

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

Wilkes Elementary School



We hope you find this report about Wilkes Elementary School useful and interesting. If you have questions about information in this report, please call the school office (206) 842-4411.

Our School

Wilkes Elementary School is located in a rural/suburban setting across the Puget Sound from Seattle. Serving students in kindergarten through fourth grade, the school is set on 10 acres, which include some wetlands.

Wilkes provides a broad-based curriculum effectively enhanced by teacher-specialists in physical education (PE), art, music, library, special education, speech and language, and reading (Title I). We have a full-time counselor, and a psychologist is assigned to the building part-time. A team approach supports special needs students with both in-classroom and pullout assistance, depending on the needs of the student. Students identified as highly capable (grade 3) participate in differentiated learning activities in fourth grade.

Our school enjoys a strong partnership with our parents and the community. Exceptional volunteers donate an incredible amount of time working in classrooms, supervising field trips and special activities, and preparing materials. Our Parent

Teacher Organization (PTO) actively enhances the overall school program through assemblies, special events, and supplemental funding.

Our site council includes teachers, paraeducators, the principal, and parents. It serves as an advisory and decision-making body in determining the overall school vision and the objectives of our school improvement plan. Throughout the year the council discusses progress on the implementation of our plan and any pertinent elements of our school program, with particular emphasis on student achievement.

Our Facility

Wilkes Elementary was built in 1958 and has had three remodels/additions since the late 1980s. We have two main wings, a kindergarten complex, a library, five portable classrooms, a covered play area, and office, gym, and kitchen areas. Although seismic work was done to bring our school within code for earthquake safety, the district is looking at other building upgrades. Outside groups regularly use our building after school hours.

Our Mission

The mission of Captain Wilkes Elementary School is to facilitate the maximum educational growth of each student. This will be accomplished through the acquisition of knowledge, basic critical thinking, and life-long learning skills. To achieve this, the Wilkes staff, in partnership with students' families and the community, will promote the academic, as well as physical, social and emotional growth of each student. The students' commitment to his/her education is essential.

Our School Needs Your Support

Parent and community involvement is encouraged and valued at Wilkes. Parents and community members assist students and staff in classrooms, the computer lab, the health room, and with special events, projects and enrichment, such as the Harvest Fair and the Art Docent Program. They also are members of the site council. Please call our school office to inquire about opportunities, 842-4411.

Improvement Plan

Improving student learning is a focus statewide. Staff and parents on the Wilkes Elementary School Site Council identify learning improvement goals each year. The council is responsible for monitoring and evaluating these goals. In 2004-05, Wilkes goals and accomplishments included, but were not limited to:

Instructional Program and Innovation

Academic success and differentiated curriculum for all students. Professional development remains a high priority, especially with training in the newly adopted science curriculum. Analysis of student achievement data will determine the overall effectiveness of programs, as well as needed modifications and adjustments to the curriculum. Through participation in the review and adoption of both the arts and health curricula, staff representatives will share progress of these committees.

Develop and implement differentiated curriculum for all students. Grade level leadership team meetings will use acquired resources for curriculum planning.

Character, Climate and Community

Learn about diversity of learners. Instructional materials will be developed to explore visible and invisible learning differences.

Students will demonstrate respect for each other. Students will participate with teachers to develop behavior expectations that enhance and foster respect for each other and respect for the learning environment. Staff will continue to implement Second Step K-2 and Steps to Respect in grades 3 and 4. Staff will continue training based on the book *Crucial Conversations*.

Facilities and Finance

Safe and attractive facility. Continue the volunteer landscape maintenance and enhancement project. Assess emergency supplies and augment as needed.

Improve technology resources. The goal to add new computers and instructional presentation stations, as well as software to support instruction, was not accomplished due to lack of funding.

Implementation

Staff attended professional development and training for each of the newly adopted Foss Science Kits. Staff also attended math and Language Arts workshops and were trained to be on-site trainers. Meetings analyzed related student achievement data. Staff planned a variety of cultural presentations, classroom literature, and guest speakers to address diversity.

Demographics

Students as of October 2004

Enrollment		Student Ethnicity		
K-4	381	African American	4	1%
		Asian American	20	5.2%
10 or more unexcused absences (2004-05)	0	Hispanic	5	1.3%
Suspensions	2	Native American	1	.2%
Expulsions	0	White	351	92.1%

Staff

Certificated		Years of experience	
Classroom teachers	20	1 - 2 years	2
Support staff	9	3 - 9 years	3
Administrators	1	10 + years	25

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

Assessments

In 2004-05 at Wilkes Elementary School, the district administered the Iowa Tests of Basic Skills at grade 3 and the Washington Assessment of Student Learning science tests at grade 4. The Iowa Tests were required district-wide

at grades 3, 6 and 9. The WASL mathematics, reading and writing are administered at grades 4, 7 and 10. The science WASL occurred 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	Wilkes	2005	76	79	78
		2004	75	78	77
		2003	76	78	77
	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. Less than 1% (.1%) of 4th grade students at Wilkes Elementary School were not tested on the WASL. Wilkes made Adequate Yearly Progress (AYP) as identified by state and federal requirements. This means students are making designated 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	Wilkes	2005	87	96	93
		2004	93	96	88
		2003	81	92	91
	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

Wilkes Sources of Discretionary Funds

District allocation	\$51,906
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 the Parent Teacher Organization (PTO), Bainbridge Education Support Team (B.E.S.T.), the Bainbridge Public Schools Trust (B.P.S.T.), and private donations. These funds are gratefully accepted, integral to our programs, and used for such things as staffing, 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.