

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

## 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 sixth year in 2004-2005. Located at the heart of Bainbridge Island and adjacent to the grade 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, for 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 2004-05, Sakai goals and accomplishments included, but were not limited to:

## Instructional Program and Innovation

- We developed high quality formative and summative assessments, especially in math and language arts.
- We studied a new model for staff development focusing on best practices for teaching and learning.
- We focused on improved student reading fluency through partnering of Read Naturally and Accelerated Reader. Every classroom participated in Accelerated Reader.
- We implemented a new Science curriculum.

- We defined and implemented a sixth grade social studies curriculum unit, Leaving Our Island.

## Character, Climate and Community

- We defined and articulated Sakai's anti-bullying curriculum. We provided appropriate boundaries and expectations through clear rules, procedures, consequences and bullying/harassment procedures.
- We recognized positive values and social competencies through 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 April 2005

Enrollment		Student Ethnicity		
5-6	580	African American	7	1.2%
		Asian American	22	3.8%
10 or more unexcused absences (2004-05)	0	Hispanic	9	1.5%
Suspensions	9	Native American	5	1%
Expulsions	0	White	537	92.5%

## 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 Master's Degrees.  
All teachers at Sakai are "highly qualified."

# Assessments

In 2004-05 at Sakai Intermediate School, the district administered the Iowa Tests of Basic Skills at grade 6 and the Washington Assessment of Student Learning science tests at grade 5. 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 6th 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 students scored better than 70% of students in the norm group.

<b>ITBS</b>			<b>Math</b>	<b>Reading</b>	<b>Core</b>
<b>Grade 6</b>	<b>Sakai</b>	2005	76	80	79
		2004	71	83	78
		2003	69	77	73
	<b>District</b>	2005	76	81	79
		2004	70	82	78
		2003	70	77	73
	<b>State</b>	2005	58	55	56
		2004	58	55	56
		2003	58	55	56

## 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 grade students at Sakai Intermediate School were tested on the Science WASL. 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.

<b>WASL</b>			<b>Science</b>
<b>Grade 5</b>	<b>Sakai</b>	2005	75
		2004	55
	<b>District</b>	2005	74
		2004	54
	<b>State</b>	2005	36
		2004	28

# Funding

## Sakai Sources of Discretionary Funds

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District allocation	\$76,745
Gifted and highly capable	750
Multicultural	730

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## District Per-Pupil Expenditure

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<b>2003-2004</b>	<b>\$7,146</b>
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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.

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## Other Funds

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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.

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## 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/](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.

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.