

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

Woodward Middle School



We hope you find this report about Woodward Middle School useful and interesting. If you have questions about information in this report, please call the school office (206) 842-4787.

Our School

Woodward Middle School serves grades 7 and 8 with 636 students enrolled in 2004-05. Woodward is one of the top middle schools in the state and nation as measured by test scores, course offerings, internal organization, and activity opportunities. Woodward received the National Blue Ribbon award, which recognizes academically superior schools and honors them as "national models of excellence."

Each grade is divided into two inter-disciplinary teams. Students attend core classes - math, science, language arts, and social studies - taught by the same group of teachers. These smaller learning communities allow teachers to make a focused effort to become better acquainted with their students and offer more opportunities for students and staff to connect in positive ways.

Collaboration is a hallmark of Woodward. Our site-based council, composed of parents, staff members, and administrators, guides our decision-making and directs the school improvement plan. The Learning Improvement Team, composed of teachers and administrators, provides leadership and focuses on curricular areas.

Our Facility

Staff, students, parents, and the community enjoy the school's beautiful, natural setting. A wetland area and salmon stream serve as outdoor labs for environmental learning. Community groups use the school frequently. The school library is the focal point for student research and learning. Woodward has a technology classroom, and all staff have computers that are linked to the school library and to the Internet.

Our Mission

The students and staff at WMS are dedicated to:

- Developing relationships with our students and fellow staff members while honoring them as individuals.
- Cultivating an environment that is supportive, flexible, and safe.
- Providing a meaningful, intellectually stimulating, and integrated curriculum that fosters a love of learning.
- Allowing time for reflection and offering opportunities for success, self-discovery, and personal growth.
- Creating a fun learning environment through innovative instruction and engaging activities.
- Celebrating educational, developmental, and cultural diversity.
- Working in partnership with our families and the community.
- Modeling a commitment to lifelong learning.
- Empowering individuals to care for their natural environment, their community, and their world.

Our School Needs Your Support

Parent and community involvement is encouraged and valued at Woodward Middle School. The Parent Teacher Organization's (PTO) Volunteer Coordinators organize parent and community volunteers who assist in a variety of ways at Woodward. The Learning Assistance Program is an opportunity for volunteer mentors to work with an assigned student on academic skills. If you would like to become involved, please call our office at (206) 842-4787.

Improvement Plan

Improving student learning is a focus statewide. Staff and parents on the Woodward Middle School Site Council identify learning improvement goals each year. The council is responsible for monitoring and evaluating these goals.

Woodward's 2004-05 School Improvement Plan can be viewed in detail on our school website, www.bainbridge.wednet.edu/woodward. Major goal areas for the 2004-05 school year were as follows:

Instructional Program and Innovation

- Academic Success for All Students
- Reading and Writing
- Technology

Character, Climate and Community

- Tobacco, Drug and Alcohol Abuse Education
- School Vision
- Positive Learning and School Climate

Facilities and Finance

- Communication

Woodward's mission provides the overall direction and is the basis for our school improvement plan.

Implementation

Our school improvement plan, with its shared focus on improving student learning and achievement, drives Woodward's learning improvement activities. Teachers have become knowledgeable about various assessment methods, how these methods impact achievement, and how to match assessment to learning targets. They were trained to disaggregate data from standardized tests and utilize that data to modify instruction. Broadening staff members' understanding of standards for content areas was Woodward's second priority. Staff members worked collaboratively to align instruction with state standards.

The most important characteristic of our learning improvement plan is the utilization of strategies that place emphasis on: (1) sustained learning communities facilitated by in-school leaders, and (2) structuring time for staff to work collaboratively.

Demographics

Students as of October 2004

Enrollment		Student Ethnicity		
7-8	627	African American	15	2.5%
		Asian American	30	5%
10 or more unexcused absences (2004-05)	0	Hispanic	19	3%
Suspensions	7	Native American	15	2.5%
Expulsions	0	White	548	87%

Staff

Certificated		Years of experience	
Classroom teachers	31	1 - 2 years	4
Support staff	9	3 - 9 years	9
Administrators	2	10 + years	29

27 certificated staff members hold Master's Degrees.

98% teachers at Woodward Middle School are "highly qualified."

Assessments

In 2004-05 at Woodward Middle School, the district administered the reading, math and writing Washington Assessment of Student Learning (WASL) tests to 7th grade students and the science WASL to 8th grade students. District-wide, the Iowa Tests of Basic Skills (ITBS) were required at grades 3 and 6. The

Iowa Tests of Educational Development (ITED) were administered at grade 9. The WASL reading, math and writing tests are administered at grades 4, 7 and 10. The science WASL occurred 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. Scores indicate the percent of students meeting these standards. Less than 1% of 7th and 8th grade students at Woodward Middle School were not tested on the WASL. WMS 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 7	WMS	2005	86	93	89
		2004	80	89	78
		2003	71	84	84
	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			Science
Grade 8	WMS	2005	66
		2004	72
		2003	65
	District	2005	64
		2004	70
		2003	64
	State	2005	36
		2004	39
		2003	36

Funding

Woodward Sources of Discretionary Funds

District allocation	\$85,251
Gifted and highly capable	750
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 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.