

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

Annual Performance Report 2004-05

Ordway Elementary School



We hope you find this report about Ordway Elementary School useful and interesting. If you have questions about information in this report, please call the school office (206) 842-7637.

Our School

Ordway, a preschool through fourth grade building, strives to provide the personal touch to each student and family. We believe in working together to provide a safe, caring environment where students can excel both academically and socially. The staff 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.

In 2004-05, Ordway started a Student Council and Environmental Club, both promoting student leadership. In addition, Ordway had after school Spanish, French and Japanese language classes and hosted Camp Invention, a week long summer science camp. Working together as a school community provides a quality-learning environment for students.

Partnerships at Ordway are designed to support learning and reinforce positive student behavior. We have formalized partnerships with the Island Grill Restaurant, the Pizza Factory, Bainbridge High School, Odyssey Multiage Program, Bainbridge Arts and Crafts, and Bainbridge Education Support Team. These build positive community-school relationships.

Our Facility

Ordway Elementary School was built in 1978 as a Kindergarten—5th grade building. Because of increased enrollment in the late 1980s, a kindergarten building and portables were added. In the early 1990s, the office and staff work areas were remodeled and some learning spaces were upgraded to make them better suited for students with special needs. With Ordway's central location, a variety of school and community groups continuously use the facility.

Our Mission

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

Belief Statements:

- A positive learning environment includes respect and acceptance 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 roles of responsibility, guidance, and support.
- Learning occurs when students are actively engaged and experience personal satisfaction.
- Education incorporates academics, the arts and life skills.

Our School Needs Your Support

Ordway Elementary School actively encourages parents and community members to join us as partners in educating children. With an active PTO and volunteer program, parents and community members can participate in a variety of capacities: a tutor, art docent, committee member, and/or being involved in PTO sponsored activities. Ordway has an extremely active community volunteer reading program and an after school homework club. Please call the school office to inquire about volunteer opportunities, (206) 842-7637.

Improvement Plan

Improving student learning is a focus statewide. Staff and parents on the Ordway Site Council identify learning improvement goals each year. The council is responsible for monitoring and evaluating these goals. Ordway's goals included, but were not limited to:

Instructional Program and Innovation

Create an environment using targeted, effective instruction allowing all students to be successful learners. Reading objectives in this goal addressed the expanded use of the Accelerated Reader program. Participation in a reading pilot gave staff the opportunity to study the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as an assessment tool. To improve writing, other strategies matched writing skills and activities in rubrics. Implementation of the FOSS science program was a major focus. Ordway also implemented the use of Individual Learning Plans for highly capable students.

Culture, Climate and Community

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

established monthly character virtues for school-wide focus. Grade-level teams worked together to integrate this focus into the curriculum. Ordway continued the Awesome Otter and Caring Kids program along with establishing a monthly recognition and celebration assembly.

Facilities and Finance

Create a safe and attractive facility that allows for diverse learning and teaching strategies. Ordway's PTO (Parent Teacher Organization) provided funding for and parents worked with the grounds maintenance staff to continue site enhancements: new playground equipment, plants at the school's entrance, and clean up. To assist in classroom instruction, the PTO purchased another portable multimedia technology station and a classroom amplification system.

Implementation

During the 2004-05 year, Learning Improvement Days and staff development funds provided by B.E.S.T. (Bainbridge Education Support Team) were used to support our school improvement goals. The staff reviewed and strengthened the areas of writing and science instruction, and they explored assessment strategies in reading. In addition, they continued to match and refine grade level expectations with what it taught.

Demographics

Students as of October 2004

Enrollment		Student Ethnicity		
K-4	414	African American	6	1%
		Asian American	25	6%
10 or more unexcused absences (2004-05)	0	Hispanic	21	5%
Suspensions	1	Native American	12	3%
Expulsions	0	White	352	85%

Staff

Certificated		Years of experience	
Classroom teachers	24	1 - 2 years	6
Support staff	12	3 - 9 years	9
Administrators	1	10 + years	22

29 certificated staff members hold Master's Degrees.
All teachers at Ordway are "highly qualified."

Assessments

In 2004-05 at Ordway Elementary School, the district administered the Iowa Tests of Basic Skills (ITBS) at grade 3 and the Washington Assessment of Student Learning (WASL) at grade 4. District wide, the Iowa Tests were required at grades 3, 6 and 9, and the WASL mathematics, reading and writing tests are administered at grades 4, 7 and 10. The science WASL occurs at grades 5, 8 and 10.

Iowa Tests of Basic Skills

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.

ITBS			Math	Reading	Core
Grade 3	Ordway	2005	81	78	80
		2004	78	74	76
		2003	80	77	79
	District	2005	80	80	80
		2004	80	78	79
		2003	79	77	78
	State	2005	66	58	62
		2004	67	58	63
		2003	67	58	63

Washington Assessment of Student Learning

The Washington Assessment of Student Learning (WASL) is a state performance-based assessment. Scores are compared to challenging performance standards set by the State. Scores indicate the percent of students meeting these standards. All 4th grade students at Ordway were tested on the WASL. Based on WASL scores and other indicators, Ordway 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. No schools in BISD were identified as needing improvement under AYP.

WASL			Math	Reading	Writing
Grade 4	Ordway	2005	76	93	69
		2004	80	94	76
		2003	79	86	71
	District	2005	82	93	82
		2004	83	92	79
		2003	78	88	80
	State	2005	61	79	58
		2004	60	74	56
		2003	55	67	54

Funding

Ordway Sources of Discretionary Funds

District allocation	\$62,169
Gifted and highly capable	500
Multicultural	730

District Per-Pupil Expenditure

2003-2004	\$7,146
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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 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 Internet site, go to <http://reportcard.ospi.k12.wa.us>. 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.

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 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.