

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

Annual Performance Report 2005-06

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 successfully completed its seventh year in 2005-06. Located at the heart of Bainbridge Island and adjacent to the grades 7-8 middle school, Sakai serves fifth and sixth grade students. Students are placed on teacher teams, creating smaller learning communities. A rich educational environment includes excellent art, physical education, 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 in support of our students.

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 45 after-school activities are offered. All of these opportunities allow students to grow academically, personally, and socially.

Our Facility

Students, staff, parents, and the community enjoy Sonoji Sakai Intermediate School. The 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.

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 2005-06, Sakai goals and accomplishments included, but were not limited to:

Instructional Improvement and Innovation

We developed high quality formative, summative and student-involved assessments, especially in math and language arts that align with state Essential Academic Learning Requirements and Grade Level Expectations.

We enhanced outdoor learning opportunities on our Sakai campus.

We focused on improved student reading fluency through the partnering of Read Naturally and Accelerated Reader.

We monitored the implementation of a new science curriculum.

We defined and articulated the scope and sequence of Language Arts.

Character, Climate and Community

We defined and articulated Sakai's anti-bullying curriculum. We provided appropriate boundaries and expectations through clear rules, consequences and bullying/harassment procedures.

We recognized positive values and social competencies through Esteem Builders, student leadership, and the Sakai Spirit program.

Facilities and Finance

Opportunities for technology integration continued to be a focus for staff training and classroom implementation.

Implementation

Learning Improvement Days (LID) provided the opportunity for staff members to share their expertise and collaborate to improve the use of technology in the classroom, plan for curriculum implementation, build our emergency preparedness plans, improve our web presence, and develop formative and summative assessment tools.

Demographics

Students as of October 2005

Enrollment		Student Ethnicity		
5-6	603	African American	9	1.5%
		Asian American	26	4%
10 or more unexcused absences (2005-06)	0	Hispanic	17	3%
Suspensions	5	Native American	9	1.5%
Expulsions	0	White	542	90%

Staff

Certificated		Years of experience	
Classroom teachers	33	1 - 2 years	4
Support staff	7	3 - 9 years	11
Administrators	2	10 + years	27

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

All teachers at Sakai are "highly qualified" teachers.

Assessments

In 2005-06 at Sakai Intermediate School following state implementation, the district administered the Washington Assessment of Student Learning (WASL) math and reading tests for the first time to students in grades 5 and 6. District-wide, the WASL math and reading also were administered for the first time at grades 3 and 8, while the math, reading and writing continued at grades 4, 7 and

10. The science WASL also continued district-wide at grades 5, 8 and 10.

The Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) are no longer used as state assessment tools.

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 5th and 6th grade students at Sakai Intermediate School were tested on the reading and math WASL, and all 5th grade students participated in the science assessment. Sakai 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	Science
Grade 5	Sakai	2006	78	94	63
		2005	*	*	75
		2004	*	*	55
	District	2006	79	94	64
		2005	*	*	74
		2004	*	*	54
	State	2006	56	76	36
		2005	*	*	36
		2004	*	*	28
Grade 6	Sakai	2006	76	90	*
		2005	*	*	*
		2004	*	*	*
	District	2006	77	90	*
		2005	*	*	*
		2004	*	*	*
	State	2006	50	67	*
		2005	*	*	*
		2004	*	*	*

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

Funding

Sakai Sources of Discretionary Funds

District allocation	\$78,711
Gifted and highly capable	750
Multicultural	730

District Per-Pupil Expenditure

2004-05	\$7,529
---------	---------

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 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>. 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, 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.