

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

2005-06

Annual Performance Report

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 students with special needs with both in-class 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, teacher grants, and equipment.

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 School was built in 1955 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. Seismic work was done to bring our school within code for earthquake safety, and roofing and septic system upgrades were completed in the summer of 2006. 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 2005-06, Wilkes goals and accomplishments included, but were not limited to:

Instructional Improvement and Innovation

Academic success for all students. Aligned science, math and Language Arts curricula with Washington state standards. Professional development remained a high priority.

Use assessment to refine instruction. Analysis of student achievement data determined the overall effectiveness of programs, as well as needed modifications and adjustments to the curriculum. Staff participated in the math mid-cycle and the social studies curriculum reviews.

Character, Climate and Community

Diversity of learners. We used the district Multicultural Education Curriculum as an inclusive teaching and learning process.

Respect for each other. Students participated with teachers to develop behavior expectations that enhanced and fostered respect for each other and respect

for the learning environment. Staff continued to implement Second Step K-2 and Steps to Respect in grades 3 and 4 programs. We continued to offer third grade students training to understand and increase awareness of disabilities.

Facilities and Finance

Safe and attractive facility. Monitored and addressed safety concerns. Assessed emergency supplies and augmented as needed.

Provide technology resources to improve instruction. Assessed and purchased software that supports instruction. Added some instructional presentation stations to classrooms. Continued to explore online resources, such as lower reading level encyclopedias to address the needs of younger students.

Implementation

In 2005-06, staff continued attending professional development and training for each of the newly adopted Foss Science Kits. They also attended math and Language Arts workshops, and two were trained to be on-site instructors. Staff analyzed related student achievement data. They also planned a variety of cultural presentations, brought in guest speakers to address diversity, and chose related classroom literature.

Demographics

Students as of October 2005

Enrollment		Student Ethnicity	
K-4	423	African American	7 2%
		Asian American	23 5%
10 or more unexcused absences (2004-05)	0	Hispanic	5 1%
Suspensions	1	Native American	0 0%
Expulsions	0	White	388 92%

Staff

Certificated	Years of experience	
Classroom teachers	18	1 - 2 years 3
Support staff	10	3 - 9 years 2
Administrators	1	10 + years 24

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

All teachers at Wilkes are "highly qualified" teachers.

Assessments

In 2005-06 at Wilkes Elementary School, the Washington Assessment of Student Learning (WASL) was administered at grades 3 and 4. This was the first year that third grade students took the WASL math and reading tests. District-wide math and reading assessments also were given for the first time at

grades 5, 6 and 8. Fourth, seventh and tenth grade students continued the math, reading and writing assessments. The science WASL occurred for the third year at grades 5, 8 and 10.

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. They indicate the percent of students meeting these standards.

All students at Wilkes Elementary School were 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
Grade 3	Wilkes	2006	92	85
	District	2006	86	86
	State	2006	64	68

WASL			Math	Reading	Writing
Grade 4	Wilkes	2006	89	98	94
		2005	87	96	93
		2004	93	96	88
	District	2006	86	95	83
		2005	82	93	82
		2004	83	93	80
	State	2006	59	81	60
		2005	61	80	58
		2004	60	74	56

Funding

Wilkes Sources of Discretionary Funds

District allocation	\$58,589
Gifted and highly capable	500
Multicultural	730

District Per-Pupil Expenditure

2004-2005	\$7,529
-----------	---------

District expenditures span the following categories: employee salaries and benefits; supplies and materials; instructional materials; contractual services (utilities, service contracts, ets); 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>. Under Select List, click District and highlight Bainbridge Island. Then click on Search. Scroll down on the page and choose the school or program whose report you would like to see.

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 <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.