

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

Ordway Elementary School



Our School

Located in the heart of Bainbridge Island, Ordway includes classes from preschool through fourth grade. You will find Ordway filled with exceptional children, supportive families and an outstanding staff. We believe in working together to provide a safe, caring environment where students can excel both academically and socially. Staff members work hard to meet the diverse learning needs of our students by using a strong set of teaching practices. Stressing excellence in learning and respect for diversity and self, our motto is “Caring to Learn, Learning to Care.”

Ordway has a solid core curriculum, as well as daily specialist classes in art, music (choral), physical education, and library media. A full-time counselor assists students and families. We host traditional half-day and full-day kindergarten programs, as well as a full-day developmental kindergarten.

We have an after-school homework club, a Student Success Center, and our Rock ‘N Rollin’ Readers (senior citizens) provide one-on-one volunteer reading support to all second grade students. Our Parent Teacher Organization (PTO) supports enrichment activities for all students, including field trips, assemblies, an Art Docent program, and both Camp and Club Invention programs (after-school and summer science experiences).

Our Facility

Ordway Elementary School was built in 1978 as a Kindergarten—5th grade building. In the late 1980s, we added a specially designed kindergarten building and portables. In the early 1990s, 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.

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 Mission

Ordway Elementary is a safe 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 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. Please call the school office to inquire about volunteer opportunities that might interest you, (206) 842-7637.

Improvement Plan

In 2007-08, the improvement plan and goals were developed and approved by the Ordway Site Council. The Council has the responsibility for monitoring and evaluating these goals. Examples of goals included, but were not limited to:

Instructional Improvement and Innovation

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

Objectives and activities included such things as: increase the reading-writing connection; study data related to computation in the math program; support science staff development; provide updates and support the social studies curriculum review; implement an inclusion program for students using diverse learning strategies; and align adopted curriculum to grade level expectations.

Culture, Climate and Community

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

Objectives and activities included such things as: implement a tutor-mentor program with training; expand and implement service learning opportunities; and focus on consistent common area expectations, including a common language.

Facilities and Finance

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

Objectives and activities included such things as: enhancing the grounds by having a parent volunteer group work in conjunction with the grounds maintenance staff; expanding and renovating the library and computer lab; and developing more flexible space utilization.

Implementation

Learning Improvement Days (LID) and staff development funds supported the school improvement goals. This year, staff received science and math computation training.

Demographics

Students as of October 2007

Enrollment by grades		Student Ethnicity	
K-4	406	African American	<1%
		Asian American	7%
		Hawaiian/Pacific Is.	<1%
		Hispanic	3%
		Multiracial	4%
10 or more unexcused absences	0	Native American	2%
Suspensions	0	White	81%
Expulsions	0	Not Provided	2%

Staff

Certificated		Years of experience	
Classroom teachers	21	1 - 2 years	6
Support staff	14	3 - 9 years	9
Administrators	1	10 + years	21

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

2 Staff members have a Ph.D.

All classes are taught by "highly qualified" teachers.

Assessments

In spring 2008 at Ordway, 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 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. At Ordway, all students 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. (See ESEA information on page 4.)

WASL			Math	Reading	Writing	Science
Grade 3	Ordway	2008	85	84	*	*
		2007	88	93	*	*
		2006	80	79	*	*
	District	2008	85	85	*	*
		2007	89	94	*	*
		2006	86	86	*	*
	State	2008	68	70	*	*
		2007	70	71	*	*
		2006	64	68	*	*
Grade 4	Ordway	2008	65	88	72	*
		2007	86	95	86	*
		2006	88	95	76	*
	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	*

* No tests were administered in these subjects at the designated grade level.

Funding

Ordway Sources of Discretionary Funds

District allocation	\$56,408
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.