

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

2007-08

Annual Performance Report

Blakely Elementary School



We hope you find this report about Blakely Elementary School useful and interesting. If you have questions about information in this report, please call the school office (206) 842-4752.

Our School

Captain Johnston Blakely Elementary School is a rural, neighborhood school located on the south end of Bainbridge Island. Our school serves students in Kindergarten through fourth grades with an enrollment of 390 students in October 2007. Blakely School provides a skilled, dedicated and caring staff. Parent involvement is a key component of our success, and volunteers gave over 10,000 hours of support this year.

Blakely has a solid core curriculum, as well as daily specialist classes in art, music (choral), physical education, and library media. Additionally, the Parent Teacher Organization (PTO) supports enrichment activities for all students, including field trips, assemblies, an Art Docent program, foreign language classes, and community service.

A full-time counselor assists students and families and visits classrooms to provide instruction regarding personal safety and anti-bullying programs.

Staff and parent communications include: back-to-school nights by grade level; parent conferences; an annual open house; special informational evenings; direct email and phone access to staff; and a site council parent survey.

Our Facility

Blakely School was built in 1965. Two extensive remodels since then have upgraded the school building, and through ongoing maintenance Blakely School provides a safe environment in which to learn and work. Blakely School is used frequently by the community.

Our Mission

We believe education:

- to be an avenue for growth, which encourages ongoing discovery and exploration of ideas in a flexible and dynamic environment.
- must respect and promote individual and cultural diversity by encouraging each person's talents.
- should encourage the inherent curiosity of all to become lifelong learners with intrinsic motivation, who can deal with accelerating change.

- is a positive force in the life of the student, and is the shared responsibility of families, school, community, and society.
- should create self-sufficient adults who control their destiny and fulfill their potential.

The challenge for and goal of the Blakely community will be to continue to make this vision a reality as our school's population becomes increasingly diverse in the cultural make-up and educational needs of its students.

Our School Needs Your Support

Blakely School extends an open invitation to all members of the community. Our student/parent handbook and school directory contain information on how parents and community members can become involved. To receive one or ask questions, please call the main office during school hours, (206) 842-4752. To learn more about Blakely, visit www.bainbridge.wednet.edu/blakely/.

Improvement Plan

Focusing on improved learning, staff and parents on the Blakely Elementary School Site Council identify improvement goals each year. The council is responsible for monitoring and evaluating these goals. In 2007-08, Blakely goals and accomplishments included, but were not limited to:

Instructional Improvement and Innovation

The school will promote and teachers will acquire instructional skills to enhance student success in core academic areas.

Communicate information with parents.

Develop specific objectives/activities in: writing; health curriculum implementation; integration of computational fluency into math instruction; and reviewing the implementation of most highly capable individual learning plans (ILPs).

Character, Climate and Community

Promote and maintain a safe and positive environment where all students, staff and parents feel both a sense of connection and belonging. Examples of objectives/activities include: community service, student leadership, and continued emphasis on anti-bullying.

Facilities and Finance

Establish effective emergency preparedness through activities, such as drills and emergency supply assessment.

Continue implementation of the Technology Plan to integrate technology into instruction and learning. Expand use of technology for communication throughout the school community.

Implementation

Learning Improvement Days (LID) and staff development funds supported the school improvement goals. This year, staff received training for the implementation of the new health curriculum, The Great Body Shop, as well as training in math, writing and highly capable education.

Demographics

Students as of October 2007

Enrollment		Student Ethnicity	
K-4	390	African American	<1%
		Asian American	4%
		Hawaiian/Pacific Is.	<1%
10 or more unexcused absences (2004-05)	0	Hispanic	>2%
Suspensions	2	Native American	2%
Expulsions	0	White	89%

Staff

Certificated		Years of experience	
Classroom teachers	24	1 - 2 years	2
Support staff	7	3 - 9 years	13
Administrators	1	10 + years	17

20 certificated staff members hold Master's Degrees.

1 Staff member has a Ph.D.

All teachers at Blakely are "highly qualified."

Assessments

In spring 2008 at Blakely Elementary School, the district administered the Washington Assessment of Student Learning (WASL) at grades 3 and 4. District-wide, the WASL mathematics and reading tests were administered at grades 3—8 and 10. The writing assessments were done at grades 4, 7 and 10, and science at grades 5, 8 and 10.

Other assessments used district-wide include: at 1st and 2nd grades, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used and recognized by the state and

federal governments to determine 2nd grade reading ability; the Cognitive Abilities Test (CogAT), administered to all 3rd grade students, is used to identify highly capable students, and the ITBS is used as a second criteria for those services. The SAT Reasoning Test (formerly the Scholastic Aptitude Test and Scholastic Assessment Test), ACT (formerly American College Testing, now just ACT), and Advanced Placement (AP) assessments are options for high school students planning to continue in higher education.

Washington Assessment of Student Learning

The Washington Assessment of Students Learning (WASL) is a state performance-based assessment. Scores are compared to challenging performance standards set by the State. Scores indicated the percent of students meeting these standards. Based on WASL scores and other indicators, Blakely School made Adequate Yearly Progress (AYP) as defined by state and federal requirements. This means students are making progress toward the goal of 100% of students passing the WASL by 2014. (See ESEA information on page 4.)

WASL			Math	Reading	Writing	Science
Grade 3	Blakely	2008	77	80	*	*
		2007	87	93	*	*
		2006	83	92	*	*
	District	2008	85	85	*	*
		2007	89	94	*	*
		2006	86	86	*	*
	State	2008	68	70	*	*
		2007	70	71	*	*
		2006	64	68	*	*

WASL			Math	Reading	Writing	Science
Grade 4	Blakely	2008	80	94	80	*
		2007	84	96	93	*
		2006	80	91	81	*
	District	2008	76	93	81	*
		2007	87	96	90	*
		2006	86	95	83	*
	State	2008	53	72	62	*
		2007	58	77	60	*
		2006	59	81	60	*

* Assessment not administered at this grade level.

Funding

Blakely Sources of Discretionary Funds

District allocation	\$56,728
Gifted and highly capable	500
Multicultural	730

District Per-Pupil Expenditure

2006-2007	\$8,425
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District expenditures span the following categories: employee salaries and benefits; supplies and materials; instructional materials; contractual services (utilities, service contracts, etc.); travel; and capital outlay.

Other Funds

Additional funding came from the Parent/Teacher Organization (PTO), Bainbridge Schools Foundation, 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 Superintendent of Public Instruction (OSPI) has compiled the required statistics on their web site.

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/summary.aspx?year=2007-08>. At the top under *Summary*, click the down arrow and choose *Bainbridge Island School District*; then push *Go*. That allows you to view the BISD information. To choose a school or program, click the down arrow again, select the school or program, and then push *Go* once more.

Please note: Information on the report is not required if less than 30 students in a single category were assessed.

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,

English Language Learners and Low Income. All schools in Bainbridge Island School District met the proficiency standard achieving AYP in all categories where more than 30 students were assessed, except Woodward Middle School and Sakai Intermediate School. Each of these schools did not make AYP only in special education, one of the 45 categories of information required for Bainbridge Island School District. 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.

Printed 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.