

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Alice Drummer

Official School Name: Centennial Elementary School

School Mailing Address:  
2637 45th Avenue SE  
Olympia, WA 98501-4864

County: Thurston    State School Code Number\*: 4367

Telephone: (360) 596-8300    Fax: (360) 596-8301

Web site/URL: http://centennial.osd.wednet.edu/    E-mail: adrummer@osd.wednet.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. William Lahmann

District Name: Olympia School District    Tel: (360) 596-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Frank Wilson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 11        | Elementary schools (includes K-8) |
| 4         | Middle/Junior high schools        |
| 3         | High schools                      |
| 1         | K-12 schools                      |
| <b>19</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 8989

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	31	36	67	7			0
1	39	42	81	8			0
2	40	36	76	9			0
3	43	47	90	10			0
4	46	45	91	11			0
5	43	46	89	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							494

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
17 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
70 % White  
8 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
(3)	Total of all transferred students [sum of rows (1) and (2)].	65
(4)	Total number of students in the school as of October 1.	482
(5)	Total transferred students in row (3) divided by total students in row (4).	0.135
(6)	Amount in row (5) multiplied by 100.	13.485

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 16

Number of languages represented: 8

Specify languages:

Vietnamese, Chinese Unspecified, Chinese Mandarin, Spanish, Cambodian, Polish, Thai and Korean.

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 75

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>25</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	98%	98%	98%
Daily teacher attendance	92%	94%	95%	91%	94%
Teacher turnover rate	14%	14%	13%	8%	11%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

**Teacher Turnover Rate**

- 2006-07 - one teacher transferred to another Olympia School District (OSD) school, 2 teachers job shared one position , we hired a teacher for the job share vacant position, district added a new class due to increase in school population.
- 2007-08 - two teachers transferred to another OSD school, district added a new class due to increase in school population.
- 2008-09 - one teacher retired, one teacher took leave of absence, one teacher resigned to take care of her children.

**Daily Teacher Attendance**

- 2004-05 - one teacher on paternity leave, teachers either on sick or personal leave.
- 2005-06 - one teacher on maternity leave, teachers either on sick or personal leave.
- 2007-08 - mixture of sick leave, personal leave and training.
- 2008-09 - mixture of sick leave, personal leave and training.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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**Mission Statement:** The mission of Centennial Elementary School is to provide a quality educational experience which results in the highest achievement for each student. This shall be accomplished through the use of innovative and proven programs and resources, the extensive and welcome involvement of parents and community, a warm and caring climate and an academic learning environment which is safe and supportive.

**Vision Statement:** We strive to engage minds to inquiry, hearts to reach out in compassion and tolerance, and to promote service to our school, community and the world.

**About Our School:** Centennial first opened its doors in January of 1989, having been named in recognition of Washington State's Bicentennial Celebration. It is located in the growing area of southeast Olympia. Centennial serves 494 students in grades kindergarten through fifth. It is organized into traditional grade level configurations with three to four classrooms at each grade level. There are three pods of five or six classrooms each, with five portable classrooms around the perimeter of the building. The three pods surround the library which has a story room, instructional area, work area, and a technology center. Over 16,000 books are in circulation in addition to a myriad of up-to-date technology equipment and software programs. The closely knit community takes great pride in Centennial, which is well known for its high volunteer rates, strong curriculum and instructional emphasis, and an experienced, talented, and caring staff who have an effective partnership with parents and the community. The collective focus is on creating life-long learners who value reading, writing, mathematics, technology, social studies, health and fitness, fine arts, and service to others as building blocks to future success. Parent and community members are encouraged to become involved at Centennial. There are a variety of opportunities for volunteers such as our Booster Club (PTO), Site Council, coordinating before-school Spanish, Passport World Geography Study, and/or, but not limited to, helping with field trips, classroom tutoring, 100 mile fitness club, and philanthropic efforts that have included Centennial's annual food drive, providing donations to various shelters, O Ambassadors (Oprah Winfrey and Save the Children Organization), Pennies for Peace (Greg Mortenson, Three Cups of Tea) and most recently, Hearts for Haiti, Centennial's fundraiser for the victims of the earthquake.

As a strong learning community, Centennial places emphasis on five key areas of school improvement: (1) Use of assessment data to drive collaborative and student-centered work; (2) On-going professional development that focuses on research and best practices; (3) An inclusive school community; (4) professional conduct; and, (5) A positive school climate. The staff works together in grade level, vertical, and/or whole staff teams on a weekly basis with a purposeful agenda of tasks to accomplish. Para-educators are included in the team formats as applicable to their job roles. As a Professional Learning Community (PLC), our tasks are centered on the four critical questions of an effective PLC. We make data-driven decisions that inform our instructional practice for the purpose of improving student learning.

Centennial strives to maintain a safe and civil learning environment through the use of Randy Sprick's Safe and Civil Schools Program, and through the use of the PeaceBuilders Program. These programs are research-validated violence prevention programs approved for use through the federally-funded Safe and Drug Free Schools Act. Effective use of these programs shifts the school climate to a peaceful, productive and safe place for children to learn and grow. The principal and staff are committed to maintaining Centennial as a premier elementary school where learning is celebrated, respect and dignity for all is the norm, and continuous progress is a given.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The following trends are found in test data tables for Centennial in the areas of reading and math on the Washington Assessment of Student Learning (WASL) five years for fourth grade (benchmark grade), and four years of data for third and fifth grades. These two grades were not assessed using the WASL until 2005-2006. Centennial students consistently score above district and state averages at each grade level in both reading and math on the WASL.

**Fourth Grade Reading:** 2004-2005 = 90%, 2005-2006 = 96%, 2006-2007= 94%, 2007-2008 = 95%, 2008-2009 = 96%. **Conclusion:** Centennial students scored above 90% in reading over five-years, with a notable gain of 6 points from spring 2005 to spring 2009.

**Fourth Grade Math:** 2004-2005 = 84%, 2005-2006 = 91%, 2006-2007 = 82%, 2007-2008 = 84%, 2008-2009 = 90%. **Conclusion:** Math scores ranged from 82% to 91%. There was a notable gain of 7 points in the spring of 2006, with a decrease of 10 points in the spring of 2007. Each succeeding year shows a growth of 4 to 5 points.

**Third Grade Reading:** 2005-2006 = 89%, 2006-2007= 91%, 2007-2008 = 88%, 2008-2009 = 93%. **Conclusion:** Reading scores ranged from 89% to 93% with a steady increase in three of the four years.

**Third Grade Math:** 2005-2006 = 90%, 2006-2007 = 92%, 2007-2008 = 87%, 2008-2009 = 86%. **Conclusion:** Math scores ranged from 86% to 92%, evidence that students are exceeding state standards.

**Fifth Grade Reading:** 2005-2006 = 98%, 2006-2007= 93%, 2007-2008 = 93%, 2008-2009 = 95%. **Conclusion:** Reading scores ranged from 93% to 98%, evidence that students are exceeding state standards.

**Fifth Grade Math:** 2005-2006 = 85%, 2006-2007 = 82%, 2007-2008 = 87%, 2008-2009 = 85%. **Conclusion:** Math scores ranged from 82% to 87% with no significant decreases, while remaining above district and state averages.

### Disparities in Sub-Groups Test Scores

a. There are no disparities for Asian/Pacific Islander students in third grade as these students scored 100% in reading all four years and 100% in math for three consecutive years and 94% in the last year. Fourth grade Asian/Pacific Islander students' scores ranged from 82%, 94% to 100% for three consecutive years in reading. In math, the fourth grade scores ranged from 82% to 94% over the five years. Students in fifth grade scores ranged from 94% in reading in one year and 100% in reading for the other three years. In fifth grade math, these students scored 92%, 94%, and 100% for two years.

b. Centennial has fewer than 10 African American, Limited English Proficient, and Hispanic students who took the state assessment; therefore, no results were shown.

c. Third grade Special Education students' results were shown for the years 2007-08 and 2008-09 as follows: Reading 2007-08 = 42% and Math 50%. Reading 2008-09 = 82% and Math = 58%. From the spring of 2007-09 there were fewer than 10 Special Education students in grades four and five to take the state

assessment in reading and math, therefore no results were shown. In 2004-05 there were 10 fifth grade students tested who scored 57% in math and 86% in reading.

d. Centennial's third grade Socio-Economic Disadvantaged students scores were indicated for the year 2008-09 only. The reading and math scores were 86% respectively. There were fewer than 10 students in fourth grade, therefore no results were shown. Fifth grade scores were shown only in 2006-07 Reading at 80% and Math at 70%.

Washington State defines "meeting standard" as 400 in both Reading and Math.

Website where assessment data may be found: [www.k12.wa.us](http://www.k12.wa.us)

## 2. Using Assessment Results:

In the Olympia School District (OSD), state assessment results are provided to principals in August. Principals review the assessment data and seek feedback from our assessment coordinator as needed. Teachers are provided the assessment data during pre-opening of school training in late August. Data is discussed at a staff meeting. We celebrate successes, look for trends, and disaggregate the data by individual students, cohort groups and subgroups. We use the results to inform instruction by adjusting our instructional practices to meet the needs of our students. The strategies are included in our School Improvement Plan (SIP). We read research-based literature to gain ideas that can be implemented in the classroom. An example of research-based literature we recently read is an article from the October 2007, Educational Leadership Journal entitled, "No More Waiting to Fail." From this, we gleaned strategies for how to more effectively use the Response to Intervention (RTI) model to group kids for targeted reading instruction. Another example of research-based material we read is the book, How to Differentiate Instruction in Mixed Abilities Classroom, 2<sup>nd</sup> Edition by Carol Ann Tomilson. As an implementation strategy, each grade level team designs a specific lesson each quarter based on the strategies in the differentiate instruction book. The effectiveness of the lessons is shared in grade level team meetings.

In addition to our state summative assessment, we use a variety of formative assessments to monitor our students' progress throughout the course of the school year. Examples include: (1) DIBELS-Dynamic Inventory of Basic Early Literacy Skills, (2) MAP-Measurement of Student Progress (this is a district-directed assessment), (3) Classroom Based Assessments (CBAs), (4) Standardized Test for the Assessment of Reading (STAR), (5) Accelerated Reader (A.R.), and (6) curriculum-based holistic testing. Through frequent progress monitoring, we are able to intervene with our students to ensure that they are prepared to meet or exceed standard on the state summative assessment.

## 3. Communicating Assessment Results:

At Centennial, student performance and assessment results are communicated to students, parents, and the community in a variety of ways as listed below:

A. Verbal and written feedback to the students during the instructional day. This feedback ranges from formal to informal. Students take scored work home to share with their parents as well as their planners in which they write homework assignments and other information regarding their daily work. Teachers write notes in the planners regarding student performance.

B. Teachers administer a variety of self-made and curriculum-based formative assessments to gauge students' performances and for the purpose of designing and improving instruction.

C. Email, newsletters, phone calls, personal notes, teacher WebPages, and report cards are used to inform parents of what students are studying and how they are progressing in their studies.

D. Formal parent-teacher-student conferences are held in the fall and spring of each school year to discuss student progress. Also, conferences are scheduled on an as needed basis throughout the school year.

E. The principal provides the parents and community with a monthly comprehensive newsletter that provides the “big picture” of what’s happening at school in terms of the climate and curriculum. Parents are provided with strategies they can use at home to enhance their students’ study habits, attitude toward learning and overall school performance.

F. The OSD’s Assessment Coordinator provides parents with a letter of explanation that accompanies students’ district and state assessment results.

G. Per Washington State Law, fifth grade students who do not meet standard on the state assessment are provided with a Student Learning Plan (SLP) that is created in collaboration with the student, parent and teacher.

H. State assessment results are made available to parents and the public on our state’s website. Each school’s performance report is also made available on the state and school district website.

#### 4. **Sharing Success:**

One of the more widespread means that Centennial uses to share successes with other schools is by providing them with a copy of our comprehensive monthly newsletter. The principal also shares success stories at principals’ meetings, professional development trainings, and via email messages. Centennial’s state assessment results have also been published in our local newspaper, “*The Olympian*,” as has our philanthropic work as O Ambassadors (Oprah Winfrey and Save the Children Organization). Additionally, Centennial’s success stories have been published in the Olympia School District’s community newsletter, and our Superintendent’s Friday Letter which is emailed to all district employees.

If awarded Blue Ribbon School status, Centennial will share this prestigious honor through the above mentioned avenues. We will also host an assembly during the school day to celebrate this success with students, staff, parents, the press and community members. To ensure we provide everyone with the opportunity to share in this celebration with us, we will also host an evening celebration for parents, current and former students, staff members, principals and staff members from other schools, our district superintendent, other central office personnel, school board members, the press, other community members and the State Superintendent of Public Instruction. A highlight of our celebration will be performances by our Centennial student choirs - Shooting Stars (grades 2 and 3) and Soundtracks (grades 4 and 5). Our band and orchestra students will also perform. Other students will deliver speeches and share other talents. Our Student Council members will serve as ushers and the officers will assist the principal as Master/Mistress of Ceremony. The event will be recorded and a copy of the CD will be presented to the principals of other schools in the district, the superintendent, school board members and the State Superintendent of Public Instruction.

As a Blue Ribbon School, Centennial will endeavor to serve as an inspiration for other schools to aspire to achieve this great honor.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum, teaching, and learning at Centennial is guided and directed by OSD standards, which in turn follows Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLE). Each grade level works collaboratively to implement the curriculum and supplemental materials to best meet the district and state standards and to move towards fulfilling the OSD and Centennial vision and mission. For reading, all grade levels make use of the Harcourt Trophies Reading Series. Kindergarten through first grade implement Read Well, while third and fourth grades supplement with Read Naturally, Rewards Vocabulary Program, and Science Research Associates Inc. (SRA) reading kits. This curriculum allows primary students to learn fundamental ideas about text and recognize the letters and sounds of the alphabet. As students move through second and third grade, they focus on reading orally and independently with increasing fluency and comprehension. In fourth and fifth grades, students demonstrate confidence with a wide range of reading material and explore various themes, while appropriately and automatically applying word identification strategies.

Step-Up-to-Writing and Six-Trait Writing are taught in each grade level. Students begin with a structured format to organize words and sentences into clear and meaningful informational text and move through the process of writing (prewriting, drafting, revising, editing, and publishing). Students learn to write in a variety of forms such as: lists, journals, signs, stories, letters, descriptions, poems, notes, reports, narratives, book reviews, business letters, observation reports, summaries, explanations, fables and persuasive arguments. Content, organization, sentence fluency, word choice, voice and conventions are also taught. Along the way, students practice and write in D'Nealian numbers, letters, and cursive, and work on increasing their speed and accuracy on a computer keyboard.

Math Trailblazers is implemented in grades kindergarten through fourth, while fifth grade uses the Connected Mathematics Project 2 (CMP2). Supplemental materials, including algebra curriculum and materials from the National Council of Teachers of Mathematics (NCTM) Standards are used allowing students to gain a variety of mathematical knowledge and to fully develop math concepts that will enable them to acquire future success in this content area.

All grade levels utilize with the Full Option Science System (FOSS) kits that allow for inquiry-based study and investigations, guiding students through the learning of systems and how various scientific concepts relate to each other and the students' personal experiences. Kindergarten begins teaching social studies by investigating familiar events that take place in the past, present, and future with The World I See. First graders learn about historical events and cultures through the I Know a Place curriculum. Some People I Know curriculum teaches the second graders about events and people who have made a difference in the history of our country. Third graders research and compare historical events, ideas and cultures of the Native American people through Sea to Shining Sea. Fourth graders explore regions of the United States with an emphasis on the state of Washington in the book The World Around Us: Regions Near and Far. Fifth graders are introduced to many aspects of the United States in The World Around Us: The United States and Its Neighbors.

Students in second-fifth grades are also afforded the opportunity to participate in the school choir and intermediate students are offered band and orchestra. Throughout the year, each grade level puts on a performance for the school and family members. A before-school Spanish Club is offered to first through fifth graders at various levels.

Each grade level implements a variety of differentiated instruction methods and collaborative teaching styles to best meet the individual needs of students. Students often learn from multiple teachers and are leveled based on learning styles, needs and content.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Reading is a primary focus of Centennial and is incorporated across the curriculum. Centennial provides various curricula, assessments and teaching methods in order to provide the best opportunity for student growth and success. Kindergarten through fifth grade uses the Harcourt Trophies reading series. This series allows students to gain a fundamental knowledge of the five big ideas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition to the Harcourt series, kindergarten and first grade provide instruction through the Read Well program. The third and fourth grades use Read Naturally and the Rewards Vocabulary Program to enhance reading instruction for students needing additional skill building. Inherent in these programs are assessments to guide progress monitoring. Various formative and holistic assessments are frequently administered. Centennial also utilizes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess and monitor students' fluency rates. Studies show a direct correlation between fluency and comprehension. Based on these assessments, grade level teams organize students in like-ability groups and rotate students in the Walk-to-Read format in order to effectively differentiate instruction.

Centennial utilizes the Accelerated Reading (A.R.) program to encourage reading at home, independent reading, and to build comprehension of literary text. Another enhancement to our reading program is our annual designation of February as reading month. The Reading Committee selects a theme to bolster the reading program and reward students for the amount of time they read. Teachers also offer additional reading support before and after school to ensure skill development and to better prepare students for the state mandated assessment. Additionally, students in grades three through five are provided the opportunity to utilize Study Island, an internet-based program that supports the EALRs and GLEs. The Study Island Program also provides immediate feedback and built-in remediation. As a result of our comprehensive offerings, Centennial students tend to excel in the area of reading.

**3. Additional Curriculum Area:**

In part, Centennial's mission "is to provide a quality educational experience which results in the highest achievement for each student. This shall be accomplished through the use of innovative and proven programs and resources... and an academic learning environment which is safe and supportive." In grades kindergarten through fourth, Centennial utilizes the Math Trailblazers curriculum. Trailblazers is a spiraling curriculum that builds upon the core concepts of number sense, geometry, measurement, patterns, data collection, and reasoning, problem solving and communication. Fifth grade teaches from the CMP2, as well as supplemental algebra curriculum. The foundation for all the math programs is that mathematical concepts and skills are best learned in context while solving problems. Concepts and strategies are reviewed and extended throughout the year. Mathematical computation is embedded within real-life problem situations. In addition, Centennial teachers supplement with NCTM Standards-based materials to ensure the Washington State standards are being met at each grade level. Furthermore, students at Centennial have access to SRA math kits, which allow for remediation as well as advancement at an individual pace. Teachers have also provided before and after school programs to enhance the basic math curriculum and to bolster student understanding of the core math concepts. Moreover, Centennial utilizes the web-based program, Study Island. This program enables students to receive immediate feedback on the mathematical concepts they are studying, and to build upon the teaching and learning within the regular classroom. Students are monitored by a variety of methods including: classroom based assessments, district designed tests, state assessments and teacher observation.

Based on these assessments, among other criteria, Centennial teachers provide the opportunity for students to receive differentiated instruction by ability grouping students and rotating them through various teachers, dependent upon the specific needs of the grade level, class and individual student.

#### **4. Instructional Methods:**

Centennial Elementary is a school that strives for success for all students. We are willing to do whatever it takes to create opportunities for students to maximize their potential. Using the Response to Intervention (RTI) model to differentiate instruction has proven to be an important contributor to the success Centennial students experience during the instructional day and in our after-school programs. Teachers methodically modify instruction, and supplement basic curriculum with other research-based curriculums and materials as a means of assuring that all students succeed. Effective instructional strategies are complemented with related professional development training.

Centennial staff believes that providing high-quality instruction based on assessment data and monitoring of student progress are effective means of reaching all students. To that end, staff works diligently to ensure that we are using the RTI model with fidelity through regular planning meetings as a whole staff, grade-level teams and vertical teams. Additionally, district mandated building collaboration meetings occur on a monthly basis. These meetings provide opportunities for our staff to create timelines for instruction, share-and-compare assessment data and implement intervention strategies.

By regularly analyzing data, Centennial is able to frequently monitor individual student progress, and implement intervention strategies and enrichment opportunities for all students. These opportunities include like-ability grouping for math and reading during the school day and in before and after-school programs. An example of enrichment opportunities is our Battle of the Books reading competition that occurs during our annual February reading month.

Genuine concern for the education of all students, team work, effective instructional strategies, and professional development are cornerstones for student success at Centennial. Our staff is dedicated to continual growth and as a result, teachers frequently avail themselves of training opportunities provided both at the building and district level. The goal is always, “Whatever it takes to make each child a successful learner.”

#### **5. Professional Development:**

Professional development has had an effective impact on student achievement at Centennial. The belief that we can always do a better job for our kids has created a culture of continuous improvement. A unique component of our professional development is our annual staff retreat. The content of our retreats has been focused on working effectively as a team, understanding the significance of differentiated instruction in meeting the needs of all students, leadership strategies, RTI and dealing with change. A significant outcome has been the understanding of how individual responsibility and collective work contribute to the effectiveness of making a system work for the greater benefit of students.

Throughout this school year, staff has had the opportunity to engage in the following professional development offerings at our site: Thinking Maps, Strategies for Working with English Language Learners, and Effective Use of Technology to enhance instruction. The implementation of the content of these trainings has improved our instructional practices, thus increasing student achievement.

In addition to building-level professional development, OSD has provided the following professional development opportunities: Math Standards/Curriculum Guides, Effective Implementation of Connected Math Program 2 and Trailblazers Math, First Aid/CPR, Art Classroom Based Assessments, Diversity Classes, Formative Assessments, Health and Fitness Curriculum, Technology 101, Professional Learning Communities

Readiness, Diagnostic Decoding, Kindergarten Read Well and Harcourt Reading. The Olympia School District works diligently to provide curriculum training that not only aligns with state standards but provides confidence and assurance to teachers that they can improve their instructional practices. Furthermore, the district has afforded staff with regularly scheduled collaboration time each month. This affords teachers consistent opportunities to work in teams to ensure that they are developing and implementing strategies to improve student achievement. Lastly, OSD teachers have the opportunity to engage in a fall and spring non-student days for the purpose of engaging in district-wide, focused professional development.

## **6. School Leadership:**

The core of leadership at Centennial is our principal. She sees the big picture and ensures that teachers have the resources to successfully teach every student. She organizes retreats, workshops and promotes staff development that brings us together as a powerful and knowledgeable team. The principal recognizes the importance of teamwork and therefore, creates a structure of collaboration involving teachers and parents. Time is built into alternating weeks for teachers to meet as an entire staff, in grade level teams, vertical teams or building committees. As a result of the principal's leadership, all teachers have committed to being reflective in their teaching and to use assessment data to make informed decisions regarding the instructional process and student learning.

The principal's leadership facilitates a culture of collaboration at Centennial. Grade level teams use data to determine students' skill groups for reading and math intervention. Using a variety of RTI strategies, students have shown measureable gains in achievement. This method creates an environment of cooperation and collaboration resulting in rich and varied educational experiences for Centennial students.

The Education Leadership Committee, made up of the principal, a teacher from each grade level and a specialist, meets monthly to plan staff meetings or respond to needs of the school. The Site Council, consisting of the principal, grade level teachers and parent representatives, meet throughout the year to address issues of school climate, student activities and ongoing or future projects. Within the school, Centennial also relies on teacher expertise to provide leadership in the areas of reading, math, technology, art, science, social studies and writing. An example of this direct teacher leadership resulted in the development of web pages for each classroom, enabling families to keep informed of classroom expectations, homework and upcoming events. Our principal's foresight and leadership has guaranteed that Centennial's teachers know their students, partner with parents and keep current with research and best practices.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	87	92	90	
% Advanced	64	47	54	44	
Number of students tested	88	85	87	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86				
% Advanced	57				
Number of students tested	14	7	9	9	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	1	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	1	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	58	50			
% Advanced	33	8			
Number of students tested	12	12	7	8	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2	1	1	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	100	100	100	
% Advanced	78	54	67	60	
Number of students tested	18	13	12	15	

Notes:

Reason for no data in 2004-2005 column -Testing at third grade began statewide in 2005-06

**6. Largest Other Subgroup** - Asian/Pacific Islander

Subject: Reading

Grade: 3 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	88	91	89	
% Advanced	75	65	67	59	
Number of students tested	87	85	87	71	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86				
% Advanced	50				
Number of students tested	14	7	9	9	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	1	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	1	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	82	42			
% Advanced	9	8			
Number of students tested	11	12	7	8	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2	1	1	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	83	69	75	60	
Number of students tested	18	13	12	15	

Notes:

Reason for no data in 2004-2005 column -Testing for third grade began statewide in 2005-06

**6. Largest Other Subgroup Category-** Asian/Pacific Islander

Subject: Mathematics

Grade: 4 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	84	82	91	85
% Advanced	72	62	62	73	66
Number of students tested	88	94	71	69	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	9	6	9	0
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	1	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	1	8	0
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	7	7	7	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	3	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	92	88	92	82
% Advanced	67	83	71	68	64
Number of students tested	18	12	17	12	11

Notes:

**6. Largest Other Subgroup** - Asian/Pacific Islander

Subject: Reading

Grade: 4 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2004-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	95	94	96	90
% Advanced	57	65	54	52	52
Number of students tested	88	94	71	68	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	9	6	9	0
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	1	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	1	8	0
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	7	7	7	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	3	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	100	100	100	82
% Advanced	39	67	65	50	46
Number of students tested	18	12	17	12	11

Notes:

**6. Largest Other Subgroup Not Listed Above - Asian/Pacific Islander**

Subject: Mathematics

Grade: 5 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	87	82	85	
% Advanced	66	68	58	58	
Number of students tested	87	74	78	92	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced			70		
% Advanced			30		
Number of students tested	6	8	10	6	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	4	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			50		
% Advanced			10		
Number of students tested	2	2	10	2	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				57	
% Advanced				29	
Number of students tested	5	6	5	10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	0	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	94	92	100	
% Advanced	85	65	77	70	
Number of students tested	13	17	13	10	

Notes:

**6. Largest Other Subgroup** - Asian/Pacific Islander

Reason for no data in 2004-2005 column -Testing for fifth grade began 2005-06 statewide

Subject: Reading

Grade: 5 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005-2009 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	93	92	98	
% Advanced	68	65	67	65	
Number of students tested	87	74	78	94	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	3	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced			80		
% Advanced			40		
Number of students tested	6	8	10	6	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	1	4	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			90		
% Advanced			30		
Number of students tested	2	2	10	2	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				86	
% Advanced				29	
Number of students tested	5	6	5	10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	0	
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	94	100	100	
% Advanced	62	82	92	80	
Number of students tested	13	17	13	10	

Notes:

Reason for no data in 2004-2005 column -Testing for fifth grade began in 2005-06

**6. Largest Other Subgroup - Asian/Pacific Islander**