

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

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, Odyssey Multiage Program and Eagle Harbor High School. 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, replacing our cafeteria that was demolished in 2003. We share a gym with Bainbridges High School.

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, emphasizing a small learning community, 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 classrooms, where teachers, students, and parents know each other well and work in an atmosphere 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 experiences, interests and strengths.
- Every learner benefits from partnerships with the community outside of the classroom.
- Every learner benefits when learning and assessment is 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 contribute to our learning community. Please contact us if you are interested in finding out about volunteer opportunities: Michelle Hope, Administrative Secretary, 780-1646, or Catherine Camp, Principal 780-1387, or email staff members: first initial and last name @bainbridge.wednet.edu (for example: 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 2005-06, Commodore created goals in three areas:

Instructional Improvement and Innovation

Increase the academic achievement of students by:

- Providing instruction for effective writing
- Implementing the new science curriculum
- Increasing our technology literacy
- Providing an environment with high expectations for each student's learning and encouraging students to create and direct their academic program
- Ensuring all students are successful in the learning setting.

Character, Climate and Community

Create a sense of belonging and connectedness by:

- Providing students, staff, parents and community with a safe, positive and successful school climate

Facilities and Finance

Actively participate in and contribute to the district's facility improvement planning process.

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), staff began a year-long focus on school climate. We read articles from "Safeguarding Our Children: An Action Guide." In addition, we attended bullying and harassment training. Teachers reviewed student progress and developed strategies to support students' learning goals. This included the implementation of Cognitive Tutor at the high school level, as well as a focus on writing improvement. Teachers reviewed technology standards for student learning. We implemented changes in the Alternative Learning Experience standards. Throughout the year, teaching teams attended various trainings around our school goals.

Demographics

Students as of October 2005

Enrollment		Student Ethnicity		
K-12	306	African American	9	3%
Eagle Harbor High School	100	Asian American	10	3.2%
Odyssey Multiage Program	114	Hispanic	13	4.2%
Home School Support Program	92	Native American	1	.3%
10 or more unexcused absences		Pacific Islander	1	.3%
Eagle Harbor High School	2	White	272	89%
Odyssey Multiage Program	0	Graduation Rate		87%*
Home School Support Program	0	Dropout Rate		2%
Suspensions	1	* Percent of students received a high school diploma in the standard number of years.		
Expulsions	0			

Staff

Certificated		Years of experience	
Classroom teachers	21	1 - 2 years	1
Support staff	3	3 - 9 years	6
Administrators	1	10 + years	14

17 certificated staff members hold Master's Degrees.

1 staff members has a Ph.D.

All teachers at Commodore Options School are "highly qualified."

Assessments

In 2005-06 at Commodore Options School and Eagle Harbor High School, the Washington Assessment of Student Learning (WASL) was administered at grades 3, 4, 5, 6, 7, 8 and 10. This was the first year that third, fifth, sixth and eighth grade students took the WASL math and reading tests. 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. Scores indicate the percent of students meeting these standards. In both the Odyssey Multiage Program and at Eagle Harbor High School, less than 1% of students were not tested on the WASL.

All 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 3	COS	2006	100	92	*	*
		2005	*	*	*	*
		2004	*	*	*	*
	District	2006	86	86	*	*
		2005	*	*	*	*
		2004	*	*	*	*
	State	2006	64	68	*	*
		2005	*	*	*	*
		2004	*	*	*	*
Grade 4	COS	2006	93	100	79	*
		2005	92	92	67	*
		2004	92	100	75	*
	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	*

* No tests were administered in these subjects at the designated grade level.

WASL			Math	Reading	Writing	Science
Grade 5	COS	2006	93	100	*	93
		2005	*	*	*	83
		2004	*	*	*	63
	District	2006	79	94	*	64
		2005	*	*	*	74
		2004	*	*	*	54
	State	2006	56	76	*	36
		2005	*	*	*	36
		2004	*	*	*	28
Grade 6	COS	2006	100	92	*	*
		2005	*	*	*	*
		2004	*	*	*	*
	District	2006	77	90	*	*
		2005	*	*	*	*
		2004	*	*	*	*
	State	2006	50	67	*	*
		2005	*	*	*	*
		2004	*	*	*	*

* No tests were administered in these subjects at the designated grade level.

WASL			Math	Reading	Writing	Science
Grade 7	COS	2006	69	73	77	*
		2005	71	79	79	83
		2004	61	70	57	63
	District	2006	84	85	87	*
		2005	84	91	87	74
		2004	76	85	74	54
	State	2006	49	62	65	*
		2005	51	69	61	36
		2004	46	60	58	28
Grade 8	COS	2006	69	85	*	69
		2005	*	*	*	48
		2004	*	*	*	71
	District	2006	84	92	*	73
		2005	*	*	*	64
		2004	*	*	*	71
	State	2006	49	70	*	43
		2005	*	*	*	36
		2004	*	*	*	39
Grade 10	EHHS	2006	72	89	94	67
		2005	50	71	67	48
		2004	43	43	36	29
	District	2006	86	98	97	74
		2005	78	91	86	69
		2004	77	87	89	68
	State	2006	51	82	80	35
		2005	48	73	65	36
		2004	44	65	65	32

* No tests were administered in these subjects at the designated grade level.

Funding

BHS Sources of Discretionary Funds

District allocation	
Eagle Harbor High School	\$8,569
Odyssey Multiage Program	14,338
Home school Support Program	35,490
Commodore Center	14,582
Gifted and highly capable	500
Multicultural	450

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, 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 Superintendent of Public Instruction (OSPI) has compiled the required statistics on their web site.

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.

Please note: Information on the report is not required if less than 30 students in a single category were assessed.

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.