



Woodland Elementary School
21607 NE Glisan Street
Fairview, OR 97024
503-674-8188 • FAX 503-674-8152

Dear Parents and Community Members,

Woodland Elementary School is a caring community of learners where we focus on empowering students to be successful in this ever-changing world. We celebrate diversity, academics, and community in a safe and nurturing environment. Dreaming big and believing that all goals can be reached are at the core of our beliefs.

Woodland's faculty of lifelong learners is dedicated to making sure that each and every child can perform to the best of their ability. To this end, we are implementing a school improvement plan that focuses on student growth through specific strategies that will help improve instruction and result in increased achievement on both state and district assessments.

In looking at the data, we recognize the urgent need to strengthen our achievement in math and reading. We will be utilizing our professional development time to increase our understanding of effective strategies and use specific student data to help guide our instruction in the classroom. While we had a drop in our OAKS test scores this year, we are confident they will increase.

Sincerely,
Mike Clutter
Principal

A great place for learning.

www.reynolds.k12.or.us/schools/

FROM THE PRINCIPAL

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Thank you,

Principal | Michael Clutter

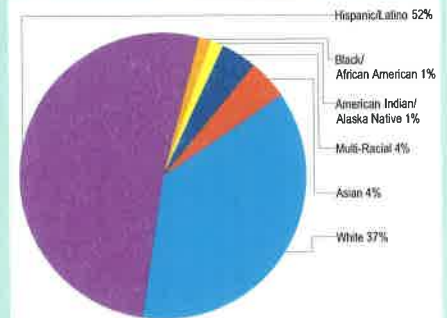
SCHOOL PROFILE

Enrollment 2012-13	468
K-3	330
4-5	138
Change from previous year	+0.2%
Students attending 90% or more of enrolled days	83%
Average elementary class size	24.6
Change from previous year	-0.8

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

Select Demographics 2012-13	
English Learners	56%
<i>Students who have ever been eligible for or participated in a program to acquire academic English.</i>	
Economically disadvantaged	76%
Students with disabilities	13%
Number of different languages spoken:	13

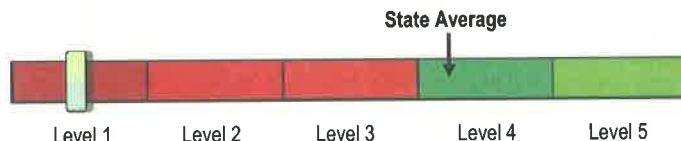
STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13, this school is rated as Level 1.



- Level 1** = Falls into the bottom 5% of schools
- Level 2** = Falls between 5% and 15% of schools
- Level 3** = Falls between 15% and 44% of schools
- Level 4** = Falls between 44% and 90% of schools
- Level 5** = Falls into the top 10% of schools

Compared to elementary schools with similar student demographics in 2012-13, this school's rating is below average.



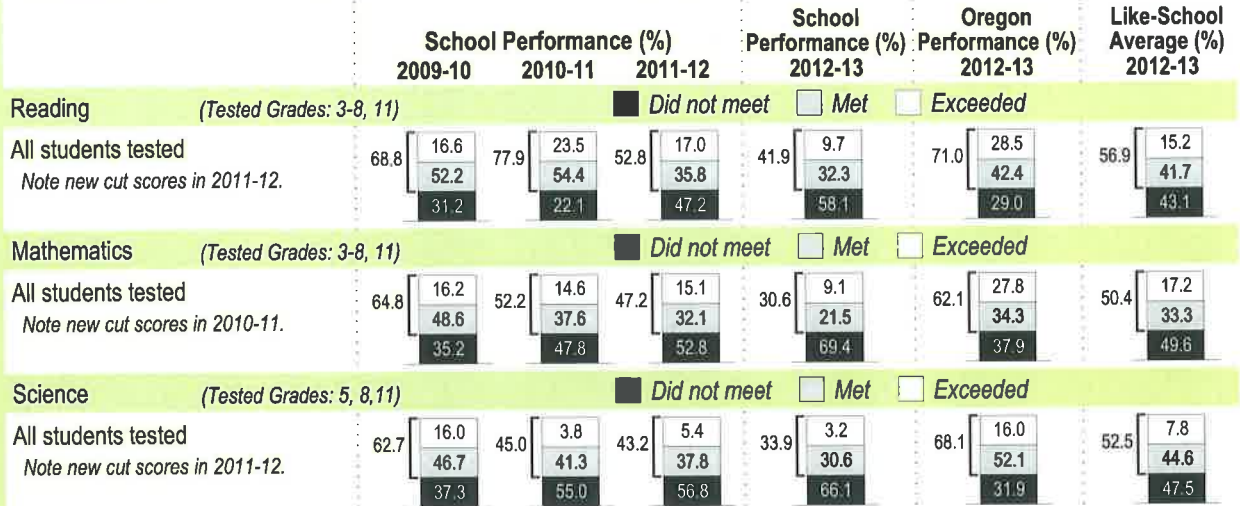
- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE

Students meeting or exceeding state standards on exams

Did at least 95% of the students at this school take required state exams? Yes No
Participation rate criteria are in place to ensure schools test as many eligible students as possible



Visit www.ode.state.or.us/go/data for additional state exam results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES

	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
All Students				American Indian/Alaska Native			Native Hawaiian/Pacific Islander				
Reading	41.9	71.0	-29.1	Reading	*	57.4	*	Reading	*	59.1	*
Mathematics	30.6	62.1	-31.5	Mathematics	*	47.3	*	Mathematics	*	46.5	*
Science	33.9	68.1	-34.2	Science	*	53.2	*	Science	*	49.4	*
Economically Disadvantaged				Asian			White				
Reading	31.1	60.2	-29.1	Reading	*	79.5	*	Reading	63.6	77.7	-14.1
Mathematics	21.5	50.3	-28.8	Mathematics	*	79.7	*	Mathematics	47.0	68.0	-21.0
Science	26.8	55.5	-28.7	Science	*	74.9	*	Science	52.4	76.5	-24.1
English Learners				Black/African American			Female				
Reading	29.6	46.5	-16.9	Reading	*	55.2	*	Reading	45.7	73.2	-27.5
Mathematics	20.9	43.3	-22.4	Mathematics	*	42.5	*	Mathematics	33.0	61.5	-28.5
Science	25.7	39.6	-13.9	Science	*	47.9	*	Science	37.5	65.9	-28.4
Students with Disabilities				Hispanic/Latino			Male				
Reading	5.3	43.0	-37.7	Reading	27.9	52.1	-24.2	Reading	38.0	68.8	-30.8
Mathematics	<5	33.7	*	Mathematics	19.2	45.2	-26.0	Mathematics	28.3	62.7	-34.4
Science	<5	42.9	*	Science	21.2	45.3	-24.1	Science	30.0	70.3	-40.3
Talented and Gifted				Multi-Racial							
Reading	>95	98.5	*	Reading	62.5	76.0	-13.5	Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Mathematics	80.0	98.1	-18.1	Mathematics	50.0	65.8	-15.8				
Science	*	98.0	*	Science	*	73.5	*				

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

Counseling for behavioral and emotional issues
Anti-bullying program
Social skills lessons

Positive Behavior and Intervention Supports

ACADEMIC SUPPORT

Learning Targets in all classrooms
Full implementation of the Common Core State Standards
English Language Development classes
Title I classes

ACADEMIC ENRICHMENT

Talented and Gifted program
School-wide literacy incentive program
iPads in Every Classroom
Music/PE/Counseling/Library Classes

EXTRACURRICULAR ACTIVITIES

Math and Literacy nights
Parent nights

Monthly Latino Nights

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

The District is pleased to report that we are making progress in all target areas: academic achievement, fiscal responsibility, and communication. A report of the 2012-13 accomplishments is available online at: <http://www.reynolds.k12.or.us/district/2012-13-accomplishments>

ACADEMIC ACHIEVEMENT: Focus on each and every learner; adoption of literacy program; purchased iPads for elementary students; middle school AVID programs; Challenge Day and Project Lead the Way at Reynolds High School. **FISCAL RESPONSIBILITY:** Audit without findings; and compliance with federal funds. **COMMUNICATIONS:** Education Summit with 200 participants; more partnerships; and expanded volunteer program.

VISION: Each and every child prepared for a world yet to be imagined.

MISSION: Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical-thinking to enhance family, career, and community.

Your support is appreciated; please call (503) 661-7200 to get involved.

Thank you,

Superintendent | Linda Florence

DISTRICT PROFILE

ENROLLMENT	Total enrollment 2012-13	Change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	3,943	+0.6%	77%
Grades 4 - 5	1,836	-1.1%	85%
Grades 6 - 8	2,563	+1.6%	77%
Grades 9 - 12	2,850	+0.4%	72%

STUDENT MOBILITY	2012-13	Previous three year average
Students transferring:		
Into district	6.8%	6.9%
Out of district	8.2%	8.6%

SELECT DEMOGRAPHICS	2012-13			
	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	43%	49%	44%	35%
Economically disadvantaged	78%	79%	76%	65%
Students with disabilities	12%	18%	19%	17%
Number of different languages spoken	43	32	40	41

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT WELLNESS POLICY

Reynolds School Board approved wellness policy includes: nutrition education, food service and reimbursable meals; physical activity; fruit and vegetable programs; school and community gardens; athletics and other activities that promote health and well-being.

CLASS SIZE	Average class size 2012-13	Change from previous year
Grades K - 3	25.6	-0.2
Grades 4 - 5	26.3	-2.1

TEACHER PROFICIENCY

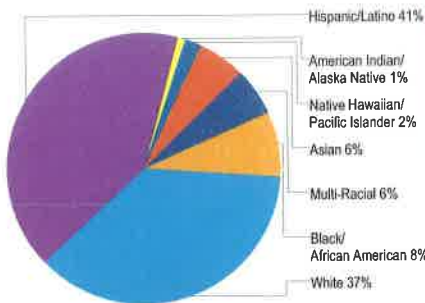
Percentage of highly qualified teachers (as defined by the federal government) **2012-13**
98.40%

RACIAL EQUITY IN HIRING

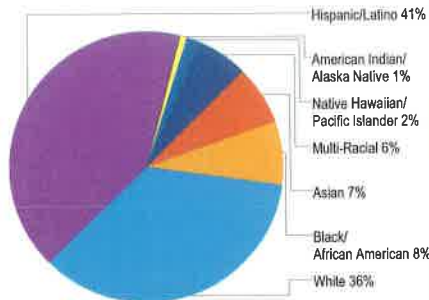
Reynolds School District Board Policy is that all educational programs, activities and employment will be free of discrimination or harassment on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, disability, parental or marital status, or age. We are committed to hiring qualified staff that reflect the diversity of our students.

DISTRICT PROFILE (CONTINUED)

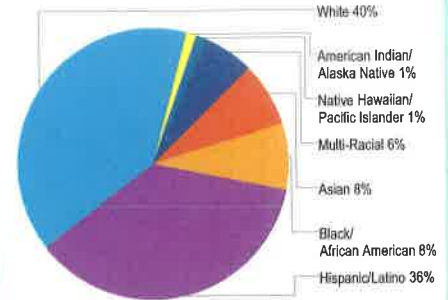
GRADES K - 3 STUDENTS



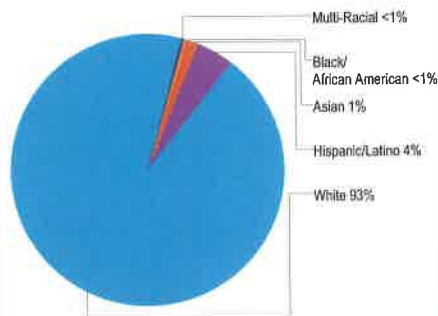
GRADES 4 - 5 STUDENTS



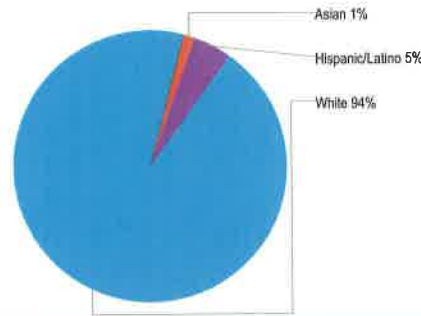
GRADES 6 - 8 STUDENTS



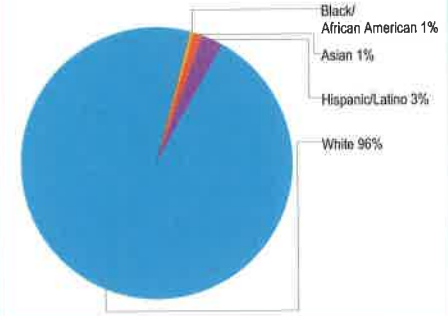
GRADES K - 3 STAFF



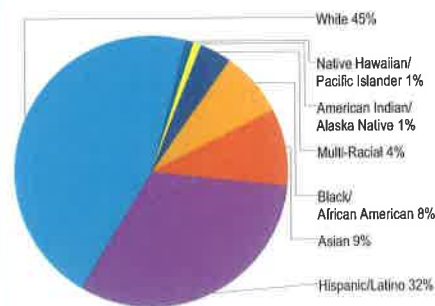
GRADES 4 - 5 STAFF



GRADES 6 - 8 STAFF



GRADES 9 - 12 STUDENTS



PER PUPIL SPENDING

	2012-13	2011-12	2010-11	2009-10	2008-09
District	\$10,083	\$9,258	\$9,390	\$8,606	\$8,851
State	\$9,903	\$9,366	\$9,363	\$9,275	\$9,392

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$11,970 in 2012-13. (Statewide average) 2012-13 data reflects budgeted not actual.

FUNDING SOURCES

District funding derived from the below sources

Local taxes and fees	22%
State funds	66%
Federal funds	12%

SEISMIC SAFETY RATING

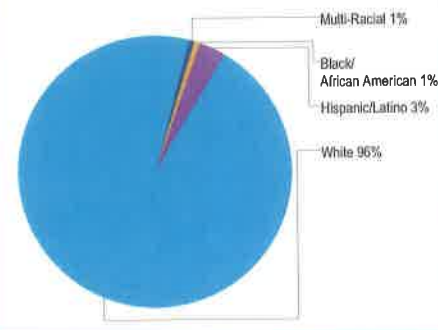
For a detailed report for each school, please visit:
www.oregongeology.org/sub/projects/rvs/default.htm

EXPULSIONS & SUSPENSIONS

	Expulsions	Suspensions
Total Students	59	1,218
American Indian/Alaska Native	*	17
Asian	*	32
Black/African American	9	201
Hispanic/Latino	25	494
Native Hawaiian/Pacific Islander	*	20
White	19	367
Multi-Racial	*	87

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GRADES 9 - 12 STAFF



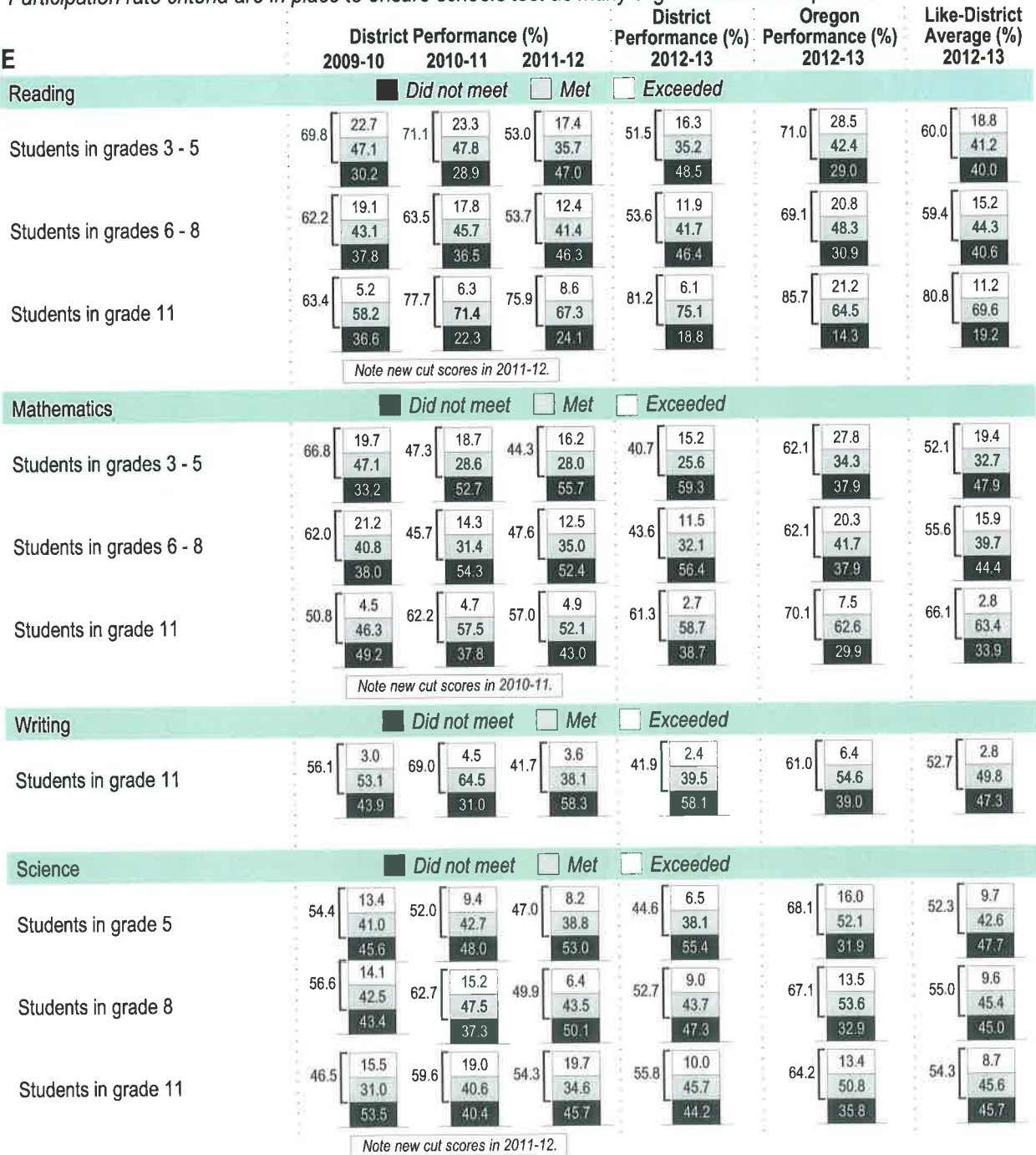
PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Students in the district meeting or exceeding state standards on exams

Did at least 95% of students in this district take state exams? Yes No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

DISTRICT PERFORMANCE



Visit www.ode.state.or.us/go/data for additional state exam results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

COLLEGE AND CAREER READINESS

Students preparing for college and careers.

Freshmen on track to graduate within 4 years
Students taking SAT

District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
*	56.0	<5	57.9	*	*
13.3	17.8	14.9	20.0	34.2	28.6

District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2008-09	2009-10	2010-11	2011-12	2011-12	2011-12

GRADUATION RATE

Students graduating with a regular diploma within four years of entering high school.

Overall graduation rate

District Performance (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2008-09	2009-10	2010-11	2011-12
53.3	57.8	47.9	57.8
			68.4
			68.9

COMPLETION RATE

Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.

Overall completion rate

District Performance (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2007-08	2008-09	2009-10	2010-11
NA	68.5	73.3	64.3
			80.5
			73.2

DROPOUT RATE

Students who dropped out during the school year and did not re-enroll.

Overall dropout rate

District Performance (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2007-08	2008-09	2009-10	2010-11
5.2	3.6	6.3	5.9
			3.4
			3.2

CONTINUING EDUCATION

Students continuing their education after high school.

Students who enrolled in a community college or four-year school within 16 months of graduation

District Performance (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)
2007-08	2008-09	2009-10	2010-11
NA	56.1	57.1	53.5
			61.1
			54.5

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT GROUP OUTCOMES

	District Performance (%)	Oregon Performance (%)	District Compared to OR Average	District Performance (%)	Oregon Performance (%)	District Compared to OR Average	District Performance (%)	Oregon Performance (%)	District Compared to OR Average		
All Students				American Indian/Alaska Native			Native Hawaiian/Pacific Islander				
On Track	57.9	--	--	On Track	28.6	--	On Track	66.7	--		
Graduation	57.8	68.4	-10.6	Graduation	25.0	50.8	-25.8	Graduation	62.5	66.2	-3.7
Completion	64.3	80.5	-16.2	Completion	30.0	65.6	-35.6	Completion	57.1	82.4	-25.3
Dropout	5.9	3.4	+2.5	Dropout	12.0	7.7	+4.3	Dropout	3.9	3.8	--
Economically Disadvantaged				Asian			White				
On Track	50.7	--	--	On Track	78.8	--	--	On Track	68.7	--	--
Graduation	53.6	61.1	-7.5	Graduation	75.0	80.7	-5.7	Graduation	63.7	71.2	-7.5
Completion	67.0	76.7	-9.7	Completion	70.1	85.9	-15.8	Completion	69.8	83.2	-13.4
Dropout	4.7	3.0	+1.7	Dropout	1.1	0.9	+0.2	Dropout	6.1	3.0	+3.1
English Learners				Black/African American			Female				
On Track	49.2	--	--	On Track	43.5	--	--	On Track	65.0	--	--
Graduation	43.0	49.2	-6.2	Graduation	39.3	53.3	-14.0	Graduation	66.2	72.9	-6.7
Completion	54.5	64.1	-9.6	Completion	62.8	70.5	-7.7	Completion	68.1	83.3	-15.2
Dropout	8.1	5.1	+3.0	Dropout	8.7	5.9	+2.8	Dropout	5.5	2.8	+2.7
Students with Disabilities				Hispanic/Latino			Male				
On Track	46.9	--	--	On Track	43.9	--	--	On Track	51.7	--	--
Graduation	27.6	38.2	-10.6	Graduation	46.8	59.5	-12.7	Graduation	50.2	64.3	-14.1
Completion	50.7	65.8	-15.1	Completion	55.2	71.1	-15.9	Completion	61.0	78.0	-17.0
Dropout	6.5	4.8	+1.7	Dropout	6.4	4.5	+1.9	Dropout	6.3	3.9	+2.4
Talented and Gifted				Multi-Racial							
On Track	84.2	--	--	On Track	54.5	--	--				
Graduation	82.8	90.9	-8.1	Graduation	66.7	69.1	-2.4				
Completion	92.3	95.9	-3.6	Completion	66.7	84.9	-18.2				
Dropout	0.5	0.4	+0.1	Dropout	4.0	3.3	+0.7				

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

On-Track data is based on the 2012-13 school year; all other data is based on the 2011-12 school year.

On Track Data in the Student Group Outcomes section was provided by local schools and districts and was not verified by the Oregon Department of Education.

CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<p>Connect to Kindergarten and Kindergarten Transition (Spring)</p> <p>Reynolds High School Community Preschool</p> <p>Family Nights</p> <p>Kindergarten Counts</p> <p>Full Day Kindergarten at six (6) sites</p>	<p>Universal meal programs</p> <p>Positive Behavior Support/Intervention System (PBIS)</p> <p>Anti-bullying/anti-harassment program</p> <p>Focus on Academic Discipline</p> <p>Counseling for emotional, academic and behavioral issues</p>	<p>Ninth Grade Counts</p> <p>Social Services/Counseling Support</p>
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<p>Title I, Special Education, and English Development Classes</p> <p>Literacy Framework which supports Accelerated Skill Development</p> <p>Reading and Math Intervention Classes</p> <p>iPads in Every Classroom</p>	<p>Title I</p> <p>English Language Development</p> <p>Advanced Math and Language Arts</p> <p>Tutoring</p>	<p>Credit Recovery</p> <p>Math and Reading Intervention Support Classes</p> <p>ASPIRE Program</p> <p>AVID (Advancement Via Individualized Determination)</p>
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<p>Individualized TAG Program</p> <p>iPads in Every Classroom</p> <p>College and Career Day</p> <p>SUN Community School</p> <p>Music/PE/Counseling/Library Classes</p> <p>Science Fair</p> <p>Special Olympics for LifeSkills students</p>	<p>WORLD LANGUAGE COURSES</p> <p>Spanish</p> <p>French</p> <p>Introduction to Languages</p> <p>SPECIAL PROGRAMS</p> <p>AVID (Advancement Via Individualized Determination)</p> <p>8th Grade Mentors</p> <p>Advanced Math</p>	<p>WORLD LANGUAGE COURSES</p> <p>Spanish</p> <p>French</p> <p>Japanese</p> <p>HONORS & DUAL-ENROLLMENT COURSES</p> <p>Advanced Placement and College Credit Classes</p> <p>Middle College</p> <p>SPECIAL PROGRAMS</p> <p>21st Century Learning Community Center, JROTC</p> <p>Challenge Day, Living History Day and Leadership Classes</p> <p>ACE and CAL 1/2 day Charter Schools (career-focused)</p>

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		AVID Lego Robotics Family and Consumer Science Computers, Engineering Design, Cinematography Horticulture	MYC, The Trades (RLA) Metals Manufacturing, Automotive Technology Business, Graphics Arts, and Computer Applications Early Childhood Education and Catering Project Lead the Way, Woods, and Construction
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	Community Garden Soccer Club Chess Club Family Nights	Athletics - District, YMCA and Boys and Girls Club Jazz Band, Drama After School Programs/Clubs Band/Orchestra/Choir	Interscholastic and Intramural sports Activities and Clubs SkillsUSA Extensive Music, Drama, Arts programs

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

	Priority	Focus	Model	
Number of Elementary Schools	1	4	0	<p>Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.</p> <p>Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.</p> <p>Model Schools are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.</p>
Number of Middle Schools	0	0	0	
Number of High Schools	0	0	0	