

2007-08 School Performance Report



Silver Beach Elementary

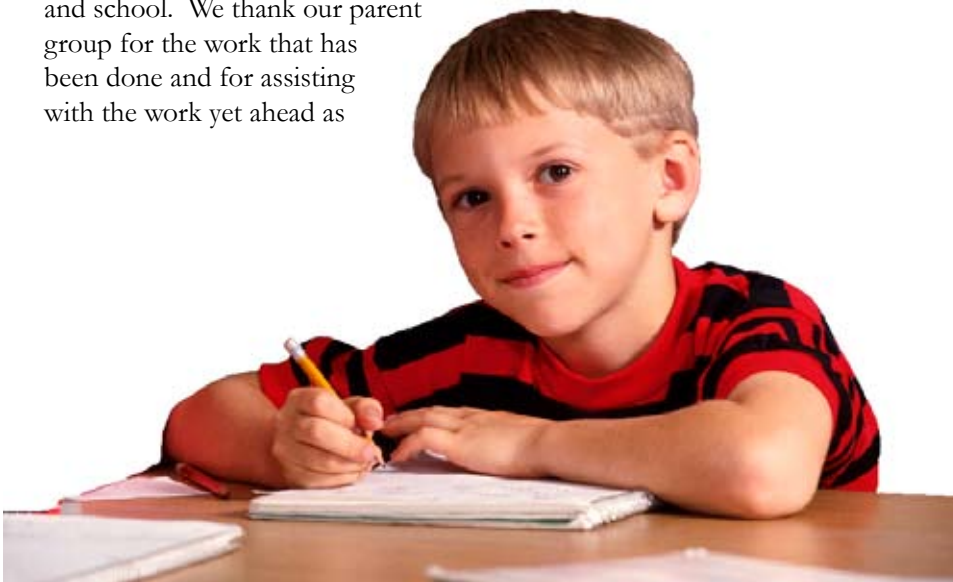
Bellingham Public Schools

Our School

Silver Beach is a warm and encouraging school where children enjoy a rich variety of learning opportunities provided by a caring and capable staff. We strive to provide a welcoming environment for all students and families. Our posted community goals reflect our core desires: Always do your best, be courteous and considerate toward others, make safe choices and respect property and others.

Parents at Silver Beach play a vital role in their children's education. Our academic gains reflect the importance of a strong partnership between family and school. We thank our parent group for the work that has been done and for assisting with the work yet ahead as

we all build upon our strengths, and tackle our unique obstacles through collaborative support and effort. All of us want our children to succeed in school and life. We know that education opens the doors necessary for dreams to become reality. As we work together preparing our children for college, career, and citizenship, our students can look forward to the future with hope and anticipation. The information that follows provides a snapshot of our wonderful school.



Principal's Message



Greg Holmgren

As we begin a new school year, I reflect on a statement I recently heard regarding meeting the needs of "all" students: "None are needy, all are worthy!" I will strive to keep this in the

forefront of my vision as a filter for which to view all individuals I engage with daily. Our overall academic scores are strong. Yet, each day passing through our school doors, each one of us faces challenges, strives to have individual needs met, and holds on to hopes and dreams. It is my goal that all will feel a sense of belonging, develop strong connections, feel affirmed, and be challenged to raise the bar in preparing for the next level that lies ahead. Thank you for supporting your neighborhood school in this important endeavor!

demographics

Silver Beach Elementary

Student characteristics

	Silver Beach	Bellingham School District
As of Oct. 1, 2007		
Total Enrollment	400	10,805
Class Size Average		
Grades K-3	23	22
Grades 4-5	25	25
Percent American Indian/ Alaskan Native	2%	3%
Percent Asian/ Pacific Islander	5%	7%
Percent Black	1%	2%
Percent Hispanic	5%	10%
Percent White	83%	75%
Percent Other	4%	3%
English Language Learners (ELL)	3	564
Highly Capable	2	320
Indian Education	4	98
Title I Reading/LAP/KIDS	-	503
Special Education	75	1,309

For the 2007-08 school year

Unexcused absences .0% 0.2%

Discipline

Suspensions 3

Expulsions 0

Free and Reduced Meals (May 2008) 15% 33%

Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2006-07, the per student expenditure rate was approximately \$8,469. About 72% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 67% from state based on enrollment; 20% from local taxes supported by the maintenance and operations levy; 8% from federal; and 5% from other sources such as donations and investment earnings.

2006-07 is the latest year data is available

“It is my goal that all will feel a sense of belonging, develop strong connections, feel affirmed, and be challenged to raise the bar in preparing for the next level.”
Principal Gregory Holmgren

Focus on Powerful Teaching and Learning



Our staff has a strong educational background and varied experiences that strongly qualify them as elementary school instructors. We continue to identify and use successful teaching strategies in all classes. Our staff regularly gets together to reflect on instruction, curriculum and student work to further increase student learning.

Personalize Learning



Our teachers meet regularly to discuss how best to support and challenge each student who is struggling, meeting standards or exceeding standards.

Engage Families and Community in Student Learning



Families play an important role in the lives of Silver Beach students. Families are encouraged to maintain open lines of communication with their child's teachers. We want to help all of our families sign up for ParentConnect, a free service that allows you to log in and view your child's attendance, discipline records and school cafeteria choices. Please contact our school for more information about ParentConnect and how to get your log in and password.

Silver Beach Programs

Fifth Grade Strings

Preschool Special Education Program

Small-group Reading Support

Extended Day Program

Highly Capable Learners Program

Special Education

Art Enrichment, K-5

Before- and After-school Y.M.C.A. Program

Extensions and Enrichments through our PTO, Silver Beach Education Association



Washington Assessment of Student Learning (WASL)

Percent meeting or exceeding standards

	Grade 3			Grade 4			Grade 5		
	Silver Beach 2008	District 2008	State 2008	Silver Beach 2008	District 2008	State 2008	Silver Beach 2008	District 2008	State 2008
Reading	89%	77%	70%	87%	77%	72%	89%	81%	75%
Writing	—	—	—	78%	65%	62%	—	—	—
Math	95%	76%	68%	63%	58%	53%	79%	66%	61%
Science	—	—	—	—	—	—	58%	56%	43%

The WASL is a standards-based test used in Washington state to measure how groups of students in the district and state are progressing in meeting state academic standards.

The Washington State Report Card Web site is available at <http://reportcard.ospi.k12.wa.us>

Silver Beach's Plan to Improve Learning for 2008-09

As a learning community, student achievement is our responsibility and our top priority. To guide us in this important task of preparing students for college, career, and citizenship, we will work collectively and individually, to focus upon powerful teaching and learning strategies, to personalize learning for all and to engage students and families as a shared responsibility.

Each member involved must approach this task with passion and a strong commitment to strive to reach goals that are set while providing acceptance and support of others. Areas of focus will include, but are not limited to:

- Mathematics will continue to be our schoolwide focus. As instructional leaders, we will strengthen our understanding of what it means to have a balanced math program. The balanced math program is not curriculum, but a way to teach math to students by balancing conceptual ideas with basic math. We will use ongoing assessment, daily review, problem solving, math facts, conceptual understanding, math talks, mental math and real-world connections. Our task is to prepare students to be ready to access algebra or accelerated math in middle school.

- Staff will meet whole-group, small-group, one-to-one, and individually to hone and refine instructional practice. Professional development will address needs as defined by data analysis and through the teaching and learning cycle. Staff will engage in job-embedded collaborative grade-level groups (small-group) monthly and in learning focus meetings (whole-group), as well as have opportunities to meet one-to-one with an instructional coach. Resources are provided for staff to access individual professional development to meet personal goals.

- Professional Learning Communities (PLC's) for staff will be formed to address science and mathematics content with ongoing focus upon literacy: reading, writing and spelling.

- Professional development will take place during early release afternoons, grade-level release once a month and during monthly after-school learning meetings.

- Throughout the school year, our school will gather input as we continue to explore “Who are we as a school community?,” “Where do we want to go?” and “How we want to get there?”

"Adequate Yearly Progress"

As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed below. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. For 2008, state targets increased in every category, some by as much as 20 percentage points. Schools and districts must have a minimum number of students in a category before it becomes a requirement for AYP, so larger districts and schools are more likely to miss targets. Missing the target in any one category causes a school or district not to make "Adequate Yearly Progress" overall. Silver Beach made AYP in all its required categories for 2007-08.

" Adequate Yearly Progress Status "			
AYP Indicators		Silver Beach 2007-08	Elementary Schools in District 2007-08
Sufficient percentage of elementary students who met WASL standard	In reading	yes	no (Hispanic, Low Income, Limited English and Special Education)
	In math	yes	no (Hispanic, Low Income, Limited English and Special Education)
At least 95% of elementary students participated in WASL testing	In reading	yes	yes
	In math	yes	yes
No more than 1% of students' absences were unexcused		yes	yes
Met AYP	Overall	yes	no

The district made AYP in 50 of its 67 required categories. It did not make AYP in elementary for reading and math WASL for Hispanic students, limited English students, students in special education, and low-income students. Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. The district does not have any Title I schools facing sanctions for the 2008-09 school year. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>

History & Facility Update

The first Silver Beach school was constructed in the early 1890s and burned in a forest fire in 1894. The second Silver Beach was a frame building built in 1895. In 1911, a brick building was built next to the frame building. An annex was added in 1954 and a large addition was constructed in 1978. The 1911 building came down in 1994 to make room for a new building. Silver Beach currently consists of the 1954, 1978 and 1994 buildings.

Silver Beach Elementary School
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Principal: Gregory Holmgren
Secretary: Catherine Riber

PTA Co-Presidents 2008-09:
Lori and Daryl Larkin

Stay informed. Register for news via e-mail
at www.bham.wednet.edu.

The annual School Performance Report provides access to information on the educational programs in each school so that families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



1306 Dupont Street
Bellingham, WA 98225-3118



Accessibility

The district ensures that each program, service or activity, when reviewed in its entirety, is readily accessible to and usable by individuals with disabilities per the Americans with Disabilities Act (ADA). Some of our schools or programs are not accessible. Therefore, persons needing special accommodations should contact the school principal or Student Services at (360) 676-2787.

Annual Notices

The health and safety of students and staff are paramount. The district manages vegetation and pests using a minimum of pesticides. The district uses physical, mechanical, cultural, biological and educational tactics as primary controls. Chemical controls are a last resort and the least toxic alternative is used. When pesticides are used, notification signs are posted at buildings 48 hours prior to pesticide use and for 24 hours after. Individuals wishing advance notification of pesticide use at any site may contact the Maintenance Department at the address and phone number listed below. The asbestos notification requirement is in response to the Asbestos Hazard Emergency Response Act (AHERA). The district has developed and maintains an asbestos management plan, including records of surveillance, training and abatement activities. Detailed reports of both pesticide use and asbestos records are available at the Maintenance Department, 4060 Bakerview Valley Road, or by calling (360) 676-6548. The Bellingham School District maintains a Phase II Permit for Western Washington, "National Pollutant Discharge Elimination System and State Waste Discharge General Permit for Discharges from Small Municipal Separate Storm Sewers in Western Washington." Refer to the district Web site for contact information.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагасмый документ содержит важную информацию из школы ваш его ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

**ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ।
ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ।ਪੰਨਵਾਦ।**

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