and supplies, staff development, and a variety of enrichment opportunities.

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 website, go to [http://reportcard.ospi.k12.wa.us](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, American Indian, Asian American, Hispanic, White, Special Education, Bilingual, and Economically Disadvantaged. Ordway Elementary School 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/](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.