

WILKES ELEMENTARY SCHOOL

Annual Performance Report



We hope you find this special report about Wilkes Elementary School useful and interesting. All of us - home, school, and community - engage in a partnership to educate children. Good communication is vital to that process. If you have questions about any of this information, please call the school office, (206) 842-4411.

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

The school district depends on the community to help it meet the needs of each student with a modern and effective education program. We appreciate that student needs are not only educational, but personal, economic and social as well. We will work together to develop and implement programs that ensure students' success.

Our School

Wilkes Elementary School is located in a rural/suburban setting across the Puget Sound from Seattle. Our school, serving students in kindergarten through fourth grades, is set on 10 acres, including 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 two days per week. A team approach supports students with special needs, balancing service between in-classroom 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, preparing materials, and organizing school fund-raisers. Our Parent Teacher Organization (PTO) actively enhances the overall school program through assemblies, special events, and supplemental funding.

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.

Increasingly, we integrate technology across the curriculum, adding to our technology equipment and software inventory on an annual basis. Teacher training in the use of computers in the classroom is ongoing.

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, and 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.

2003-04

Our Improvement Plan

Goal categories and representative objectives included:

Instructional Improvement and Innovation

Academic success for all students - In mathematics and Language Arts, develop quality formative and summative assessments; regularly use available student achievement data to analyze the effectiveness of overall programs; and participate in the district review and adoption of a new science curriculum.

Continue to develop and implement differentiated curriculum for all students - Provide training and resource materials and allocate time during the year for follow-up work and planning discussions.

Character, Climate and Community

Learn about diversity of learners - Foster positive behaviors through the "I Care" program, and explore resources to help students learn about visible and invisible learning differences.

Demonstrate respect for others - Continue Second Step program in grades K-2, and Steps to Respect in grades 3-4.

Facilities and Finance

Improve technology resources - Add designated hardware and software to support instruction.

Maintain a safe and attractive school - assess emergency preparedness supplies and implement volunteer landscape maintenance program.

Learning Improvement

WASL (Washington Assessment of Student Learning) and ITBS (Iowa Tests of Basic Skills) scores demonstrate sustained high performance in most areas. Release time and Learning Improvement Day (LID) activities provided professional growth. Teachers attended workshops on differentiated instruction, mathematics, assessment, technology, writing, science, and environmental education. Paraeducators attended training pertinent to their assignments.

How You Can Help

Parent and community involvement is encouraged and valued at Wilkes. Parents and community members assist students and staff in classrooms, the computer lab, health room, and with special events, projects and enrichment, such as the Harvest Fair and Art Docent Program. They also are members of the site council. Please call our school office to inquire about opportunities, 842-4411.

Our Students

Most students entering kindergarten have had preschool experience. Our students are involved in extra-curricular activities, such as dance, sports, drama, and music. A significant number of students have traveled outside our state and country. The academic performance of Wilkes students is generally above average.

Demographics

Enrollment

Total # of students: **404** (*Apr. '04 enrollment data)

Student Ethnicity	%	# of students
African American	1.6	6
American Indian	.7	3
Asian American	4.2	17
Hispanic	1.2	5
White	92.3	373

Students with 10 or more unexcused absences:

2001-02	0
2002-03	0
2003-04	0

Our Staff (#s reflect full and part-time staff)

Certificated:	#
• Classroom teachers	20
• Other support staff	8
• Administrators	1

Year of Experience:

1-2 years	1
3-9 years	3
10+ years	23

20 certificated staff members hold Masters' Degrees

No teachers are teaching with provisional credentials

Our School Building

Wilkes Elementary was built in 1958 and has had three significant 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. Outside groups regularly use our building after school hours.

Assessments

The school district administered a variety of assessments at the elementary level, including the **Iowa Tests of Basic Skills (ITBS)**, Cognitive Abilities Test (CogAT), and the **Washington Assessment of Student Learning (WASL)**. The Washington State Assessment Program requires the ITBS and WASL. The State schedule currently calls for the Iowa tests at grades 3, 6 and 9. The WASL is administered at grades 4, 7 and 10.

The **Iowa Tests of Basic Skills** were given to 3rd 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 student scored better than 70% of students in the norm group. These tests are mandated by the State at grades 3, 6 and 9.

ITBS/3	2001			2002			2003			2004		
	Wilkes	District	State	Wilkes	District	State	Wilkes	District	State	Wilkes	District	State
Reading	76	76	57	85	80	57	78	77	58	78	78	58
Language	78	68	*	70	70	*	64	68	*	69	70	*
Math	72	74	64	78	79	66	76	79	67	75	80	67
Composite	78	74	*	82	77	*	75	76	*	77	79	63

* Not required/supplied by State

Starting in 2004, the Composite Score comes from only Reading and Math

Washington Assessment of Student Learning is a state performance-based assessment. Rather than individual students scores being compared to a national norm, scores are compared to challenging performance standards set by the State. Scores indicate the percent of students meeting the State's standards. Students in 4th, 7th and 10th grades are required to take the WASL. **All 4th grade students at Wilkes were tested on the WASL.**

WASL/4	1999		2000		2001		2002		2003		2004	
% of 4th grade students meeting the standard.												
<u>Subject</u>	<u>Wilkes</u>	<u>State</u>	<u>Wilkes</u>	<u>State</u>	<u>Wilkes</u>	<u>State</u>	<u>Wilkes</u>	<u>State</u>	<u>Wilkes</u>	<u>State</u>	<u>Wilkes</u>	<u>State</u>
Math	77	37	75	42	74	43	86	52	81	55	93	60
Reading	90	59	95	66	89	66	94	66	92	67	96	74
Writing	56	33	68	39	63	43	79	50	91	54	88	56
Listening	95	71	85	65	92	72	88	67	91	66	*	*

*Listening was discontinued in 2004.

Funding

District Per Pupil Expenditure, 2002 - 2003 = \$6,846

District expenditures span the following categories: employee salaries and benefits; supplies and materials; instructional materials; contractual services (such as utilities, service contracts, etc.); travel; and capital outlay.

Wilkes Sources of Discretionary Funds, 2003-04, were used

for staff development, supplies, instructional materials, and equipment.

District Allocation	\$54,080
Gifted and Highly Capable	\$ 1,000
Multicultural	\$ 730
Title V (Library resources)	\$ 1,600

Other Funding Sources

Additional funding came from the 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 website.

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, American Indian, Asian American, Hispanic, White, Special Education, Bilingual, and Economically Disadvantaged. Wilkes Elementary School 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.

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.
