

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. Carla Fry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2005 E. Woodland Road
(If address is P.O. Box, also include street address.)

Ponca City OK 74601-5211
City State Zip Code+4 (9 digits total)

County Kay State School Code Number* 36 I071

Telephone (580) 767-8025 Fax (580) 767-9525

Web site/URL www.poncacity.k12.ok.us E-mail fryc@poncacity.k12.ok.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 2-1-07

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

District Name Ponca City Public Schools Tel. (580) 767-8000

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 2-1-07

Name of School Board President/Chairperson Mr. Don Nuzum
(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) Date 2-1-07

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

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: 7 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 Other
- 10 TOTAL
2. District Per Pupil Expenditure: \$ 7,210
 Average State Per Pupil Expenditure: \$6,614

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. 7 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	19	21	58		7			
K	24	22	41		8			
1	21	22	49		9			
2	34	21	38		10			
3	21	24	38		11			
4	18	17	48		12			
5	28	30	43		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								315

[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>88</u> | % White |
| <u>.5</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>.5</u> | % Asian/Pacific Islander |
| <u>7</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: 20%

[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	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	27
(3)	Total of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1	315
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 77

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: $\frac{4}{12}$ %
12 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>21</u>	<u>11</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 20:1

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%	94%	96%	95%	96%
Daily teacher attendance	94%	94%	94%	95%	94%
Teacher turnover rate	8%	8%	0%	4%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Woodlands Elementary is comprised of dedicated staff members, involved parents and engaged students. The three groups form a strong triangle, working toward our mission of ensuring all children develop and demonstrate academic, social and personal skills essential for the creation of a better tomorrow.

Woodlands is a neighborhood school located in Ponca City, Oklahoma. Currently, we serve 322 children in grades pre-kindergarten through fifth grade. Woodlands opened its' doors in 1957. This fall, we will celebrate 50 years of serving Ponca City children. Many of our students are second and third generation families.

Prior to 1995, Woodlands was largely populated by families employed at Conoco Oil Company. We enjoyed a diverse group of students from around the world. Many students had traveled extensively. In 2002, the merger between Conoco and Phillips Petroleum affected our families dramatically. Many families were relocated out of state. Our staff was faced with the challenge of maintaining high academic standards with a very different economic base. Some community members expected Woodlands to fail. We believed in our vision stating children learn regardless of ethnic origin, gender, income level or family structure. We focused on differentiated instruction and meeting each child where he or she was.

Today, our population is more economically diverse and more mobile. Our economically disadvantaged count continues to rise. Our percentage of students receiving free/reduced lunch has grown from 6% in 1995 to over 28% today. Traditionally, our count will grow an additional 10% after the October reporting period.

Our Native American population includes families from the Ponca, Osage, Kaw and Pawnee tribes. We have also had several Hispanic families move into the neighborhood during the last year. Our school community achieves a positive self-image and aids students in developing respect for others with our weekly assemblies. Our assemblies showcase individual classrooms, ethnic groups and individual talents. Character First components are included in each assembly.

One side of the Woodlands triangle of success includes involved parents. The Woodlands Parent/Teacher Association (PTA) contributes to the success of our students. Ninety-two percent (92%) of our parents are PTA members. They volunteer in the classroom as tutors, testing monitors, mentors and library aides, as well as run our monthly Accelerated Reader store.

Our school district enjoys strong community ties. Woodlands is a Partner in Education (PIE) partner with the local Rotary Club. The Rotary Club sends eight members each week to read with struggling third graders. Our second partner, Eastman National Bank, provides financial assistance for our A/R celebrations held each trimester. They have also served as guest readers during Read Across America Week and even Santa Claus for our pre-kindergarten children.

After school programs are provided at our site by the YMCA. We share a partnership in housing the program and they provide the staff. Our students participate in the YMCA Basketball program. Our school sponsors both Girl and Boy Scout groups that serve our community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Under the NCLB federal regulatory, Oklahoma has been approved to use elements of the state mandated Academic Performance Index (API) to measure Adequate Yearly Progress (AYP). The API measures success and growth in school/district performances. The API's main components consist of attendance, dropout and graduation rates and academic excellence. These components are assigned a numeric score ranging from 0-1500 with a mean of 1000. Yearly performance targets for reading and math have been established with target goals of 100 % proficiency by the spring of 2014. Information regarding additional indicators may be obtained from the Oklahoma State Department of Education Office of Accountability and Assessments. Their website is <http://www.title3sde.state.ok.us/stateassessment>.

Woodlands third, fourth and fifth graders participated in the Oklahoma State Testing Program (OSTP) in 2004-2005. It was the first time for our fourth graders to be involved in state testing. Last year, 2005-2006, grades three, four and five were included in the Oklahoma Core Curriculum Test (OCCT), which is criterion referenced.

The Oklahoma State Board of Education established standards, known as the Oklahoma Performance Index (OPI). These standards are used to determine the levels of performance required on each test. This scaled score places students into one of four performance levels. The score ranges are as follows: Advanced, Satisfactory, Limited Knowledge and Unsatisfactory. Assessment results show Woodlands has had 100% of our students tested in the past five years.

Woodlands Elementary has always maintained Adequate Yearly Progress (AYP) and has always scored above the median score of 1,000, set by the State of Oklahoma. Our API score in 2004 was 1340, 1335 in 2005 and 1433 in 2006.

Student groups consist of regular education, male/female and economically disadvantaged. Our minority numbers and special education numbers are too small to be recognized by the State of Oklahoma.

In 2005-2006, 98% of our fifth graders successfully completed the reading test and 100% completed the math tests. Of those fifth graders, 91% of the economically disadvantaged passed the reading and 100% passed the math. In the same year, 96% of the fourth graders successfully completed both the reading and the math tests. In reading, all the economically disadvantaged, 100%, passed the reading and 88% scored satisfactory on the math test.

We are concerned with our third grade scores. In 2005-2006, 94% scored satisfactory in reading and 91% scored satisfactory or advanced in math. In our represented sub group, 100% of the economically disadvantaged students scored satisfactory. Please note that Woodlands Elementary tests every student.

No one likes a surprise, especially in the area of assessment. In addition to the state assessments, our students are assessed throughout the year to predict their performance on the CRT's and also to check for remediation needs. Checkpoint assessments, using FOS test banks, are given three times per year in mathematics in grades third through fifth. This is our first year to use the Instructional Data Management System (IDMS) as a test bank. The students and teachers receive immediate feedback and useable reports. Literacy First assessments provide current data four times per year. These include the BEAR Spelling, P.A.S.T. Assessment and Phonics Assessment.

Using the data, we recognize and re-teach areas of weaknesses. STAR Early Literacy and STAR Reading are used to monitor performance in reading. Accelerated Reader is a computer program that identifies progress of a student's individual level of reading. Accelerated Math generates skill sheets for individuals with their particular needs.

Past assessment data has aided in focusing on specific skills in staff development. For the past two years, we have focused on differentiated instruction. Our goal is to raise the percentage of students scoring in the Advanced category in both reading and math.

2. Using Assessment Results

Woodlands Elementary analyzes student achievement data at the district, site, class and individual levels. The principal and classroom teachers assess the data to improve instruction, to guide improvement and to align curriculum to PASS achievement standards and assessments.

The staff at Woodlands Elementary began researching Professional Learning Communities (PLC) in 2004. We did not fully utilize PLC until the use of data was introduced. Prior to 2004, the PLC had been organized as a loose grade-level meeting. We challenged the teachers to make data their prime focus. The dialogue began to change. Teachers were disaggregating the data in many ways. Instead of looking at the passage rate, they began digging into the student percentage passing at each level and the number of students within five points of passing or failing a level. Objectives that were failed by 50% or more of the class were addressed by our PLC. Individual scores of students in subgroups were then evaluated for deficiencies.

The teachers assumed a different attitude toward the data. They took ownership when they began "crunching" their own numbers. Competitive strategies decreased and a teamwork approach developed.

In 2006, our PLC began meeting weekly to share formative assessment results, work samples and strategies to reach struggling students.

Our teachers share data and student observations bi-monthly with our Accelerated Behavior Committee (ABC) members. The ABC offers assistance and suggests interventions related to student achievement and performance. This team also monitors and updates Individual Education Plans (IEP's) for special education students who receive special services. Through the use of our assessment results, we are committed to raising our API scores each year.

3. Communicating Assessment Results

Woodlands Elementary uses a variety of techniques to communicate our assessment results. Normally, our testing data arrives in the summer and is delivered to teachers as soon as it is available. During the first School Improvement Meeting (SIM), prior to school starting in August, the data is presented to the faculty. Strengths and weaknesses are discussed. The data is also used to split classes for the upcoming year.

The parents receive the student profile sheets during our Procedures Night. Procedures Night takes place during the first two weeks of school. The results of the data are relayed to the parents during this presentation. Parents are given the opportunity to meet individually with the principal and/or counselor to review the results.

The fifth grade results are provided to the sixth grade parents during enrollment in the fall. Our principal works closely with the West Middle School administrators to ensure all

parents receive the information. Parents are encouraged to call the Woodlands office for clarification of the results. The overall API score and individual grade data is sent home to all parents in the weekly newsletter, Woodland's FYI. Our district provides the data to our local newspaper as well. Assessments results are included on our school website.

In preparing for the next round of testing, the fourth and fifth grade students meet with the principal one on one during March. The principal and students review their performance and graph their results. "Growing Goals" are established to allow the students to see the amount of growth needed to reach the next level. This year our building theme of "Step Up to Excellence" signifies the desire for individuals to strive to beat last year's scores. For those students scoring advanced already, our goal is to move up five points.

4. Sharing Success

Everyone likes to celebrate good news. Our staff informally celebrates our results as soon as they become available in the summer. Before school begins, our School Improvement Meeting focuses on test results. Our staff disaggregates the data to build on our strengths and develop interventions for our weak areas. Testing results are shared with our student body during our weekly assembly. The students are asked to stand and receive recognition for their hard work. Posters show the amount of growth per grade. In the front foyer, assessment results are posted year round. The API for each elementary school in Ponca City is posted along with our grade level results. Our API is posted in comparison to like schools around the state.

Our staff has presented the Oklahoma Testing Program and the Assessment Results to our PIE partner, the Ponca City Rotary Club. As third grade tutors, they share in the celebration of our test scores.

Our principal has served on a panel for the state CCOSA meeting on Closing the Achievement Gap. The panel shared ways of increasing student achievement regardless of gender, ethnic composition or economics. Additionally, the Ponca City Schools offer a monthly Instructional In-Service to all administrators. Our testing results and strategies have been shared with our peers in an effort to increase district scores.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

National, state and local standards have been established as foundations for what our students should know and be able to produce in core content areas. The Woodlands faculty realizes, however, that students attain these standards in different ways, at different times, and to different degrees of mastery. Daily lessons are designed to focus on the core subject areas of language arts, mathematics, science and social studies. In addition to these subjects, students attend art, music and physical education classes.

A variety of instructional approaches are used including direct teacher instruction, cooperative learning, hands-on activities and the integration of technology. We realize our bag of teaching tricks must be diverse and stimulating.

Language Arts - Reading is the foundation of all instruction at Woodlands. Our goal is for every child to be an independent reader by the end of second grade. Reading is a source of enjoyment and a means of gathering information. The Literacy First Process is utilized in all classrooms. This includes explicit instruction in phonemic awareness and phonics, flex groups, guided reading, vocabulary development and comprehension strategies. The Six Trait Model of writing is used to develop comprehensive writing skills. The Accelerated Reader program helps our students stay motivated by earning points. The points are celebrated with the Tag-It program and may be spent each month at the Accelerated Reader Store sponsored by the PTA.

Mathematics - Math scores have increased the last four years. Pre-kindergarten, kindergarten, first and second grade classrooms use a combination of Math Investigations instruction with the text, "Growing With Math". We feel the Math Investigations format has deepened the student's sense of numbers.

Grades three, four and five instruction uses the recent Scott Foresman textbooks and Accelerated Math. We experienced an increase in math scores with the addition of Accelerated Math in 2005. The spiraling curriculum of the program, in combination with the one-on-one student/teacher conferences, aids in retention and accountability.

Science - Our district elected to use Science Kits approximately nine years ago. The kits contain hands-on activities drawn from the National Science Resource Center student activity books. The concepts are taught through experimentation and discovery. A science journal is an important component of the program allowing students to build their vocabulary and skills. Fifth graders participate in an annual Science Fair that allows them to showcase scientific theories using the inquiry method.

Social Studies – Our social studies curriculum includes components of government, civics, history and geography. Fourth grades receive an in-depth study of Oklahoma history. Each year, our fourth graders journey back in time by attending Rose Hill School, a one-room schoolhouse from the 1880's. Our fourth and fifth graders are involved in hands-on activities, multi-media projects and writing projects.

Foreign Language – Spanish instruction is taught with video tapes in third, fourth and fifth grade. With the Hispanic population growth, an emphasis is placed on conversational Spanish. Some of our Hispanic families help with the instruction and cultural education components.

In addition to our core classes, all kindergarten through fifth grade classes attends eighty minutes of art, music and physical education each week. These classes are taught by highly qualified teachers with a passion for their craft.

Art – Art instruction includes the principles of design, study of art produced by artists through time and the elements of art. For the last two years, our students have participated in the Respect Diversity With Visual Art and Poetry Contest. Students exhibit selected artwork, in various mediums, each year in the city-wide Art Exhibit. The art students made dolls last year for the area hospital and Dearing House.

Music – Students attend music classes including vocal and instrumental instruction. Fifth graders have the option of participating in an orchestra class two days per week.

Physical Education – We believe healthy children learn better. P. E. classes include both health education and physical exercise. Team building activities are an integral part of the program. Our students participate each year in the Presidential Physical Fitness Challenge.

Challenge Program – Third, fourth and fifth graders are selected to participate in our Gifted and Talented program based on academic achievement or teacher recommendation. The identification process utilizes the CogAT test. Small group enrichment classes are provided as well as whole class instruction.

Technology – Classroom teachers provide instruction in internet skills, electronic research, keyboarding and word processing. Wireless tablets provide students opportunities in the classroom or in the lab.

Library Curriculum – Our library curriculum follows the Oklahoma PASS objectives. Our librarian assists the students with research skills. Woodlands shares a librarian with another elementary school. Parent volunteers staff the library during the morning hours to provide accessibility to students at all times.

2. 2a. Reading

The reading curriculum at Woodlands Elementary is based on direct instruction of phonemic awareness, phonics, fluency, vocabulary and comprehension. We chose this balanced literacy curriculum because each element is essential in building a successful reader. Literacy First Fluency assessments are given to each student attending Woodlands. Research-based, instructional methods were chosen to target the areas of weakness. Shared and independent reading, whole group instruction and guided reading groups are implemented to provide a variety of literacy experiences. Literacy First Fluency assessments are given three times during the year and other assessments are given throughout the year to monitor student progress. Results are provided to parents at each parent/teacher conference. At-risk students are given additional

instruction thirty minutes a day, five days per week from a certified teacher. The Response to Intervention (RTI) model is followed closely to ensure success.

The focus of reading instruction in the primary grades is phonemic awareness. Kindergarten uses a multi-sensory approach to letter recognition and phonemic awareness. First grade students participate in highly-structured, guided reading groups. Second, third, fourth and fifth grade curriculum continues with guided reading practice, focusing on comprehension and vocabulary. Time is given each day for students to practice their reading skills. Comprehension instruction includes think aloud, predicting, questioning, making generalizations and summarizing.

Each grade employs parents to help monitor their child's reading outside the school day. Rewards are given for time spent reading. In addition, the Tag-It program rewards students for A/R points accumulated. The tags are given out monthly during our weekly assemblies.

3. Mathematics

The Woodlands math curriculum aligns with the Oklahoma State Mathematics Standards. These standards drive daily instruction in the areas of number sense, algebraic concepts, measurement, geometry, probability and statistics. Skills are taught and reinforced through a spiraling curriculum in grades pre-kindergarten through fifth that moves from concrete to the abstract concepts.

Math scores have increased the last three years. In 2003, only 68% of third graders showed proficiency on the Stanford. In 2004, 89% showed proficiency. Last spring 91% of the third graders tested, demonstrated proficiency on the Oklahoma CRT. In fifth grade, the numbers have grown from 88% to 91% to 98% in 2005 using the Oklahoma CRT all three years. We feel a change in teaching strategies and curriculum helped deepen the student's sense of numbers.

The primary grades use a combination of Math Investigations instruction and the Growing with Math series published by the Wright Group. Students are encouraged to be 'math thinkers' at home with real life homework. Math Investigations allows students to look at math from many angles. Several strategies are used to arrive at the same answer. Students are required to explain their processing skills.

The teachers in grades three, four and five use the recent Scott Foresman textbook and Accelerated Math. We saw a significant increase in math scores with the addition of Accelerated Math. The spiraling curriculum of the program, in combination with the one-on-one student/teacher conferences aids in retention and accountability. Teachers have implemented a daily review in fourth grade. This allows students to review previous skills taught. We find students master a skill and later forget the steps necessary for success. The daily work allows necessary practice time.

Math power standards are continuously assessed using Study Island. Study Island allows individuals to work on objectives at school and at home. Many of our students have progressed past their grade level. The self-paced format helps with motivation.

4. Instructional Methods

At Woodlands Elementary, it is essential for all our teachers to believe our students are teachable and reachable. The staff has been carefully selected over the last seven years to ensure each teacher is confident in this belief. Instruction is where and how the individual needs and personal abilities of the students are met. When faced with the challenge of educating students demonstrating a wide range of abilities and needs, our response is a broad variety of research-based instructional methods. The “art” of teaching is rapidly becoming the “science” of teaching, according to Robert Marzano. Woodlands has implemented his strategies to improve instruction. Whole class instruction is frequently used by teachers when new material is introduced. Shared reading is a type of whole group instruction that allows students with varying abilities interaction with grade level literature. Small group instruction is combined with flexible grouping to meet the remediation or acceleration needs of the student. Using whole group or small group, student knowledge is enhanced by asking students to identify similarities and differences of concepts or story line. Note taking and summarizing are introduced early to our students. Cooperative learning is used successfully across the curriculum. Cues, higher level questioning and advanced graphic organizers are aiding our students in comprehending on a higher level.

We found it is important for our students to have a clear purpose in their lesson. Goal setting in both reading and math has expanded the accountability for students. Parents are asked to participate with their children in goal setting. The parent, the student and the teacher collaborate to set an achievable reading goal each trimester.

Woodlands has formed a Response to Intervention team. This team oversees remediation of at-risk students. We have certified teachers and teacher assistants staffing this endeavor. At-risk students receive thirty minutes of additional reading instruction every day. They are assessed every two weeks. We are targeting letter recognition and letter sounds in kindergarten. First grade is focusing on sight word recognition and short vowel sounds. Comprehension is the focus for second, third, fourth and fifth grades.

5. Professional Development

Woodlands Elementary recognizes the classroom teacher as the primary factor in student learning. We embrace the philosophy that teachers are lifelong learners. Our school and our district are committed to delivering the highest quality of professional development. Our teachers seek avenues to increase the effectiveness in meeting individual student needs. For the last two years, we have focused on differentiated instruction using W. N. Bender’s model. In disaggregating the assessment data, we saw a need to raise students past the satisfactory level to the advanced level of proficiency. Spotlighting differential instruction has boosted our test scores. The number of students scoring in the advanced category in fifth grade math has grown from 49% to 62% during the last three years. Over the same time period, fifth grade reading scores have increased from 28% to 31%. We have raised our API score from 1340 in 2004 to 1433 in 2006. We are continuing to refine strategies to increase student’s advanced thinking skills. This summer, we have enlisted the help of Janet Aker Smith to instruct teachers in higher order questioning skills. The teachers will receive an intensive two-day training in May with a follow-up day in August.

Woodlands teachers are expected to attend Literacy First Phase I and Phase II training. Literacy First assessments are used in all grade levels. One hundred percent of our teachers have attended Great Expectation Methodology. A cadre of eight teachers attended the Schools

Attuned training. The process of attuning a student is now the first step in our referral process for special education testing.

Last fall, the district provided funds to send three faculty members to the John Hopkins University's National Network of Partnership Schools in Baltimore. The mission of this training was to learn alternative ways to strengthen family relationships with the school community using Joyce Epstein's Keys to Successful School, Family and Community Partnerships.

Individual teachers have attended workshops on various technology topics, Science Investigation training, Ruby Payne, Responsive Classrooms and Jim Fay's Love and Logic model.

This summer, a team of teachers, and the principal, will be attending the Kagan Institute. One of our first grade teachers has been asked by the district to become a Trainer of Trainers for the Kagan Institute. Our plans include using polishing our cooperative learning skills to increase student accountability and knowledge base.

At Woodlands Elementary, we celebrate children. We believe every child is reachable and teachable. We entered the profession of education to make a difference – one child at a time.

Woodlands Elementary – Oklahoma State Criterion Referenced Test Results

Subject: Reading **Grade:** Fifth **Test:** Oklahoma Criterion Referenced Test
Publisher/Publication Year: 2005 Data Recognition Corporation
2004 Harcourt Assessment

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES:			
% Scoring Satisfactory & Advanced	98%	91%	88%
% Scoring Advanced	31%	7%	6%
Number of students tested	42	44	47
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES:			
Economically Disadvantaged:			
% Scoring Satisfactory & Advanced	91%	100%	54%
% Scoring Advanced	9%	0	9%
Number of Students Tested	11	3	11

Woodlands Elementary – Oklahoma State Criterion Referenced Test Results

Subject: Math **Grade:** Fifth **Test:** Oklahoma Criterion Referenced Test
Publisher/Publication Year: 2005 Data Recognition Corporation
2004 Harcourt Assessment

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES:			
% Scoring Satisfactory & Advanced	100%	95%	89%
% Scoring Advanced	62%	50%	49%
Number of students tested	42	44	47
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES:			
Economically Disadvantaged			
% Scoring Satisfactory & Advanced	100%	100%	54%
% Scoring Advanced	45%	0	9%
Number of students tested	11	3	11

Woodlands Elementary – Oklahoma State Criterion Referenced Test Results

Subject: Reading **Grade:** Fourth **Test:** Oklahoma Criterion Referenced Test
Publisher/Publication Year: 2005 Data Recognition Corporation

	2005-2006
Testing Month	April
SCHOOL SCORES:	
% Scoring Satisfactory & Advanced	96%
% Scoring Advanced	30%
Number of students tested	47
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES:	
No groups available with 10 or more students	

Woodlands Elementary – Oklahoma State Criterion Referenced Test Results

Subject: Math **Grades:** Fourth **Test:** Oklahoma Criterion Referenced Test
Publisher/Publication Year: 2005 Data Recognition Corporation

	2005-2006
Testing Month	April
SCHOOL SCORES:	
% Scoring Satisfactory and Advanced	96%
% Scoring Advanced	51%
Number of students tested	47
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES:	
No groups available with 10 or more students	

Woodlands Elementary – Referenced Against National Norms

Subject: Reading **Grade:** Third **Test:** Stanford Achievement Test
Publisher/Publication Year: 2003-04 Harcourt Assessment Inc.

	2004-2005	2003-2004
Testing Month	April	March
SCHOOL SCORES:		
% Scoring above the 51 st percentile	87%	78%
% Scoring above the 76 th percentile	64%	39%
Number of students tested	44	41
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES:		
Economically Disadvantaged		
% Scoring above the 51 st percentile	54%	36%
% Scoring above the 76 th percentile	31%	9%
Number of students tested	13	11

Woodlands Elementary – Referenced Against National Norms

Subject: Math **Grade:** Third **Test:** Stanford Achievement Test
Publisher/Publication Year: 2003-04 Harcourt Assessment Inc.

	2004-2005	2003-2004
Testing Month	April	March
SCHOOL SCORES:		
% Scoring above the 51 st percentile	89%	68%
% Scoring above the 76 th percentile	73%	44%
Number of students tested	44	41
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES:		
Economically Disadvantaged		
% Scoring above the 51 st percentile	77%	46%
% Scoring above the 76 th percentile	46%	19%
Number of students tested	13	11