

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

Sakai Intermediate School



We hope you find this report about Sakai Intermediate School useful and interesting. If you have questions about information in this report, please call the school office, (206) 780-6500.

Our School

Sonoji Sakai Intermediate School serves fifth and sixth grade students. The school is located at the heart of Bainbridge Island and adjacent to the grades 7-8 middle school. Students are placed on teacher teams, creating smaller learning communities. With excellent teachers, a rich, core curriculum is expanded with art, physical education, and general music and band programs.

Sakai's full-time librarian supports students and staff in literacy, research skills, and technology integration. Counselors and administrators provide individual and group guidance and leadership. Special education staff members, a reading specialist, and a talented group of paraprofessionals also support students. Parent and other community members provide countless volunteer hours, enriching the base of support.

In addition to an outstanding curriculum, students are challenged with academic competitions, such as Knowledge Master, Math Olympiad, and Geography and Spelling Bees. Teaming with the local Boys and Girls Club, approximately 44 after-school activities are offered. All of these opportunities allow students to grow academically, personally, and socially.

Our Facility

Sonoji Sakai Intermediate School is on two levels, with five to six classrooms in each of four clusters. At the school's center, the library is the focal area for student learning. Classes fully utilize a computer lab. A large gym accommodates physical education classes, intramural and school lunch programs, and community groups. Environmentally sensitive considerations preserve a watershed and salmon stream that have been incorporated into the curriculum and with other efforts demonstrate our focus on environmental stewardship.

Our Mission

Sakai Intermediate School is committed to creating a caring, collaborative learning community, dedicated to preparing involved and capable members of a diverse society.

We believe:

- Sakai is positive, nurturing, welcoming, and engaging for staff, students and parents.
- Learning is joyful and rewarding, involving

academics, social skill development, physical activity, artistic expression, and play.

- Learning is a process that challenges students to think and perform independently and responsibly.
- Sakai educators set high expectations for themselves and their students and believe that all students can be successful.
- Fifth and sixth grade students are in a unique transition, and their learning should facilitate that change.

Our School Needs Your Support

Our partnership with parents and the community is extremely important in meeting the needs of our students. We invite all parents and community members to participate in our program. We always need volunteers in classrooms, the support center, our library or computer lab, the main office, tutoring and special programs, as well as for recess and lunch supervision. If you are interested in helping, please call our main office at (206) 780-6500.

Improvement Plan

Improving student learning is a focus statewide. Staff and parents on the Sakai Intermediate School Site Council identify learning improvement goals each year. The council is responsible for monitoring and evaluating these goals. In 2007-08, Sakai's goals included, but were not limited to:

Instructional Improvement and Innovation

Focus on academic success for all students.

Objectives and activities to support this goal included such things as: participate in the K-12 Language Arts curriculum review; increase communication between the Student Support Team and general staff in order to identify and refer diverse learners for support; continue to develop strategies for student-involved assessment.

Character, Climate and Community

Create a caring, collaborative learning community.

Objectives and activities to support this goal included such things as: plan and implement Esteem Builders in fifth grade; plan for combined 5th and 6th grade Journey Toward a Caring Classroom activities; and identify goals and activities to support a positive school climate.

Facilities and Finance

Maintain our attractive and safe facility.

Objectives and activities included such things as: inventory, purchase and replace emergency preparedness supplies, as needed; enhance landscaping; and implement art projects to enhance and beautify our school and grounds.

Implementation

Learning Improvement Days (LID) and staff development funds supported the school improvement goals. This year, staff received further training in Esteem Builders and Leadership curriculum, as well as in establishing an Individual Learning Plan (ILP) template.

Demographics

Students as of October 2007

Enrollment		Student Ethnicity	
5-6	538	African American	1%
		Asian American	5%
		Hawaiian/Pacific Is.	0%
		Hispanic	3%
		Multiracial	0%
10 or more unexcused absences	0	Native American	3%
Suspensions	6	White	88%
Expulsions	0	Not Provided	0%

Staff

Certificated		Years of experience	
Classroom teachers	28	Average years of teacher experience	15.3
Support staff	7		
Administrators	2		

35 certificated staff members hold at least Master's Degree.
All teachers at Sakai are "highly qualified" teachers.

Assessments

In spring 2008 at Sakai, the district administered the Washington Assessment of Student Learning (WASL) at grades 5 and 6. 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, Sakai did not make Adequate Yearly Progress (AYP) as defined by state and federal requirements in one cell, students with disabilities. To make AYP a school must meet targets in all 37 different cells defined by federal and state requirements. Sakai 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	Science
Grade 5	Sakai	2008	80	93	78
		2007	84	95	74
		2006	78	94	63
	District	2008	81	93	78
		2007	85	96	75
		2006	79	94	64
	State	2008	61	75	43
		2007	60	72	37
		2006	56	76	36
Grade 6	Sakai	2008	77	91	*
		2007	71	88	*
		2006	76	90	*
	District	2008	77	91	*
		2007	72	89	*
		2006	77	90	*
	State	2008	49	69	*
		2007	50	68	*
		2006	50	67	*

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

Funding

Sakai Sources of Discretionary Funds

District allocation	\$71,523
Gifted and highly capable	750
Multicultural	730

District Per-Pupil Expenditure

2006-07	\$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.