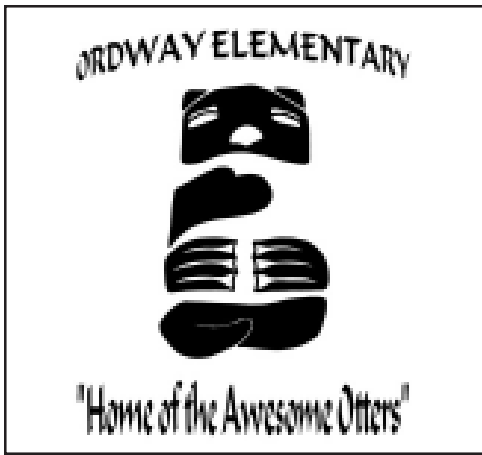


ORDWAY ELEMENTARY SCHOOL

Annual Performance Report



We hope you find this special report about Ordway Elementary School useful and interesting. All of us - home, school, and community - engage in a partnership to educate children. Good communication is vital to that process. If you have questions about any of this information, please call the school office, (206) 842-7637.

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

The school district depends on the community to help it meet the needs of each student with a modern and effective education program. We appreciate that student needs are not only educational, but personal, economic and social as well. We will work together to develop and implement programs that ensure students' success.

Our School

Centrally located on Bainbridge Island, Ordway Elementary School houses preschool through fourth grade classes. We strive to provide the personal touch to each student and family. You will 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. As a staff, we work 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.

Ordway School has an active Parent Teacher Organization (PTO) and parent volunteer program. Parents participate in a variety of capacities, including being tutors, art docents, committee members and/or being involved in PTO-sponsored activities. Many parents and community members volunteer on a regular basis to help in classrooms and other school programs, enhancing our quality learning environment.

Our school enjoys not only a strong partnership with our parents, but also with the community. Partnerships at Ordway are designed to support learning and reinforce positive student behavior, as well as to promote positive community-school relationships. We have formalized partnerships with the Island Grill Restaurant, the Pizza Factory, Bainbridge High School, Bainbridge Arts and Crafts, and Bainbridge Education Support Team. All of us - home, school, and community - engage in a partnership to educate children.

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.
- Education incorporates academics, the arts, and life skills.
- Students have the primary responsibility for their own learning. Staff and parents have the responsibility to guide and support the process.
- Children learn in a variety of ways, and learning is a lifelong process.
- Children need to feel safe in order to take risks when learning.
- Learning occurs when students are actively engaged and experience personal satisfaction.

Caring to Learn - Learning to Care

2002-03

Our Improvement Plan

The building 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 GOALS

1. Increase the number of 4th grade students meeting the state standard in Reading to a minimum of 88.9% by 2004.
2. Increase the number of 4th grade students meeting the state standard in Math to 74.4% by 2004.
3. Increase the number of 4th grade students meeting the state standard in writing to a minimum of 75% by 2004.
4. Examine “early childhood” programs.
5. Involve staff in the Science Program Review through monthly updates.

CULTURE, CLIMATE, AND COMMUNITY GOALS

1. Expand the *Steps to Respect*, anti-bullying program.
2. Build stronger partnerships between special education, Title 1 and general education programs.
3. Enhance the Ordway facility and grounds.
4. Establish a student support and success center.
5. Explore ways to infuse the six pillars of character education in the curriculum to reinforce the caring and inclusive feeling of the Ordway community.

Learning Improvement

During the 2002-03 year, Learning Improvement Days and staff development funds were used to support school improvement goals. The Ordway staff spent time reviewing and strengthening the curriculum areas of math and writing. Additional staff time was spent on inservice in gifted education, meeting the needs of diverse learners, implementation of a standards-based report card, and 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: 458 (*Apr. '03 enrollment data)

Student Ethnicity	%	# of students
American Indian:	2.0	9
Asian	6.8	31
Black	1.5	7
Hispanic	2.8	13
White	86.9	398

Students with 10 or more unexcused absences:

2001-02:	0%
2002-03:	0%

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

Certificated:	#
• Classroom teachers	26
• Other support staff	10
• Administrators	1

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

21 certificated staff members hold Master's Degrees

Our School Building

Ordway School, built in 1978, houses preschool through fourth grade along with class areas that support students with special needs. In the late 1980s, Ordway added a specially designed kindergarten building and portables, as we experienced student growth. 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.

ITBS/3	2001			2002			2003		
	Ordway	District	State	Ordway	District	State	Ordway	District	State
Reading	85	76	57	76	80	57	77	77	58
Language	84	68	*	67	70	*	80	68	*
Math	78	74	64	81	79	66	72	79	67
Composite	83	74	*	75	77	*	77	76	*

* Not required/supplied by State

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.

WASL	1999		2000		2001		2002		2003	
	% of 4th grade students meeting the standard.									
<u>Subject</u>	<u>Ordway</u>	<u>State</u>	<u>Ordway</u>	<u>State</u>	<u>Ordway</u>	<u>State</u>	<u>Ordway</u>	<u>State</u>	<u>Ordway</u>	<u>State</u>
Math	68	37	60	42	56	43	71	52	79	55
Reading	75	59	84	66	81	66	85	66	86	67
Writing	54	33	56	39	63	43	69	50	71	54
Listening	88	71	88	65	89	72	67	67	78	66

Funding

District Per Pupil Expenditure - 2001-02 = \$6,617

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, 2002-03, were used for staff development, supplies, instructional materials, and equipment.

District Allocation	\$62,039
Gifted and Highly Capable	\$ 3,000
Multicultural	\$ 730
Title V (Library resources)	\$ 1,700

Other Funds

Additional funding came from the Parent Teacher Organization (PTO), Bainbridge Education Support Team (B.E.S.T.), and the Bainbridge Public Schools Trust. These funds supported a variety of activities, including student enrichment opportunities, technology equipment, enhancement of the new math program, and staff training.

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, American Indian, Asian, Black, 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/>**.

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.