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

Commodore Options School

We hope you find this report about Commodore Options School useful and interesting. If you have questions about information in this report, please call the school office (206) 780-1646.

Our School

Commodore Options School is a multi-plex facility of the Bainbridge Island School District. It houses the district's three Options programs: Home School Support Program (grades K-8), Odyssey Multiage Program (1-8) and Eagle Harbor High School (9-12). Although each program is distinct, they share a common goal to provide students and families with options in their education.

Our Facility

Commodore has operated as a school facility for over fifty years. In addition to classrooms, the facility provides an arts center, an environmental playground and a computer lab that are shared by the various programs. In May of 2005, we opened our Commodore Commons. This facility replaced our cafeteria that was demolished in 2003.

Our Mission

It is the mission of Commodore Options School to provide a choice of educational opportunities so that each student can achieve academic and social success.

We envision Commodore Options School as a valued K-12 educational choice within the Bainbridge Island School District. We emphasize a small learning community, with a multiage environment, high parental involvement and opportunities for self-directed learning.

Core Beliefs

While each program within Commodore Options School has its own set of goals and beliefs, all of the programs hold the following beliefs in common.
- Every learner is greatly assisted in learning by the active participation of his or her original teachers, the parents.

- Students learn better in small schools and class-rooms, where teachers, students, and parents know each other well and work in an atmo-sphere of trust and high expectations.

- Every learner can be motivated and self-directed.

- Instruction should be personalized to address the individual's needs and interests.

- Every learner benefits from interaction with people, young and old, who have different experi-ences, interests and strengths.

- Every learner benefits from partnerships with the community outside of the classroom.

- Every learner benefits when learning and assess-ments are tied to authentic tasks.

- Every learner can expand their sense of joy and curiosity as they learn.

Our School Needs Your Support

Each school program at Commodore relies on volunteers for program support. Parents, community mentors and local businesses all have contributed to our learning community. Please contact us if you are interested in finding out about volunteer opportunities: Commodore Administrative Secretary, Michelle Hope: 780-1646, *mhope@bainbridge.wednet.edu.* or Principal Catherine Camp: 780-1387, *ccamp@bainbridge.wednet.edu.*

Improvement Plan

Improving student learning is a focus statewide. Staff and parents on the Commodore Options School Site Councils identify learning improvement goals each year. The councils are responsible for monitoring and evaluating these goals. In 2004-05, Commodore created goals in three areas. Sample goals and objectives include, but are not limited to:

Instructional Program and Innovation
Increase the academic achievement of students by:
• Teaching skills to help students becoming effective writers.
• Implementing the new science curriculum.
• Increasing technology literacy.
• Encouraging students to increase their skills in self-reflection.

Character, Climate and Community
Create a sense of belonging and connectedness through:
• Examining the role of leadership and community.
• Increasing school to home communication.

Facilities and Finance
Reflect excellence in creating a student-centered learning environment by:
• Actively participating in the districts facility planning process.
• Promoting responsibility for our outdoor school environment.

Our complete School Improvement Plan is on our website *www.bainbridge.wednet.edu/commodore/ shared/CommodoreSIP2004-2005.htm*

Implementation

During our Learning Improvement Days (LID), our staff began a year-long study in leadership practices that promotes lasting school improvement. We also participated in a half-day training on learning "Challenge by Choice" strategies, which led to a series of student challenge activities throughout the year. In addition, each program reviewed data on student progress and created strategies to support improved student learning. Throughout the year, teaching teams attended various trainings around our school goals.

Demographics

Students as of October 2004

Enrollment

K-12	290
Eagle Harbor High School	89
Odyssey Multiage Program	113
Home school Support Program	88
10 or more unexcused absences (2004-05)	
Eagle Harbor High School	3
Odyssey Multiage Program	0
Home school Support Program	0
Suspensions	2
Expulsions	0

Student Ethnicity

African American	5	1.7%
Asian American	9	3.1%
Hispanic	8	2.7%
Native American	2	.6%
White	266	91.7%
Graduation Rate		83%*
Dropout Rate		2%

* Percent of students received a high school diploma in the standard number of years.

Staff

Certificated

Classroom teachers	24
Support staff	3
Administrators	1

Years of experience

1 - 2 years	3
3 - 9 years	11
10 + years	14

21 certificated staff members hold Master's Degrees.
1 staff member has a Ph.D. ; 1 has a Juris Doctorate.
All teachers at Commodore Options School are "highly qualified."

Assessments

In 2004-05 at Commodore Options School, the district administered the Iowa Tests of Basic Skills (ITBS) at grades 3 and 6, and the Iowa Tests of Educational Development (ITED) at grade 9. The Washington Assessment of Student Learning reading, math and writing assessments were administered at grades 4, 7 and 10, with students in grades 5, 8 and 10 taking the science WASL. This testing schedule matches the district-wide assessment plan.

Iowa Tests of Basic Skills and Iowa Tests of Educational Development

In the spring, the ITBS were given to 3rd and 6th grade students, and the ITED to 9th grade students. 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			Reading	Math	Core
Grade 3	**COS**	2005	86	91	89
		2004	83	77	80
		2003	89	88	89
	District	2005	80	80	80
		2004	78	80	79
		2003	77	79	78
	State	2005	58	66	62
		2004	58	67	63
		2003	58	67	63

ITBS			Reading	Language	Math	Core
Grade 6	**COS**	2005	86	74	77	80
		2004	74	80	63	75
		2003	85	76	78	81
	District	2005	81	75	76	79
		2004	82	75	70	78
		2003	77	69	70	73
	State	2005	55	54	58	56
		2004	55	55	58	56
		2003	55	56	58	56

ITED			Reading	Expression	Quantitative Thinking	Core
Grade 9	**COS**	2005	81	70	78	80
		2004	81	77	75	79
	District	2005	85	80	85	85
		2004	83	77	81	82
	State	2005	54	55	61	58
		2004	53	54	59	57

Assessments

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 4th grade students at Commodore Options School were tested on the WASL. Of the Odyssey students, 9 % of 8th grade students were not tested on/refused to take the science WASL. All other Odyssey students took the assessment. At Eagle Harbor High School, 11% were not tested on/refused to take the WASL. Commodore programs 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	Science (Grade 5)
Grade 4	**COS**	2005	92	92	67	83
		2004	92	100	75	63
		2003	92	83	75	*
	District	2005	82	93	82	74
		2004	83	92	79	54
		2003	78	88	80	*
	State	2005	61	79	58	36
		2004	60	74	56	28
		2003	55	67	54	*

WASL			Math	Reading	Writing
Grade 7	**COS**	2005	71	79	79
		2004	61	70	57
		2003	69	72	81
	District	2005	84	91	87
		2004	74	83	73
		2003	70	82	83
	State	2005	51	69	61
		2004	46	60	58
		2003	37	48	55

WASL

Grade 8			Science
	COS	2005	48
		2004	71
		2003	65
	District	2005	64
		2004	70
		2003	64
	State	2005	36
		2004	39
		2003	36

WASL

Grade 10			Math	Reading	Writing	Science
	COS	2005	50	71	67	48
		2004	43	43	36	29
		2003	18	53	69	17
	District	2005	78	91	86	69
		2004	78	89	91	69
		2003	72	84	84	56
	State	2005	47	72	65	36
		2004	44	64	65	32
		2003	39	60	61	32

Funding

BHS Sources of Discretionary Funds

District allocation:		
	Eagle Harbor High School	$ 7,160
	Odyssey Multiage Program	13,884
	Home school Support Program	35,850
	Commodore Center	14,582
Gifted and highly capable		500
Multicultural		450

District Per-Pupil Expenditure

2003-2004   **$7,146**

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 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.