

# Connecting Classrooms *with our* Community



San Juan Island School District

## *Annual Report*

November, 2004

*The mission of the San Juan Island School District is to educate students and to help them realize their full potential as responsible, productive, contributing members of society by providing an environment in which students are challenged, excellence is expected, and differences are valued.*

# *A Message from the Superintendent*



**Dear Parents and Community Members,**

I am proud to make this annual report to our community by highlighting our continuing excellence in student achievement, and by recognizing the high quality of teaching and learning present in our classrooms each day. We maintain this progress in the face of mounting financial challenges. Similar to school districts across our state, while the San Juan Island School District strives to meet increasing expectations for student achievement, we face ever decreasing State and Federal funding for education. This year alone we eliminated programs such as choir and dance, reduced support to our athletic programs, and reduced certificated and classified staffing by seven positions in order to balance our 2004-05 operating budget. The legislature has reduced and delayed funding for I-728 (reasonable class sizes) and I-732 (cost of living increases for staff) for the past two years. Further, promises of increased Federal funding through the *No Child Left Behind Act* have been unfulfilled and we actually receive less Federal funding today than we received two years ago. Our levy collections are limited by statute to 24% of our State and Federal funding. Therefore, currently we cannot collect the full levy amount you have authorized and will roll back \$150,777 to the taxpayers that could have been used to preserve the quality of our academic programs.

The good news is the incredible support we receive from our community through levy approval and through our support organizations such as the San Juan Public Schools Foundation, Purple and Gold, Band Families and Friends, Dollars for Scholars, and our PTAs. These partnerships help to fill the financial gaps and preserve the quality of our programs. In addition, we have worked hard to secure grants through the Gates Foundation, Confidence Foundation, and Charlotte Martin Foundation to support our efforts to continue to strengthen teaching and learning. We are vigilant about controlling spending and make prudent decisions to maintain the financial health of the district. (You will notice that this report is scaled down in length and printed in black and white this year.) We are committed to working collaboratively with our community to preserve our school programs. I invite your questions, thoughts and wisdom as we continue to face these funding challenges over the next several years.

## **District Goals - Teaching Each Student Every Day**

Our staff is committed to knowing and teaching every child. We are dedicated to the goals of . . .

- Ensuring that our students who have *not met standard on time* are provided the additional instructional support necessary to meet standard
- Ensuring that our students who have *met or exceeded standard* continue to be appropriately challenged
- Ensuring that all students meet new graduation standards beginning with the class of 2008 and beyond
- Ensuring a *safe and supportive learning climate* free of bullying, intimidation and harassment for everyone, and
- Ensuring that we involve parents as partners to assure the success of every child

There are opportunities every day to help a child succeed. Call a school today to volunteer as a mentor, tutor, or classroom volunteer. We welcome your help!

## **Annual Yearly Progress**

For the second year, under the new ESEA "No Child Left Behind" legislation, the district has met the Federal learning standards, both as a whole and each school individually. This law requires all schools and school districts to show annually that students are meeting achievement targets in reading and mathematics. We have far exceeded the "Adequate Yearly Progress" standard and continue to perform among the top school districts in the state. Inside you'll see detailed charts of our students' performance. In addition, our District's "report card" is available on the Internet at <http://reportcard.ospi.k12.wa.us/> (paper copies are available at the District office). A community dedicated to the education of its children makes it all possible. We are thankful for our community's ongoing support and commitment to our children.

Michael D. Soltman, Superintendent of Schools

# Friday Harbor Elementary School

Friday Harbor Elementary School continues to strengthen academics and improve the school climate and culture. We are meeting our objective to build a stronger learning community through focused and intentional goals, which guide our decision-making.



orientation to the new math curriculum. We are also exploring flexible grouping within grade levels, and using our in-house experts for regular professional sharing of instructional practices and materials.

**Goal 1: Provide, define, and support a 90-minute literacy block 1<sup>st</sup> - 5<sup>th</sup> grade (45 minutes for Kindergarten).**

We define our K-2 phonics program and build cohesion throughout the school utilizing clear assessment, expert pedagogy, and appropriate curricula. In support of our reading goal we explore the use of flexible grouping within grade levels. During many of our late-start Wednesdays we learn from our in-house experts through professional sharing of instructional practices and materials. In support of our writing goal we are adopting the *Step Up To Writing* curriculum. To evaluate the effectiveness of our curriculum materials and instructional strategies we continue to analyze student writing samples as we assess each student's needs.

**Goal 2: Review and update math curricula based upon state standards. Increase teacher capacity to effectively deliver math instruction through targeted staff development.**

Our math committee has met for the past year to explore new math curricula. In January, after we make our decision regarding our math adoption, teacher training will be provided along with parent

**Goal 3: Strengthen, clarify, and support the behavioral expectations for FHES students so that effective teaching and learning occurs in every classroom each day.**

We communicate our clear expectations for school-wide behavior and stand behind those expectations with actions that support a safe and respectful learning environment. We strive to communicate clearly with parents as partners and model respect throughout our building. Love & Logic training, for all staff and interested parents, supports our kind and responsible environment. We support the agreements that we have made together as a staff and we have fun as we work and play together in this learning community.



Our committed and knowledgeable staff, diverse and enthusiastic students, and involved and supportive parents and support organizations make FHES a great place for learning.

## Enrollment & Attendance

Our average enrollment was 390. Class size average last year was 23 students per class. So far enrollment for this 2004-2005 school year is 390.

School attendance is important for student learning. Our

new WESPac system allows attendance to be taken and accounted for quite early each school day. Daily letters and/or phone calls are made from our office to contact parents regarding student absences.

ITBS Scores - Grade 3				
	2002	2003	2004	2004 State Average
Reading	66	70	70	58
Mathematics	74	73	73	67
R/M Composite	72	68	72	63

2004 WASL Results (Rounded) - Grade 4								
	Percent Meeting Standard				State Average			
	2001	2002	2003	2004	2001	2002	2003	2004
Reading	81	77	86	75	66	66	67	74
Mathematics	62	62	84	60	43	52	55	60
Writing	57	68	77	62	43	50	54	56
Science				39				28

# Friday Harbor Middle School

With the ESEA legislation and *No Child Left Behind Act*, there is a higher accountability being placed on schools. Implementing success strategies at the middle school level is key in making improvements in order for students to meet the new graduation requirements imposed by this legislation.



At FHMS we have set the following improvement targets:

**Goal 1: To increase the percentage of students meeting standards in math, reading, and writing to historical levels.**

We have put in place a comprehensive math in-service program and teacher support on the Connected Math Program (CMP), which is led by one of the developers of this curriculum, Linda LoBue, new on staff at FHMS this year. We are using Late Start Wednesdays to look at 'Differentiated Instruction' using the ASCD staff development program, The Differentiated Classroom, by Carol Ann Tomlinson, along with ongoing discussion groups. As always, we will administer and score sample WASL tests in reading, writing, and math to address areas of concern prior to the actual test. We use grade level team time to create and monitor student plans for students not meeting standard, to build and maintain cohesive teaching teams and instruction, and to discuss and reflect on our teaching practices.

**Goal 2: To raise achievement of lower and average functioning students.**

We have placed a school-wide instructional focus on CMP math instruction in homogeneous groups. We continually consider ways to provide teachers the skills

to differentiate instruction in heterogeneous cores while keeping up enrichment levels for higher functioning students. Teachers are implementing written plans for all 8th graders not meeting standard in 7th grade. Counselors

meet with all students with failing grades after each progress report. The After School Study Center (ASSC) is run by teaching staff and is open to all students three days a week. Also important, to reduce classroom disruption, we have implemented effective discipline interventions including increased communication with parents.

We continue working towards these goals while building on our school climate in which individuals are respected and intellectual interests are valued and supported.

We work hard to extend the classroom outdoors. In addition to assemblies and special activities, the end-of-the-year trips were a huge success in 2004. The 6<sup>th</sup> grade returned to Warm Beach Camp for their June overnight. The 7<sup>th</sup> grade took an entirely new three-day camping trip to Mt. St. Helens. The 8<sup>th</sup> grade, which began in September hiking the high trails in the Mt. Baker Wilderness, returned to Victoria and Sooke, BC in June for four days of hiking, visiting museums, marine biology and camping. All three trips wrapped up wonderful learning experiences in a great year.



## Enrollment & Attendance

We averaged between 215-220 students throughout the 2003-04 school-year. This year we are lower by about 10 students to 205 as smaller classes move up from the elementary school. Class sizes vary widely in middle school but there were nine class sections of core classes for an average of 24-25.

Attendance is a struggle with so many families going off-island, but generally these absences were all excused, leaving less than 1% unexcused. There was only one Becca Bill truancy petition filed in 2003-04, which is a recent year low.

### ITBS Scores - Grade 6

	2002	2003	2004	2004 State Average
Reading	66	70	69	55
Math	74	73	59	58
Language	66	68	59	55
Total Battery	71	72	62	56

### 2004 WASL Results (Rounded) - Grade 7

Percent Meeting Standard	State Average							
	2001	2002	2003	2004	2001	2002	2003	2004
Reading	61	65	78	68	40	45	48	60
Mathematics	44	54	63	48	27	30	37	46
Writing	70	76	75	63	49	53	55	58
Science			67	73				39

# Friday Harbor High School

We are definitely at the beginning of a new era in education – one in which research has provided strong, explicit guidance for Friday Harbor High School (FHHS) teachers. During this last year the Gates Foundation Grant supported Friday Harbor High School’s improvement efforts in both teaching and learning. Of course, the most important factor affecting student learning has always been the teacher. The immediate



and clear implication from the research is that more can be done to improve education by improving the effectiveness of teachers than by any other single factor. We’ve taken this research quite seriously, because effective teachers with appropriate curricula are

also effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. We will continue to work at FHHS in a simple and straightforward manner intertwining effective instructional strategies that teachers use, the management techniques related to those instructional strategies, and the curriculum design itself. The Gates Grant will allow us to utilize the best of what we already know as well as what we can learn from effective schools and systems throughout the country. For the most part, however, we will continue to build upon the internal expertise among our own very capable staff and on the fruits of their teamwork and collaboration.



The money received from the Gates Grant has been centered upon school practices and procedures and curriculum as follows:

- We have increased the number of students prepared to attend college and we are focusing on university level standards as well as the WASL.
- We have worked toward developing a program and curriculum that is: academically and intellectually rigorous, personalized, inquiry and project-based, and supported by in-depth learning experiences and performance



Some of the improvements the faculty and staff have brought about are:

- Added AP classes: AP Physics, AP Chemistry, AP English, AP Government, AP US History, AP Spanish, AP Environmental Science, AP Literature, AP Studio Art.

## Enrollment & Attendance

Class sizes tend to fluctuate from year to year. In general, however, school enrollment has remained at between 315-325 for several years. Regular attendance and student participation in classes have become crucial elements for students as the standards, graduation requirements, and expectations have been raised. Students must be present in class for inquiry, and clarification of concepts so that learning takes place at a deeper level.

### ITED Scores - Grade 9

	2002	2003	2004	2004 State Average
Reading	66	70	68	53
Math	74	73	70	59
Expression	66	68	64	54
Total Battery	71	72	69	57

### 2004 WASL Results (Rounded) - Grade 10

Percent Meeting Standard	State Average			
	2001	2002	2003	2004
Reading	77	80	75	78
Mathematics	51	59	63	61
Writing	56	73	80	79
Science			42	57

### Scholastic Aptitude Test – Grade 12

	2000	2001	2002	2003	2004
Verbal	552	551	534	570	543
Math	496	556	550	563	546
Number Tested	18	29	37	41	48
Number in Class	54	52	72	63	81
Percent Tested	33	56	51	65	59

- An improved Ninth Grade English Program with a required Foundations Class for Grade Nine that includes: writing, communication and presentation skills, healthy youth concepts, and the integrated use of technology.
- Expanded student leadership through an improved Student Senate (ASB), Leadership Class, and multi-age Advisory Program.
- A broadened elective program that includes the following classes: Aviation, Construction Trades, TIP (Technology in Process), and an integrated arts class entitled Examining the Connections.

Time on Wednesday mornings for teachers' collaborative efforts to create and refine lessons in reading and writing and math, project based learning and technology integration has been absolutely invaluable. We will continue to build and improve

our programs around an ethical core of beliefs that honor all teachers and students.

The wonderful programs and successes we have highlighted here are also due to the great community and parental

support that we are so fortunate to have at FHHS. We would like to encourage parents, volunteer instructors, and support organizations to continue contributing their valuable resources to our students. We also thank them for their involvement in making our high school the best small high school in the state of Washington.



## *Stuart Island School*

Stuart Island School continues to flourish as the smallest school in the state! Our remote and necessary school at the top of the road leading up the hill from Reed Harbor, ended the school year with two students. During the fall there were 8 students, but the population dwindled as the rains and cold weather came. The family who was only on Stuart for sabbatical leave left at winter break.



The two remaining students – 7<sup>th</sup> graders – took a

marvelous trip to southeast Alaska with their teacher for 10 days in May. Both 7<sup>th</sup> graders passed all sections of the WASL – 100%!

In September, 2004, we opened with 5 students from kindergarten to 8<sup>th</sup> grade with a new teacher who brought her six children (3 school aged) to Stuart Island. Modern World History and Chemistry are two of the content themes this year. The school community is looking forward to a special trip and send-off for the two graduating 8<sup>th</sup> graders.

## *Parent Partnership Program*

Now in its second year, the Parent Partner Program has expanded its enrollment and learning options, serving about sixty students in a variety of ways. The core of the program serves families wanting a home school style experience through the public schools. These families are supported by providing consultations with certificated teachers, workshops, and curricula. In addition, through a process called K-12 Access the Parent Partner Program supports students wanting a single public



**Alternatives for Excellence**

school class such as band, foreign language or an advanced placement course. On Tuesday and Thursday afternoons and evenings, the Parent Partner Program also serves young working adults wishing to complete their requirements for a high school diploma. The Parent Partner Program is

staffed by Jack McKenna, Kim Norton, John Pachuta, and Marie Rothlesberger. It is located at 650 Park Street, Friday Harbor and staff can be reached at (360) 378-3292.

# *K-12 Highlights*

## **Friday Harbor Elementary School**

- Nationally acclaimed children's poet, Jack Prelutsky, sparked a school-wide interest in poetry during our annual I Love To Read Month celebrations.
- Dearly loved Van Gimlett, in partnership with Andor Toth, provided a rich theatrical experience for our students at the San Juan Community Theatre.
- FHES third grade students combined their social studies exploration of island history with an exciting community service project this past year. They created and sold gift cards of island historical buildings. The proceeds from this project supported the Homestead Renovation Project at American Camp.
- Actor Peter Donaldson presented his show, *Salmon Boy*, to the FHES student body
- The FHES Student Council raised and presented funds to the Family Resource Center.
- Technology expansion included robotics exploration in the fifth grade curriculum.

## **Friday Harbor Middle School**

- ASB and Builders Club led student activities and service projects throughout the year.
- *The Little Prince* charmed sell-out crowds at the Community Theatre.
- Special curricular days included: 6th Grade Egypt Day, 7th Grade Ancient Food Fair and 8th Grade Renaissance Night.
- A record high 50 students joined Beginning Band which meant over 100 students participated in band activities.
- The UW Marine Science Lab Partnership yielded numerous in-class and educational field trip experiences.
- A 90 page student-produced yearbook chronicles the year's events in pictures and writing.

## **Friday Harbor High School**

- Designated and funded as a Gates Hi Tech High School.

- Charter member of the League of Democratic Schools.
- Scholastic State Champions for 2003-2004.
- Class of 2004 graduates received a half million dollars in scholarships to continue their education beyond high school.
- National Orca Bowl Champions - second place.
- The Eclipse Literary Magazine, the Harbor Light Year Book, and the Underground Newspaper are all student produced.
- Well over 70% of FHHS students are involved in athletics, the visual and performing arts, and service clubs.
- An active Student Senate, Leadership Class, and Center for Student Action create an atmosphere of student involvement and empowerment
- Concert Band toured NASA / Bahamas / Disney, and took home the national "2004 Cruise Festival Overall Grand Champion" title for concert bands.
- An active TIP (Technology in Process) group of students keep the nearly 200 plus computers in working order throughout the building.
- Students are involved in countless service learning projects, too numerous to name.

## **Co-curricular and Athletics**

- Boys and girls soccer, boys track, drama and band were academic state champions.
- Football finished with a 6-3 record and received the all league sportsmanship champions award.
- Boys Tennis sent a singles and a doubles team to Tri-District.
- Boys Basketball finished second in league and qualified for the Tri-District Tournament.
- Boys Golf won league title, and second at the WIAA state tournament.
- Softball went to state.
- Friday Harbor High School was awarded Scholastic State Champion for 2003-2004.

*(Come check out the trophies in the HS lobby!)*

# *Initiative 728 Funds*

I-728 was passed by the voters in 2000 to provide dedicated funding to "improve education and to achieve higher academic standards for all students through smaller class sizes and other improvements." Though the State Legislature has only funded this initiative at approximately 50% of the voter approved

amount, the San Juan Island School District received \$201, 951 during fiscal year 2003-04. The funds were used to maintain smaller class sizes K-12 (\$174,535), and provided extended learning experiences in the arts and foreign languages to high school students (\$27,416).

# *District Facilities*

In March 1997, a capital projects bond was approved by the voters to modernize all District schools and the District offices. These facilities are used for instruction during the day, and by community groups during non-school hours for athletics, meetings, and youth programs. Athletic fields are heavily used by community soccer, baseball and other leagues when

not need for school-related sports activities. The District is currently developing a major capital maintenance plan necessary to preserve the quality of our facilities. The plan will also provide regular upgrades of technology network electronics, computers, equipment and software.

For information or comments, please contact:

## *Board of Directors*

Boyd Pratt, Chairman	(360) 378-7172
Bob Mancuso	(360) 378-6725
Emily Orr	(360) 378-3718
Heidi Lopez	(360) 378-3127
Lisa Henderson	(360) 378-8772

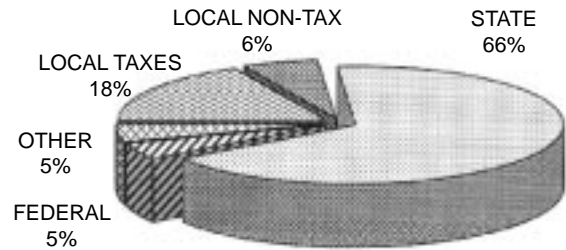
## *Staff*

Jody Metzger-Bell, ES Principal	(360) 378-5209
Court Bell, MS/Stuart Is. Principal	(360) 378-5214
Marilyn Luckman, HS Principal	(360) 378-5215
Rod Turnbull, Activities Director	(360) 378-5215
Kay Jakutis, School Psychologist/ Special Education Director	(360) 378-5214
Michael Soltman, Superintendent	(360) 378-4133

## *Important Dates*

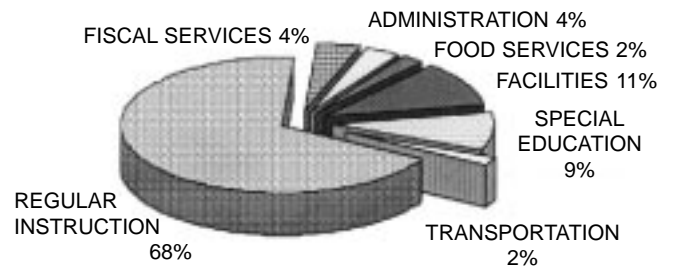
<b>Sep 1, 2004</b> First Day of School	<b>Feb 21 - 25, 2005</b> Mid-Winter Break
<b>Oct 13-15, 2004</b> Parent/Teacher Conferences (ES/MS/HS - Early Dismissal)	<b>Mar 23, 2005</b> Parent/Teacher Conferences (HS - Early Dismissal)
<b>Nov 11, 2004</b> Veteran's Day	<b>Mar 23-25, 2005</b> Parent/Teacher Conferences (ES/MS - Early Dismissal)
<b>Nov 24 (pm) - 26, 2004</b> Thanksgiving Holiday	<b>Apr 11 - 15, 2005</b> Spring Break
<b>Dec 20 - 31, 2004</b> Winter Holiday	<b>May 30, 2005</b> Memorial Day
<b>Jan 17, 2005</b> Martin Luther King Day	<b>Jun 11, 2005</b> High School Graduation
<b>Jan 28, 2005</b> Professional Dev. Day (No School)	<b>Jun 16, 2005</b> Last Day of School (Early Dismissal)

## Where do we get our money?

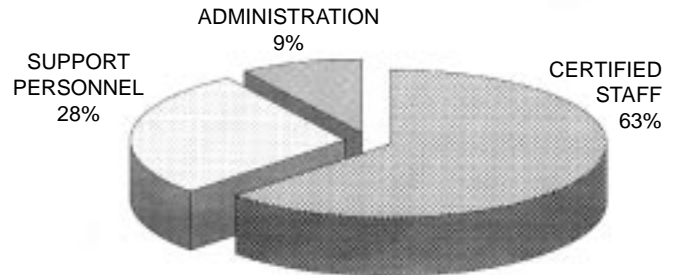


## How do we spend it?

We spend \$42.32 per school day to educate each student.



## What do our personnel dollars buy?



San Juan Island School District No. 149  
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