

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mrs. Elizabeth Silverman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Wood Ranch Elementary School
(As it should appear in the official records)

School Mailing Address 455 Circle Knoll Drive
(If address is P.O. Box, also include street address.)

Simi Valley CA 93065-0609
City State Zip Code+4 (9 digits total)

County Ventura State School Code Number* 56-72603-6115653

Telephone (805) 579-6370 Fax (805) 579-6373

Web site/URL www.woodranch.simi.k12.ca.us E-mail esilverman@simi.k12.ca.us

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

(Principal's Signature) Date 2-8-07

Name of Superintendent* Dr. Kathryn Scroggin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Simi Valley Unified School District Tel. (805) 520-6500

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Janice DiFatta
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 21 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools
 2 Other *

*Monte Vista Independent Study Program (grades K-12) and Apollo Continuation High School

 30 TOTAL

2. District Per Pupil Expenditure: \$6,452

Average State Per Pupil Expenditure: \$6,987

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.

 If fewer than three years, how long was the previous principal 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	0	0	7	0	0	0
K	44	45	89	8	0	0	0
1	63	56	119	9	0	0	0
2	57	43	100	10	0	0	0
3	65	63	128	11	0	0	0
4	56	48	104	12	0	0	0
5	60	61	121	Other			
6	20	26	46				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							707

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>89</u> | % White |
| <u>0</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

[This rate should be 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	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	727
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
9 Total Number Limited English Proficient

Number of languages represented: 6
 Specify languages: Arabic, Tagalog, Spanish, Thai, Vietnamese, Other

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 16

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 federally supported lunch 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: 0 %
40 Total Number of Students Served

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>3</u> Autism | <u>1</u> Orthopedic Impairment |
| <u> </u> Deafness | <u>9</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>4</u>	<u>16</u>
— Total number	<u>38</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	96%	96%	97%
Teacher turnover rate	* 12%	6%	6%	8%	0%
Student dropout rate (middle/high)	n/a %				
Student drop-off rate (high school)	n/a %				

* 2005-2006 teacher turnover rate is slightly higher due to 2 teachers being on leave of absences

PART III – SUMMARY

Wood Ranch Elementary School

Wood Ranch Elementary (WR) was established in the fall of 1998. Our purpose is to provide a quality education for every student in a warm and caring atmosphere, thus enabling our students to become successful, productive, lifelong learners and contributing members of society. WR is truly, a community school. This is our vision. This is our school.

From its inception, our school community has been immersed in intensive self study: a study of the needs of our unique, growing community, a study of the developmental needs of all children, a study of facilities and what encourages the social development of children, and a study of people – to understand what brings us together to achieve the best possible outcome. Now we are charged with the continual growth process – growth of our children, and growth of our school. As we have come to know who we are, we have developed a strong, reflective program, based on California state standards, and on research based strategies. Because our school is a GATE cluster school, our teachers are highly skilled in differentiating instruction to reach all learners. Children with special needs, ESL students, those who are gifted in the arts, and the intellectually gifted – each child deserves our attention to the specific strengths and weaknesses they possess. Each child receives attention.

Vision alone can not achieve these ends. We welcome the whole child who enters our door. Our research-based approach to instruction includes both Learning Style Analysis and Gardner’s Multiple Intelligence Theories. One might enter a kindergarten class and see one child practicing addition with paper and pencil, another using manipulatives, while another group of children is singing addition facts, each child learning in his or her best mode. The teacher’s understanding of the developmental needs of the children, their unique personality, cultural backgrounds and special talents, helps to develop each child to his/her maximum potential. Our leadership team and our School Site Council (SSC) together continuously monitor the achievement of our students and staff.

At the opening of school each year, a coalition of representatives from every stakeholder group—teachers, classified staff, PTA, SSC, and Student Council, led by our administration, convenes to reflect upon our vision and core beliefs. They study our disaggregated data as well as subjective input to insure that our beliefs transfer into mastery of standards in every academic area. They take a “field trip” through our school, inspecting every room with fresh eyes to determine if our classrooms visually support our core beliefs. This is the start of the monitoring of our program which drives incremental improvements throughout the year.

California began its Academic Performance Index (API) in 1999 with the goal of all school achieving a score of 800. In that first year, Wood Ranch scored an 811. This began our process of self-study and incremental improvement. Over the past six years, our API has risen nearly 100 points to our new high of 911. Rating scales can never truly and accurately indicate the strengths and struggles of a school. We are a school community that has brought out the best in our children, our teachers and our parents. Our parent community contributes literally thousands of hours of work each year, allowing us to offer excellent services, programs, and enrichment activities to our students. All of our work and dedication was recognized with the receipt of the California Distinguished School award in 2006.

As you stroll our grounds, nestled in the beautiful hills of Simi Valley, you will see children working together on our school garden, playing together on the schoolyard, and learning together in bright and stimulating classrooms. Since we are new to the “environment” of these hills, some of our wildlife neighbors have found it interesting to visit. We’ve had the unique teaching opportunity to incorporate “wildlife watch” into our school, including safety measures for the occasional rattler that comes to visit. No matter what the challenge, our staff is dedicated to providing a rigorous and engaging learning environment with a positive and supportive school climate which fosters the development of self-esteem and self-discipline in all students. When students arrive at school each morning, they know that they are expected to be successful that day. They know that caring teachers will greet them, that engaging activities will be offered as part of their school day, and that they will be encouraged to form lasting friendships. Welcome to Wood Ranch Elementary!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The state of California has always had an accountability system. In 1998 California changed from a state assessment to the Standardized Testing and Reporting System (STAR) which currently includes the California Achievement Test (CAT/6) a nationally normed test at grades 3, 7, and 11, and the California Standards Test which is based on the state content standards. Students are tested in the following areas: language arts (grades 2-11), mathematics (grades 2-11), writing (grades 4 and 7), and science (grade 5). Student scores are reported in five categories: advanced, proficient, basic, below basic and far below basic. Students are expected to score at the proficient level or above to meet state standards.

Assessment results statewide are measured and compared utilizing the California Academic Performance Index (API). This numeric index ranges from a low of 200 to a high of 1000 points. It is calculated to measure student achievement and yearly growth. Scores and growth targets are calculated overall and for eight individual subgroups. The statewide API target for all schools is 800.

The California Standards Test has gradually become the most significant measure of student achievement and is highly weighted in the API calculation. Beginning in 2005, the CAT/6 was only administered to grades 3, 7, and 11. All students in grades 2 through 11 will continue to take the California Standards Test. The data reported later in this application will be from the California Standards Test and can be verified on the California Department of Education website at (<http://star.cde.ca.gov>). Wood Ranch has achieved API scores of over 800 since the inception of the reporting program. Although state growth targets for schools over 800 are to maintain current levels of achievement, we always strive for an improved score and have been successful over the past two years with a gain of 22 points in 2005 (API 904) and 7 points in 2006 (API 911).

Student achievement on the California Standards Test clearly demonstrates the success of our students. The percent of students meeting or exceeding state standards in language arts in 2006 was 82% as compared to 45% statewide. Additionally, 82% of our students were at the proficient or advanced level in mathematics as compared to 48% across the state. Science scores reflected 65% of our students meeting or exceeding state standards compared to the statewide achievement of 32%. When looking at our testing data Math is a slightly stronger area than Language Arts. For the past four years, our School Improvement Goals have focused on number sense and problem solving strategies which we believe the intense focus and frequent data collection attributed to the ongoing increase in scores. We are currently focusing on our current sixth graders to better understand why, as fifth graders in 2005-2006, 15% of our students dropped from advanced to proficient. We believe that this drop was due, in part, to new teachers in the grade level who were unfamiliar with the content standards.

When analyzing our Language Arts scores we have seen a consistent increase in success since our adoption of a standards based curriculum at the beginning of the 2004-2005 school year. In all grade levels greater than 75% of our students have scored at the proficient or advanced. The most significant increase in scores can be seen at the third grade level where our proficient scores increased by 8% and our advanced and proficient scores increased by 22%.

In addition to state testing data which guides our school-wide goals, teachers utilize district, publisher, grade level, and informal assessments, along with observation, to guide instruction on a daily basis. Ongoing, continual assessments allow us to ensure that we are meeting the needs of each and every student on a daily basis. Student achievement data at Wood Ranch Elementary has been consistently high throughout our school. Continuous school improvement efforts are focused on individual student learning and achievement as our highest priority.

2. Using Assessment Results: Each school year begins with a staff development day designed to review and analyze district and state assessment data at each site. District assessment data is available for reading, writing and math. STAR data reflects student achievement on the CAT/6 and the California Standards Test. The overall data is reviewed school wide, longitudinally and by grade level to identify trends. Grade level specific data is analyzed by grade level teams with a review of achievement from both the previous

and current year's students. During this process teachers share and articulate assessment information across grade levels. The results of this analysis serve as the springboard for long range planning in language arts and mathematics, as well as forming the basis for the formal school improvement goals included in the Wood Ranch Single Plan for Student Achievement. Identified academic focus areas for the 2006-2007 school year are reading comprehension and writing across the grade levels.

In addition to formalized testing practices, each grade level has identified benchmark assessments to be used on an ongoing basis throughout the school year to monitor student progress in the areas of reading, writing and math. District developed assessment software (Escore) is available to track and analyze this data. Authentic assessment is also evident on a daily basis through such techniques as anecdotal records, reading "running records", teacher observations, and the application of learned skills through performance based "hands on projects". Teachers meet on a regular basis in grade level and cross grade level teams to review student achievement and plan for instruction.

3. Communicating Assessment Results: Student achievement is communicated to students, parents and the school community in a variety of ways. Students are provided feedback on their achievement and performance on a daily basis through student-teacher interactions, group work, peer assessment, assignment feedback, etc. As they move up through the grades they increasingly take responsibility for their own learning through rubrics, portfolios, and checklists. By the time a student reaches sixth grade, they are able to share their strengths and areas of need with their parents through student-led conferences.

Parents receive feedback on their student's progress throughout the year through bi-annual parent teacher conferences, trimester report cards which report progress toward mastery of grade level content standards, social/emotional, and physical development. Between formal conferences and report cards, communication with parents is ongoing through informal meetings, phone calls, emails, weekly progress reports, daily agenda books, and feedback on student assignments. In addition to school data, CAT/6 and CST results, together with comprehensive explanations of each child's strengths and needs, are mailed to parents, via U.S. mail, during the summer.

Our school-wide assessment data is made available to our community throughout the year. The analysis of assessment data is shared with parents and the community at Back to School Night, on televised School Board meetings, and through local PTA meetings, School Site Council meetings, principal's newsletters, and articles in the local newspapers. The school accountability report card is updated annually and is available to the community at the school site and on the websites of the school and school district.

4. Sharing Success: Successes at Wood Ranch Elementary are shared with other teachers, schools, and with our community. The tradition of leading by example is evidenced in the number of staff that network with other professionals within and outside the school community. Staff members serve on curriculum development committees, adoption pilot committees, present at district and county conferences, and serve in the role of Beginning Teacher Support and Assessment (BTSA) providers. Our sixth grade team and principal meet with the middle school staff to ease the transition into the middle school program. Our Kindergarten team attends pre-school parent nights in our surrounding community to help parents know what to expect as their child begins their school career at Wood Ranch. During quarterly district leadership team meetings, and weekly principal's meetings, our principal participates in discussions that center on student achievement and effective teaching. Wood Ranch partners with neighboring schools in the district to share experiences, and best practices through lesson study and collaborative teaching and observing. Many of our veteran teachers have accepted the challenge of acting as a master teacher to share their knowledge and expertise with student teachers from several local universities.

Our professional articulation has extended beyond our own school district. We have opened our doors to visiting teams from neighboring districts, an administrator from England who was looking at best practices to take back to her school, and teachers throughout the country who network with our teachers through publisher websites. Participation in the Distinguished School Program has enabled us to collaborate with teachers and administrators from a wide range of schools across the county and state.

Working with others at all levels of the educational community strengthens and validates teaching philosophies, strategies, and the implementation of a successful educational program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: From our research-based Language arts program to our integrated health education program, WR has a comprehensive core curriculum which is aligned in scope and sequence with established standards. WR teachers have taken an active role on district articulation committees in aligning our curriculum in all areas and across all grade levels. In every subject area, an intensive study of State Board of Education adopted materials has been conducted.

Literacy for all students is a major focus at Wood Ranch. We provide a comprehensive literacy program that includes reading, writing, speaking, and listening. *Language arts* standards are aligned to the Houghton Mifflin Reading Program (California Edition) in grades K through 5. The McDougal Litell Literature Program is used in 6th grade to correlate with the curriculum taught at the middle schools. Both series offer a developmentally appropriate spiraling program in which students develop reading, decoding, and comprehension strategies. Additional components of the programs include writing conventions, grammar, spelling, and the development of higher level thinking skills. Supplemental above level and below level materials are used to ensure that the needs of all students are being addressed.

The *mathematics* curriculum is based on the state content standards and district developed power standards (critical concepts at each grade level). Teaching/learning materials include the Harcourt Mathematics series, Math Their Way activities, Marilyn Burns replacement units, Marcy Cook tiles, T.E.R.C. Investigations, and various supplemental hands-on units designed to enhance understanding of the content standards.

History/social science standards are taught utilizing the Scott Foresman materials in grades K through 5, and the Glencoe materials in grade 6. In addition to the adopted core curriculum, teachers use thematic instruction designed to connect concepts in meaningful ways. These experiences include historical “on campus” field trips, authentic reenactments of historical events, weekly current event magazines, research reports, and the many resources available through our neighbor, The Ronald Regan Library.

The California *science* standards are taught utilizing the Houghton Mifflin Discovery Works materials at grades K through 5 and the Holt Earth Science series in grade 6. At the primary grades language arts/science connections are also provided in the Houghton Mifflin reading program. A credentialed science teacher provides instruction relating to the physical, earth, and life science standards to 4th through 6th grade students. Students at all grade levels are provided engaging, hands-on opportunities to investigate and construct an understanding of the science concepts taught, including cross grade weather day, the building of skeletons, and the creation of biomes and ecosystems.

Wood Ranch has a comprehensive *physical education* program which addresses state mandates at all grade levels. A credentialed P.E. specialist, funded by our P.T.A., provides instruction for grades K-6th grade classes which emphasize state standards and individual health and fitness. We are especially proud of the two programs, *Sports, Play and Active Recreation for Kids (SPARKS)* and *GameDay* at School which are the crux of our Physical education curriculum. Aligned with state standards, it is endorsed by the Surgeon General as “a school based solution to our nations growing health care crisis”. The program represents a collection of exemplary research-based activity & nutrition programs.

Parent volunteerism contributes greatly to the curriculum at Wood Ranch. Parents volunteer in the library under the direction and coordination of a part time specialist. Student opportunities in the arts are provided through the *Arts Attack Program* which is a developmental, sequential, hands-on program based on the teaching of art elements and principles. This standards-aligned unique approach inspires students to create amazing artwork and adapts well for *GATE, ESL and Special Education students*. Our performing arts program supports the instruction of state standards through our grade level instruction and performances, and our after-school programs include drama, chorus and band. Our students also visit our local performing arts center for curriculum aligned performances.

2. Reading Curriculum: A comprehensive district-wide process was utilized to sample, evaluate, and select the reading curriculum used at Wood Ranch. Teachers representing all grade levels across the

district piloted programs from the state approved lists and made recommendations to the district language arts committee. The Houghton Mifflin (K-5) and McDougal Littell (6) materials were selected based on their alignment to the California state content standards and their integration of the most recent research in reading instruction. We are now in our third year of the adoption.

These programs offer a comprehensive, developmentally appropriate approach to reading which emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies. Skills and strategies are reinforced and spiraled throughout the program providing ongoing reinforcement and extensions when appropriate. Implementation includes whole and small group instruction which allows for differentiation, thus addressing the needs of all students including below level readers, gifted students, and English Language Learners.

Instructional time for reading and language arts is a priority. Minimum, uninterrupted, daily time allotments for reading are as follows: Kindergarten – 1 hour, 1st through 3rd grade – 2.5 hours, and 4th through 6th grade – 2 hours. Students performing below grade level are provided additional instruction by credentialed teachers using supplemental materials from our reading series or other research based programs.

Ongoing formative and summative assessments are used to monitor student progress. In addition, teachers utilize a variety of informal methods to assess and subsequently plan for student learning.

Motivating students to read independently and to develop a love for reading are also integral component of our reading curriculum. Each day teachers read aloud to their students from a variety of genres and provide a block of time for Sustained Silent Reading. The Accelerated Reader Program is used in 1st through 6th grades to promote independent reading and to ensure that students comprehend what they are reading.

3. Math Curriculum: Our mission is to provide meaningful instruction on the state standards and district developed power standards for understanding and mastery. The mathematical strands of number sense, algebra and functions, geometry and measurement, statistics and probability, and mathematical reasoning are spiraled throughout the grade levels. Materials to support the curriculum include a variety of manipulatives, the Harcourt math series, LOCATE (Learn, Observe, Connect, Assess, Teach, and Evaluate) MATH, Math Their Way activities, and various enhancement units. Primary and intermediate math coaches are available on site to assist teachers with effective instructional strategies.

Problem solving data in math assessments led us to a focus on math communication to increase student understanding. This emphasis is based on Marilyn Burns' philosophy that speaking and writing about mathematical thinking develops, cements and extends understanding. Students at all grade levels K through 6 are routinely asked to orally share their strategies for solving problems. As students move up through the grade levels increasing emphasis is placed on their ability to write about and/or visually represent their mathematical thinking and problem solving strategies. As the result of this focus Wood Ranch has realized significant gains on the California Standards Test in mathematics over the past three years. In addition to an increase in test scores, we are also seeing an increase in our students understanding of the mathematical processes as opposed to simply performing the algorithms. Student progress is monitored through unit tests from the Harcourt program, district summative tests, teacher-made tests, teacher observations and daily performance. Additional practice is provided through small group instruction, and a variety of computer programs available on the school network.

4. Instructional Methods: Creativity in instruction is crucial to our students' success which is inspired by great teachers and great materials. *Multi-modal, primary source-based instructional sequences of activities provide opportunities for students to express their knowledge in a variety of ways.* These strategies, based on Gardner's Multiple Intelligence research, go beyond traditional paper and pencil instruction and assessment. A walk through the classrooms would reveal a balance of whole-group, teacher-directed activities and a variety of other strategies designed to meet the needs of all students. The use of small, flexible grouping allows teachers to address individual needs and instruct to ability level. Teachers build in continual reinforcement of concepts through the spiral design of our curriculum. Our

teachers are keenly aware that one lesson does not fit all. All students actively participate in lessons based upon their grade level standards with accommodations made based on student ability levels. Using strategies from Tomlinson's The Differentiated Classroom, Heacox's Differentiating Instruction in the Regular Classroom, and Winebrenner's Teaching Gifted Kids in the Regular Classroom, our teachers work to increase the *novelty, complexity, acceleration and depth* of learning for these children. Individual learning goals are mastered through the extensive use of tiered assignments and expert projects, interest-based learning choices, learning centers, above level materials, manipulatives, varied problem solving strategies, and publisher and teacher generated support materials. Homework at WR is focused on building skills in our students while they participate in meaningful practice.

The focus on teaching for understanding includes providing students with varied opportunities to transfer skills and standards to reports, projects and presentations. These assignments provide age appropriate application of standards and serve as authentic assessments for integrated standards. Additionally, students participate in a number of field trips and simulations that connect the curriculum to the community and provide opportunities for real world applications.

Based on research that emphasizes the benefits of early intervention, remedial programs are focused on primary grade students. The five kindergarten teachers provide supplemental instruction to at risk students. First and second grade students experience one on one instruction through a Reading Intervention Program. Third through sixth grade students performing two or more years below grade level receive additional instruction designed to correct reading deficiencies in the areas of comprehension, phonics and fluency. (As outlined in Section V, Part 2).

5. Professional Development: WR teachers are life-long learners. A majority of our teaching staff holds masters degrees, four hold administrative credentials, and our school psychologist has a doctorate. All teachers at WR are *highly qualified* under the guidelines of NCLB. Together with the district, WR provides quality staff development that plans for the continued growth of all of our teachers. The SSC has dedicated over one third of this year's SSP expenditures to the school-wide goal of staff development that is focused on the ability to enhance student achievement. District staff development is designed through dialogue with the principals, articulation committees, and a careful survey of district-wide test results. Our district *Professional Accountability Program* is designed to promote self reflection and to provide for collegiality and collaboration among teachers. Teacher evaluations are based on demonstration of mastery of the California Standards for the Teaching Profession.

This past year one site-wide training goal concentrated on developing a deeper conceptual understanding of mathematics in children. Teachers attended *CORE* math training, *Math Coach Training*, *Project Renew* in math, *Using Higher Level Thinking Skills in Math*, *Locate* math training, and *LUCI* math training. Through this continued focus on training and implementation of new strategies, we began to see children's math understanding grow. Our end of year assessments showed an *average increase of more than ten percentage* points per grade. Studies have shown that for training to translate into viable new teaching strategies, the new skills must be practiced within the following thirty days. Our SSP allocates funding to purchase new materials along with staff development to insure that the new skills are immediately put into practice.

Many of our teachers have also participated in training on *differentiated instruction including*: a district approved GATE certification program using a highly respected expert in gifted education, Bureau of Educational Research's *Differentiating Curriculum to Meet the Needs of All Learners*, *Math Coach Training*, Jane Kiester's *Caught Ya* training, *Six Traits Writing*, and John Hollingsworth's *Ways to Keep all Children Engaged in Learning*. In addition to math and differentiated learning, our teachers participate in training that focuses on the teaching of reading and writing. With our adoption process, all staff received in-depth training from Harcourt Brace Publishers, Houghton Mifflin, and Mc Dougal Litell. The training included strategies to meet the needs of all learners including GATE, SWD, and EL learners.

After attending a conference, teachers are asked to share new information and strategies with their colleagues. Once new teaching methods are utilized, teachers are asked to reflect on the effectiveness of the implementation and to track the results. As a result of ongoing collaboration and participating in

professional development opportunities, we continue to see increases in the achievement of our students in all areas of the academic and social/emotional curriculums.

PART VI – ASSESSMENT RESULTS

The tables on pages 13-22 report the results from California Standards Test, the state criterion referenced test. The numbers represent the percent of students achieving at the “Advanced” plus “Proficient” levels and at the “Proficient” level as reported by the state. The cut-point for the state of California is at the proficient level.

Student ranking is determined through the following process:

- The raw score, or number of correct items, is converted to a scaled score.
- The scaled scores are divided into ranges that identify the ranks of Far Below Basic, Below Basic, Basic, Proficient and Advanced.

Wood Ranch Elementary School California Standards Test – English Language Arts Grade 2 Published by ETS during each testing year				
	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	84%	85%	70%	69%
% “Proficient”	49%	42%	47%	43%
Number of students tested	138	110	124	129
Percent of total students tested	99.3%	100%	100%	99%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	Less than 1%	0	0	0
SUBGROUP SCORES				

(These notations apply for all of the following charts)

- * Prior to the 2004-2005 school year the state did not report scores by ethnicity.
 n/a – Number of students is not statistically significant.

Wood Ranch Elementary School
California Standards Test – English Language Arts Grade 3
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	77%	55%	51%	72%
% “Proficient”	43%	35%	40%	45%
Number of students tested	105	133	126	116
Percent of total students tested	100%	100%	98.4%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Advanced” plus “Proficient”	n/a	80%	*	*
% “Proficient”	n/a	40%	*	*
Number of students tested	n/a	10	*	*

Wood Ranch Elementary School
California Standards Test – English Language Arts Grade 4
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	84%	86%	82%	79%
% “Proficient”	36%	43%	39%	42%
Number of students tested	128	121	125	125
Percent of total students tested	100%	99.2%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Advanced” plus “Proficient”	100%	100%	*	*
% “Proficient”	27%	40%	*	*
Number of students tested	11	11	*	*

Wood Ranch Elementary School
California Standards Test – English Language Arts Grade 5
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	81%	84%	80%	71%
% “Proficient”	43%	38%	34%	48%
Number of students tested	128	120	125	100
Percent of total students tested	100%	100%	100%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Advanced” plus “Proficient”	90%	n/a	*	*
% “Proficient”	30%	n/a	*	*
Number of students tested	11	n/a	*	*

Wood Ranch Elementary School
California Standards Test – English Language Arts Grade 6
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	86%	72%	68%	72%
% “Proficient”	47%	41%	28%	41%
Number of students tested	51	79	46	49
Percent of total students tested	100%	100%	97.9%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				

Wood Ranch Elementary School
California Standards Test – Math Grade 2
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	82%	87%	79%	85%
% “Proficient”	33%	31%	37%	30%
Number of students tested	138	109	124	128
Percent of total students tested	99%	99%	100%	98%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				

Wood Ranch Elementary School
California Standards Test – Math Grade 3
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	85%	87%	77%	83%
% “Proficient”	37%	43%	40%	38%
Number of students tested	105	133	126	116
Percent of total students tested	100%	100%	98%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Advanced” plus “Proficient”	n/a	100%	*	*
% “Proficient”	n/a	20%	*	*
Number of students tested	n/a	10	*	*

Wood Ranch Elementary School
California Standards Test – Math Grade 4
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	90%	86%	89%	82%
% “Proficient”	36%	38%	29%	46%
Number of students tested	128	120	112	125
Percent of total students tested	100%	98%	99%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				*
% “Advanced” plus “Proficient”	100%	90%	*	*
% “Proficient”	0%	20%	*	*
Number of students tested	11	10	*	*

Wood Ranch Elementary School
California Standards Test – Math Grade 5
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	70%	85%	76%	70%
% “Proficient”	45%	30%	53%	37%
Number of students tested	122	120	125	100
Percent of total students tested	100%	100%	100%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Advanced” plus “Proficient”	100%	n/a	*	*
% “Proficient”	30%	n/a	*	*
Number of students tested	10	n/a	*	*

Wood Ranch Elementary School
California Standards Test – Math Grade 6
Published by ETS during each testing year

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% “Advanced” plus “Proficient”	82%	81%	65%	73%
% “Proficient”	47%	39%	39%	51%
Number of students tested	51	79	46	49
Percent of total students tested	100%	100%	97.9%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				