

A black and white photograph of a group of students in a classroom. In the center, a young boy with dark hair is smiling broadly. To his left, a girl with glasses is looking towards him. In the foreground, the back of a student's head with long, wavy hair is visible. To the right, another student with long hair is looking down at a book or paper. The background shows other students and a brick wall.

Bainbridge Island School District No. 303
annual report
2002-03

What kind of year did our public schools have?

For one, our children's aggregate academic performance scores on the Washington Assessment of Student Learning (WASL) were highest in the State.

message



Dear Community,

In the whirlwind of technological advancement, the educational needs of our youth have undergone dramatic transformation. With established internal and external standards, Bainbridge Island School District remains on the crest of change. We have modified and refined our instructional strategies to address new standards. Increasingly, our students demonstrate those academic outcomes essential for learner success.

No public school system has risen to the challenge of educational reform better than we have. Through the adoption of new curricula, importantly the math curriculum that was in its first year of implementation during 2002-2003, accompanied by extensive staff development, we remain proactive in a commitment to excellence. The year of 2003/2004 will bring completion to a comprehensive review of the science curriculum in preparation for full adoption and implementation in 2004/2005.

During the 2002/2003 school year, the District's aggregate academic performance scores on the Washington Assessment of Student Learning (WASL) were highest in the State. Nearly forty percent of graduating seniors were among the top ten percent statewide. Approximately eighty-five percent of our students take the Scholastic Aptitude Test (SAT), with combined scores near the twelve hundred mark – some twenty-five percent above the national average. The continuing scholastic, extra curricular, and personal successes of our students remain remarkable. With few exceptions, these youngsters arrive at school ready to learn and are greeted by a remarkably skilled staff of dedicated educators.

These collective accomplishments would not be possible without an incredibly supportive community of involved parents, volunteers, and civic-minded patrons. In 2002/2003, the Bainbridge Public School Trust was inaugurated, coupled with the ongoing fund raising efforts of the Bainbridge Education Support Team (BEST), parent-teacher organizations, and a variety of booster groups, we have overcome funding reductions and insufficiencies. On February 4, 2003, the community supported the District's first four-year maintenance and operations levy at nearly an eighty percent level of affirmation.

The community of Bainbridge Island takes pride in its public schools. That is evident in the learner outcomes and positive attitudes of everyone involved – even amidst the current hardships of fiscal constraint. A quality education is valued as essential.

As Superintendent, I am pleased to report that 2002/2003 was a very successful school year. At the same time, we cannot rest upon past accomplishments. There is much more to be done on behalf of the children, their families, and my colleagues.

With appreciation,

A handwritten signature in black ink that reads "Ken Crawford". The signature is written in a cursive style with a large, stylized "K" and "C".

Dr. Ken Crawford
Superintendent
Bainbridge Public Schools

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 fourth 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 in the best schools available. Teachers present our students with the challenges necessary to develop strong minds, strong hearts and strong community connections.

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

The continuing scholastic, extra curricular, and personal successes of our students remain remarkable.



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.

These collective accomplishments would not be possible without an incredibly supportive community of involved parents, volunteers, and civic-minded patrons.



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 2002-03 year.

Instructional Program and Innovation

- Continue implementation and refinement of the K-12 mathematics program.
- Initiate K-12 program review of science and prepare for new science curriculum adoption.
- Continue high school study and prepare recommendations for high school graduation requirements, culminating project, career pathways, and alternative learning opportunities.
- Develop and pilot a revised elementary report card that is aligned with state standards.
- Improve technology strategies that will address and update web development and communication, continue dual platform initiatives and the development of the technology plan, including protocols/procedures and the growing use of technology tools.
- Provide training on new school improvement planning processes and create a common template for school improvement planning.
- Continue professional development objectives, aligning activities with recommendations for K-12 mathematics, technology, mentoring, and literacy.

With few exceptions, these youngsters arrive at school ready to learn and are greeted by a remarkably skilled staff of dedicated educators.



Character, Climate and Community

- Develop a structured incentive program and support system for certificated staff recruitment and retention.
- Continue mentorship program for new teachers.
- Create district-wide, student task force to develop anti-bullying program.
- Continue focus on personalization of the high school experience.

Facilities and Finance

- Preserve a solid fund balance and avert staffing reductions in face of State cutbacks in funding.
- Pass first, four-year maintenance and education levy.
- Secure EPA funding to retrofit school buses for low sulphur diesel fuel and toxic emissions.
- Continue and enhance alternative funding sources: Parent Teacher Organizations (PTOs), Bainbridge Education Support Team (B.E.S.T.), Bainbridge Public Schools Trust, and grant opportunities for science education, transportation/bus, and technology.
- Determine funding source and remodel Commodore Options School facility.
- Through legal settlement funds, complete renovation of faulty building envelope (siding, windows) at Woodward Middle School.

Other Goals and Priorities

- Successfully complete contract negotiations with Bainbridge Island Education Association (BIEA).
- Develop and expand use of Listserv and School Board letters to enhance communications.



accomplishments

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

- The schools Maintenance and Education Levy passed with an unprecedented 79% support.
- The Bainbridge Public Schools Trust was organized by citizens and contributed monies for staff development, curriculum, and material needs.
- Alternative funding sources provided monies for staff development, a scanning electron microscope at Bainbridge High School, continuation of the Community Arts Education Consortium, and bus engine retrofits, among other objectives.
- A mentor program for new teachers provided ongoing support with effective interaction and training.
- Through careful and concise budget planning, a solid unreserved fund balance was achieved, and there were no staffing reductions.
- Outstanding staff development opportunities provided knowledge and staff planning time to improve instruction.
- Final work was completed on the Woodward Middle School building envelope renovation.
- The newly adopted math curriculum produced fresh and exhilarating changes in the way math is taught and integrated into students' lives.

Through the district's implementation of systemic efficiencies and fund raising efforts conducted by a variety of groups in 2002/2003, we have overcome funding reductions and insufficiencies.



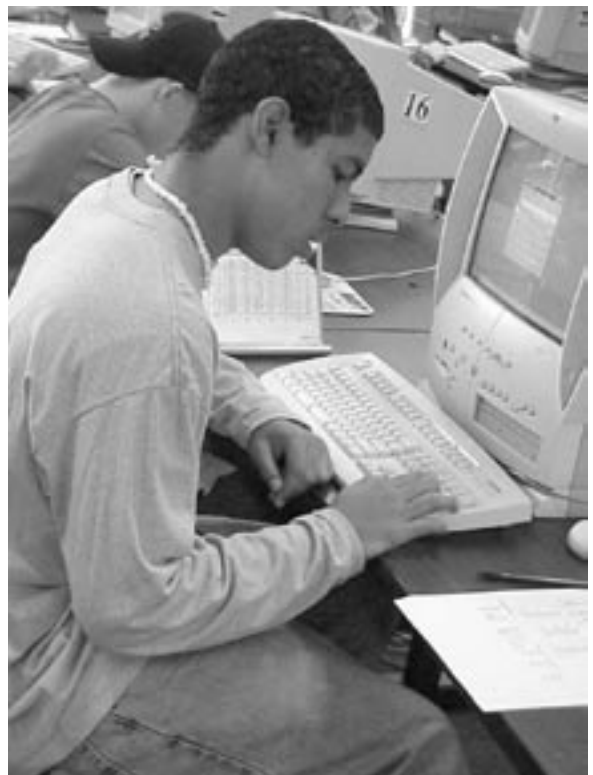
academic accolades

- Seven high school students were National Merit Finalists, placing them in the top one-half percent of the nation's graduating seniors.
- In the senior class, 104 individuals were selected as Washington Honors Award recipients, placing them in the top 10% of graduating seniors statewide.
- In the class of 2003, seven seniors became valedictorians as they graduated with 4.0 GPAs.
- Comparative tests again revealed the understanding and applied knowledge our students have. For example, Bainbridge Island School District is among the top five districts meeting standard on the 4th grade WASL math.

co-curricular highlights

- The Bainbridge High School Debate Team won first and fourth places at two state competitions, including a Team Sweepstakes Trophy.
- Sakai Knowledge Master Open team took first place in the state and second place nationally.
- The middle school and high school lacrosse teams both took state championships.
- Three high school students took individual first place medals at the state track meet.
- The high school wrestling team dominated the Metro League with an 8-0 record. This team also earned the Washington Interscholastic Activities Association's (WIAA) State Distinguished Scholarship Award.
- The high school gymnastics team earned a second place trophy at the state competition. This team also received the Academic Championship Award.

Nearly forty percent of graduating seniors were among the top ten percent statewide.



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.

Iowa Tests of Basic Skills and Iowa Tests of Educational Development

The Iowa Tests of Basic Skills (ITBS) are administered in the areas of Reading, Language and Math. The Iowa Tests of Educational Development (ITED) are 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 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	2003	77	68	79	76	
		2002	80	*	79	80	
		2001	79	*	78	79	
	State	2003	58	*	67	*	
		2002	57	*	66	62	
		2001	57	*	64	61	
	Grade 6	District	2003	77	69	70	73
			2002	80	75	73	78
			2001	76	68	74	74
State		2003	55	56	58	56	
		2002	54	58	56	56	
		2001	53	54	56	55	

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

ITED			Reading	Expression	Math	Core Total
Grade 9	District	2003	83	77	82	82
		2002	85	79	83	84
		2001	80	74	80	80
	State	2003	53	54	59	57
		2002	54	55	59	58
		2001	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 assessments are administered to fourth, seventh, and tenth grade students in the spring. Scores indicate the percent of students meeting the standard.

WASL			Math	Reading	Writing	Listening	
Grade 4	District	2003	78	88	80	84	
		2002	76	88	76	78	
		2001	69	85	66	89	
	State	2003	55	68	54	66	
		2002	52	66	50	67	
		2001	43	66	43	72	
	Grade 7	District	2003	70	82	83	97
			2002	61	77	86	94
			2001	62	72	82	98
State		2003	37	48	55	87	
		2002	30	45	53	84	
		2001	27	40	49	83	
Grade 10		District	2003	72	84	83	86
			2002	70	82	76	92
			2001	73	90	73	96
	State	2003	37	60	60	76	
		2002	37	62	54	84	
		2001	39	60	47	78	

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	2003	586	601	1187
	2002	577	588	1165
	2001	590	591	1181
State	2003	530	532	1062
	2002	525	529	1054
	2001	527	527	1054
National	2003	507	519	1026
	2002	505	515	1020
	2001	506	514	1020

finances and statistics

Revenue and Expense Summary

Revenue Sources

State	\$19,854,655
Levy	5,144,820
Local	1,670,409
Federal	1,021,922
Other	14,973
Total	\$27,706,779

Expenditures

Salaries	\$18,564,232
Benefits	4,284,237
Supplies, instructional materials, utilities, misc.	4,257,737
Total	\$27,106,206

District allocations to schools	\$686,962
Gifted and highly capable	16,600
Multicultural	4,745
Title II	4,961
Title VI	17,000

Per-Pupil Expenditure 2001-2002 \$6,617

Students as of April 2003

Enrollment by grades

K-2	745
3-4	610
5-6	657
7-8	716
9-12	1,296

Total 4,024

Graduation Rate	97%
Dropout Rate	3%

Student Ethnicity*

African American	66
Asian American	179
Hispanic	96
Native American	55
White	3,608

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

Staff

Certificated

Classroom teachers	227
Support staff	38
Administrators	15

Years of experience

1 - 2 years	30
3 - 9 years	81
10 + years	169

198 certificated staff members hold at least Master's Degree.

All classes in the Bainbridge Island School District are taught by "highly qualified" teachers.

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

Commodore Options School

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

Bainbridge High School

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

Ordway Elementary School

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

Captain Johnston Blakely Elementary School

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

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, Mike Scott, Susan Sivitz,
Dave Pollock, Bruce Weiland.

Not pictured:
Ken Breiland board member 1999-2003

We had the kind of year we can be proud of.

But this is not where we can rest upon past accomplishments. There is much more to be done on behalf of the children, their families, and my colleagues.

Bainbridge Island School District No. 303
8489 Madison Avenue N.E.
Bainbridge Island, Washington 98110