

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Ms. Mary Alice O'Neill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Woodward Middle School
(As it should appear in the official records)

School Mailing Address 9125 Sportsman Club Road Northeast
(If address is P.O. Box, also include street address)

Bainbridge Island Washington 98110-2999
City State Zip Code+4 (9 digits total)

Tel. (206) 842-4787 Fax (206) 780-4525

Website/URL <http://www.bainbridge.wednet.edu> Email moneill@bainbridge.wednet.edu

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 _____

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

District Name Bainbridge Island School District No. 303 Tel. (206) 842-4714

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 Mr. Bruce Weiland
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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 _____

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

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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:
- 4 Elementary schools
 - 2 Middle schools
 - Junior high schools
 - 2 High schools
 - 1 Other (Briefly explain)
(Intermediate School-Grades 5 and 6)
 - 9 TOTAL

2. District Per Pupil Expenditure: \$6617
- Average State Per Pupil Expenditure: \$7224.85

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

 6 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	154	165	319
1				8	159	166	325
2				9			
3				10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							644

6. Racial/ethnic composition of the students in the school: 87.4 % White
2.3 % Black or African American
3.3 % Hispanic or Latino
5.3 % Asian/Pacific Islander
1.7 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	644
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4.19

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish; Vietnamese; Korean

9. Students eligible for free/reduced-priced meals: 6%
40 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 10 %
 63 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 4 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 31 </u> Specific Learning Disability
<u> 20 </u> Hearing Impairment	<u> 5 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 2 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u> 22 </u>	<u> 6 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 4 </u>
Paraprofessionals	<u> 9 </u>	<u> 2 </u>
Support staff	<u> 6 </u>	<u> 2 </u>
Total number	<u> 40 </u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio: 1:28

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	95%	94%	95%	96%
Daily teacher attendance	95.2%	94%	94%	94.6%	93.5%
Teacher turnover rate	20.5%	15.4%	10.5%	12.8%	10.6%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

PART III Summary

Woodward Middle School serves grades 7 and 8 with approximately 650 students. Woodward is one of the top middle schools in WA as measured by state and national test scores. “Building connections in a creative and challenging learning environment” is at the heart of our vision.

Each grade is divided into two inter-disciplinary teams. Students attend core classes - math, science, language arts, and social studies - taught by the same group of teachers. These smaller learning communities allow teachers to make a focused effort to become better acquainted with their students and offer more opportunities for student and staff to connect in positive ways. Weekly team meetings provide time to conference on individual students and discuss ways of integrating curriculum.

Our feeder school, home to grades 5 and 6, is situated close by and permits us to work closely regarding curriculum and transition. The proximity allows students to participate in service learning opportunities as mentors to younger students and teacher assistants as one of their elective options at Woodward.

Extended day learning opportunities such as after-school homework club and before-school resource room are part of our academic support for students. In addition to these formal services, all teachers are available to assist students before and after school. Students are also engaged in a variety of co-curricular clubs and interscholastic sports.

Collaboration is the basis of our operating principles at Woodward. Our site-based council, composed of parents, staff, and administration, guides our decision-making process and directs the school improvement plan. Strong leadership provided by the Learning Improvement Team, composed of teachers and administrators, focuses on curricular areas and school-wide initiatives.

Woodward works in partnership with parents and the community to meet the students’ needs. We have an active and extensive support network of volunteers that assist in a variety of ways, from supervising lunch to serving as tutor/mentors. Parent involvement is encouraged and valued.

Our vision, created to share our beliefs and hopes as a community of learners, serves as a roadmap guiding us toward our shared focus of academic excellence for all students. A fused glass mural created by students to visually depict our vision greets you as you enter our school. Our vision statement, as seen below, challenges us to evaluate our decisions and actions as to their impact on student achievement and personal growth.

The students, staff and families of Woodward Middle School are dedicated to:

- Developing relationships with our students and our fellow staff members while honoring them as individuals.
- Cultivating an environment that is supportive, flexible, and safe.
- Providing a meaningful, intellectually stimulating, and integrated curriculum that fosters a love of learning.
- Allowing time for reflection and offering opportunities for success, self-discovery, and personal growth.
- Creating a fun learning environment through innovative instruction and engaging activities.
- Celebrating educational, developmental, and cultural diversity.
- Working in partnership with our families and the community.
- Modeling a commitment to lifelong learning.
- Empowering individuals to care for their natural environment, their community, and their world.

Part IV School Assessment Results Analysis

Woodward Middle School's performance on the Washington Assessment of Student Learning (WASL) in the areas of reading and math can be summarized as follows:

- Average percentage of students taking the WASL is very high (99%).
- Steady and significant upward trends in overall school performance in math (5%/year) and reading (4.5%/year) have been observed over the last four years.
- School performance in reading and math is 30 to 35 percentage points above state averages.
- Reported ethnic subgroups (Asian and white) achievement is consistent with overall school performance, no achievement gap.
- Special Education subgroup met or exceeded standard at a rate of 3 to 5 times that of state performance averages.
- According to the Office of Superintendent of Public Instruction (OSPI) of Washington State, Woodward ranks as follows when achievement of subpopulations are compared to those of top similar schools: 1) all students, 1 out of 11; 2) American Indian, 1 out of 15; 3) Asian, 2 out of 12; 4) Black, 2 out of 27; Hispanic, 1 out of 26; and 5) free/reduced meals, 2 out of 10 (reading) and 3 out of 10 (math).

The data provide strong evidence that Woodward is one of the highest performing schools in Washington State. When ranked according to student achievement in reading and math (2002) among a pool of 273 comparable schools, as determined by the Washington School Research Center, Woodward ranked first in reading and a close second in math. Significant average rates of improvement confirm that Woodward is becoming an even higher performing school, year after year.

School performance data have been informative and have provided good reason for the Woodward Learning Improvement Team (LIT) to believe that its leadership has been effective and on target. In addition to reinforcing the importance of strong leadership, the data also supports the LIT's acknowledgement of the necessity of school wide collaboration, shared vision, making instructional decisions based on state-of-the-art assessment practices and results, and delivering specific and focused instruction in a high standards environment for all students.

Though some ethnic minority populations at Woodward are relatively small, OSPI ranks the performance of these students as being in either first or second place when compared to corresponding populations in other top, similar schools. Struggling learners at Woodward typically perform at percentage levels far above those of the state averages. These success factors are additional confirmation that all Woodward students are held to high standards and appropriately supported so they will have the opportunity to meet or exceed those standards.

As stated above, the Woodward assessment data are indicative of a high performing, continually improving school. While this is cause to celebrate, the Woodward learning community also recognizes that 100% of its students are not yet meeting academic standards. Woodward is not content with simply being the highest performing school; it has its sights set on helping every student succeed. Accomplishing this challenging task requires additional and more real time assessment data than what is provided by the state. This is why the high quality, day-to-day assessment system used by Woodward's front line practitioners is so important. Curriculum based, classroom assessment allows teachers to match individual names and faces to achievement strengths and needs. An interdisciplinary team of teachers collaborate regularly, to address the needs of their students and monitor each student's learning.

PART IV Using Assessment Data for Improving Student and School Performance

Assessment drives instruction at Woodward. Assessment data collection occurs through three main channels: 1) Washington Assessment of Student Learning (WASL); 2) in-house, day-to-day, formative assessments; and 3) specialized assessments for struggling learners (e.g. C-TOPP, WIAT, WISC-IV, WJ-III, BRI).

The data is reviewed, formally and informally, on a regular and on-going basis at all levels throughout the school. The Learning Improvement Team (LIT) and the Principal lead the collaborative school wide assessment analysis processes. They also provide guidance and accountability for the day-to-day assessment system found at the team and classroom level. Specially formed evaluation teams use assessment results to formulate plans for individual struggling learners.

The assessment process at Woodward produces quality information about big-picture system needs as well as individual student needs. The Woodward learning community typically attends to these needs by: 1) rearranging and adjusting the school wide curriculum map; 2) scheduling and planning appropriate and responsive classroom learning experiences; 3) creating various extended learning opportunities; 4) communicating needs and suggestions for improvement to students and their families; and 5) making recommendations for learning plans of individual students.

Specific examples of extended learning opportunities at Woodward created to address student learning needs include: 1) before school writing workshop open to students referred by their teachers; 2) after school computer lab with tutor; 3) open library before and after school with duty librarian; 4) after school homework club with certificated staff and parent volunteer help; and 5) before school math support with school math teachers. These popular opportunities are tangible evidence of Woodward's use of assessment data for improving student and school performance.

PART IV Communication of Student Performance

Effective communication of instructional goals and objectives as well as student progress and performance is vital to student achievement. Parents are given a syllabus for each of their student's classes at the beginning of the school year. Additionally, a curriculum map is provided to each family to help them become familiar with our integration of curriculum and units of study, enhancing understanding regarding their student's learning and performance.

Student progress reports are issued monthly to keep parents informed of their student's progress. These dates are noted in the student planner. Additionally, parents are notified electronically when progress reports are issued. Students experiencing academic difficulties are issued weekly progress reports to better target learning needs. E-mail is used extensively to communicate student performance on an individual basis while *list-serv* is regularly used to notify parents of general information. Staff and parents also use the student planner and telephone as a means of communication.

Students formally take time to reflect on their learning at mid-semester by completing a written self-assessment. Students share these self-reflections with their parents as a tool to open discussion regarding the student's academic performance and personal growth.

Parent Teacher Conferences are held mid-year in order to personally communicate and discuss student performance on an individual basis. These conferences are attended by 90% of our parents. Parents are surveyed at this time regarding recommendations for improving communication. In addition to these mid-year conferences, individual conferences with a teacher or team are held at the parent or teacher's request. Report cards are mailed to families bi-annually as a history of student achievement.

Student performance on the Washington Assessment of Student Learning (WASL) is reported on an annual basis to parents and community using the following methods: parent letter, Parent Teacher Organization presentation, and publication in the newspaper. Parents are informed of the research-based changes that our school is making to improve learning and are provided with strategies and resources to partner with us in steady student achievement.

PART IV Sharing Successes With Other Schools

As a high performing school, Woodward receives many requests from other schools to visit. Visitations from other schools and from students at nearby universities are welcomed. Information is also shared through informal conversations with other schools via phone and at conferences. During the last two years, visitors from regional schools and districts have focused on observing our recently adopted standards based mathematics curriculum. Our teachers have been involved in providing training in-district as well as regionally in the standards based math program.

Within our school and district, teacher leaders from Woodward are providing staff development opportunities focusing on assessment and neuro-developmental approaches to learning. The response to these workshops has been so enthusiastic that we are exploring venues for regional presentations.

Our school's librarian is a regular presenter at the Washington Library Media Association (WLMA) conference and at their regional meetings. During the summers she is an instructor of the "K-12 Library Initiative" to retool and revitalize librarians as they address student learning standards.

Several staff have been selected to participate in a variety of seminars, allowing them the opportunity to network with exceptional teachers from around the country and world.

Administration and staff at Woodward have assumed leadership roles in the curriculum review processes at the district level. Each district committee has a Woodward representative to provide input, guidance and insure a continuum of developmentally appropriate curriculum for all students. Staff have participated on state panels to provide feedback on the Washington Assessment of Student Learning.

Future plans for outreach include a website with strategies that have been successful at Woodward, focusing on the nine characteristics of high performing schools.

PART V Curriculum

Curriculum development and review is a continuous process at Woodward. Teachers follow the district curriculum framework, linked to essential academic learning requirements, providing students with articulated and sequential learning experiences. Teachers are encouraged to be creative within this framework as they design challenging and meaningful courses of study. Woodward's team approach allows for a shared understanding of the various curricular areas. Collaboration is our key to a well-coordinated and implemented curriculum.

Language Arts focuses on building and expanding student skills in reading and writing. Students read from a wide variety of genre including drama, poetry, short stories, novels, and nonfiction narrative. They are encouraged to become active readers by reading for meaning and insight, as well as reading critically and analytically. The *Six Traits* of writing are applied to mastering and assessing well-crafted modes of expression. The standard we strive for is all students reading with comprehension, writing with skill and communicating effectively and responsibly.

The core of the **Social Studies** program is world history from the beginnings of humanity to the present. Teachers collaborate to present a unified course of study linked to *National Standards for World History*. Students participate in integrated, in-depth research projects honing their abilities to access, analyze and present information, life skills crucial to their future academic success.

The foundation of our **Mathematics** experience is *Connected Mathematics*, a problem-centered curriculum. This rigorous program explores the topics of number, algebra, geometry, measurement, probability and statistics. The goals of our mathematics program are focused to address the high expectations of the *National Council of Teachers of Mathematics (NCTM)*.

Science courses at Woodward offer inquiry activities of a rigorous nature. Students study physical, life, and earth sciences, with an emphasis on environmental stewardship. Thanks to a supportive community and grants, we have well equipped labs that offer a wide range of explorations from physics to biotechnology. Opportunities for students to apply scientific knowledge and processes go beyond the classroom, such as stream and terrestrial monitoring.

French at Woodward stresses an integrated approach to language learning. Lessons are contextualized with French culture interspersed throughout. There is a balanced program on listening, speaking, reading and writing. Enthusiastic student participation and oral fluency are enhanced by an interactive text on CD-Rom. Students may advance to the second year of French at the high school if proficiency is achieved.

Art is offered as a class of Drawing, Painting and Printmaking or as a class of Sculpture & Jewelry. Students are highly motivated and produce a wide array of creations from small clay sculptures to larger than life murals displayed throughout the school. This past fall students participated in a Woodward "Vision" fused glass mural project. Students **created** a mural by **connecting** in a **challenging** learning environment to create a collective "*Vision in Glass*".

Leadership class has played a vital role in creating an exciting school atmosphere where all students feel connected and share ownership of the school's vision. Through this class students are personally challenged to develop leadership qualities that combine both emotional and intellectual domains. Leadership students grow through various service learning opportunities available to them.

Technology, Music, Physical Education, and Family and Consumer Sciences complement our elective options, available to all students, in order to provide a balanced educational experience.

PART V English Language Curriculum and Efforts to Improve Reading

Woodward's Language Arts curriculum is devoted to helping students discover the joy of reading and writing, while preparing students for success in high school and life beyond.

Students write regularly, both responding to prompts and writing on topics of their choice. Students are taught the *six traits* of good writing. They learn to assess sample pieces as well as complete assorted assignments designed to target specific traits. Speech and drama provide students opportunities to develop verbal and non-verbal communication skills.

Students are exposed to a wide variety of literary genres. In addition to assigned readings, students read books of their choice throughout the year. They keep track of their reading on logs, shared with parents and checked periodically by teachers. To provide appropriate challenge, students set reading goals. Individual goal setting and periodic conferencing enables teachers to meet students at their level and plan specific improvement strategies. Students are taught to reflect on their reading in a variety of ways. Reading is made collaborative through book discussions, reader's theatre, and literature circles.

At Woodward, twenty minutes a day is devoted to sustained silent reading in one of the student's core subjects. As research indicates, the best way for schools to improve reading skills is to provide reading time during the school day. A well-stocked library filled with carefully selected books along with a knowledgeable and enthusiastic librarian inspires and reinforces the love of reading. Research infused into core subjects provides students with strong critical thinking and academic inquiry skills.

Students who read below grade level have many support options. Students with significant reading delays receive specially designed instruction that includes immediate feedback, frequent practice sessions, and active student participation. Low-achieving students enrolled in the Learning Assistance Program receive one-on-one reading support from trained adult volunteers. Students not meeting standards are invited to participate in morning workshops designed to provide extra assistance in reading and writing.

PART V Mathematics Related to Essential Skills and Knowledge Based on Mission

Woodward’s mathematics curriculum is a significant part of our school’s vision to provide all students with a meaningful, intellectually stimulating and integrated curriculum that fosters a love of learning. The *Connected Mathematics* program guides students to develop an awareness and appreciation for connections within math and other subjects.

This program emphasizes applying knowledge and skills, problem solving, reasoning, and communicating understanding. Students at Woodward are involved daily in interesting, creative, and mathematically rich investigations. Visitors to our math classes see students working together to solve complex problems and sharing their solutions. As we work toward preparing our students for the workplace it is increasingly important that they are able to communicate and work collaboratively to solve real-life problems. Through solving these problems as part of their mathematics program, students are achieving high levels of mathematical understanding and skill and becoming prepared for high school, college and work.

Parents are invited to a mathematics information night each September to explain the goals of the program and provide suggestions for working with their children. Parents are regularly provided with fun, family-friendly strategies to reinforce instruction at home.

Woodward mathematicians are well prepared to solve problems with insight and inventiveness and are able to use various ways of thinking to make sense of new situations. Our students will tell you “Math Counts”.

PART V Instructional Methods

Staff at Woodward strive each day to make our school a place where all students learn and experience success. To reach that goal, teachers design engaging lessons that reach a variety of learning styles in an environment of high standards for all. Our instructional methods, driven by assessment results, include direct instruction, cooperative learning, simulations, inquiry, debates and discussions to engage students and motivate them to succeed. Project based learning is frequently used as it allows teachers to better meet the needs of a wide variety of learners with a differentiated curriculum. Creative, open-ended projects are designed to compliment various learning modalities as students demonstrate mastery and engage in goal setting. Teachers use sound assessment practices to set clear learning targets, and share them with students to involve them in their learning.

Woodward's rigorous and challenging learning environment, also addresses the needs of the whole child, and provides a number of venues for meeting their affective needs. Teachers and students at Woodward work in teams. Our "school within a school" allows students to feel connected, as they spend their academic day with their teaching team. This fosters the development of close relationships between both their teachers and peers. The collaboration between team teachers at regularly scheduled meetings allows monitoring of students' progress, sharing teaching strategies, and providing interventions as needed. Differentiated instruction, individualized learning plans, and numerous programs such as after school study club, writing and math workshops, and peer mentors are available to all students. In addition, individual students are served in our Learning Assistance Program's unique tutor/mentor model. Low achieving students receive one on one support from trained adult volunteers. The tutor commits for a two-year period in order to form a significant connection with the student he/she is tutoring.

These school-wide, research-based instructional best practices provide all students an opportunity for individualized learning and a successful experience at Woodward Middle School.

PART V Professional Development and Impact on Achievement

Woodward's professional development activities are driven by our school improvement plan with its shared focus on improving student learning and achievement. Our staff share a common commitment to continuous learning and enhancement of professional practice. Woodward has focused its professional development on improving staff members' knowledge of assessment, aligning curriculum with state and national standards, and increasing staff members' repertoire of research-based instructional strategies.

Professional development related to assessment literacy is a cornerstone of Woodward's school plan. Staff members have become knowledgeable about various assessment methods, how these methods impact achievement, and how to match assessment to learning targets. Teachers have received training on disaggregating data from standardized tests and utilizing that data to modify instruction.

A second professional development priority at Woodward has been to broaden staff members' understanding of standards for content areas. Presentations regarding standards have been made to the entire staff during early dismissal sessions, and department leaders have regularly provided their colleagues with updated copies of Essential Learnings and Grade Level Expectations. Most importantly, Woodward staff work collaboratively to align instruction and assessments with state standards.

Third, Woodward staff are committed to expanding their research-based instructional strategies. For example, staff have attended workshops to learn strategies for improving reading. Math teachers have attended training on developing students' understanding of specific concepts and using technology.

Perhaps the most important characteristic of our staff development is the utilization of strategies that place emphasis on (1) sustained learning communities facilitated by in-school leaders, and (2) structuring time for staff to work collaboratively. High performance and steady improvement on the Washington Assessment of Student Learning are indicators of the effectiveness of our staff development efforts.

Table 1 – Grade Level: 7th Grade, Woodward Middle School**Test: Mathematics, Washington State Assessment of Student Learning (WASL)****Publisher: Riverside Publishing 1998-2003**

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	April	April	April	April	April
School Scores	71%	63%	64%	60%	51%
% At or Above Basic	87%	84%	80%	76%	69%
% At or Above Proficient	71%	63%	64%	60%	51%
% At Advanced	48%	37%	40%	32%	27%
Number of students tested	310	309	260	286	290
Percent of total students tested	99%	99%	100%	98%	99%
Number of students excluded	1	2	0	6	1
Percent of students excluded	0.3%	1%	0%	2%	0.3%
Subgroup scores (n ≥ 10, free/reduced meals data not available)					
1. Asian					
% At or Above Basic	77%	73%	54%	NA	NA
% At or Above Proficient	66%	64%	46%	NA	NA
% At Advanced	44%	55%	31%	NA	NA
Number of students tested	18	11	13	NA	NA
2. White					
% At or Above Basic	84%	76%	81%	NA	NA
% At or Above Proficient	74%	56%	65%	NA	NA
% At Advanced	50%	38%	40%	NA	NA
Number of students tested	276	281	240	NA	NA
3. Special Education					
% At or Above Basic	41%	38%	44%	NA	NA
% At or Above Proficient	20%	19%	16%	NA	NA
% At Advanced	3%	4%	12%	NA	NA
Number of students tested	29	27	25	NA	NA
State Scores					
% At or Above Basic	56%	47%	45%	43%	31%
% At or Above Proficient	37%	30%	27%	28%	14%
% At Advanced	19%	13%	13%	12%	10%

Table 2 – Grade Level: 7th Grade, Woodward Middle School**Test: Reading, Washington State Assessment of Student Learning (WASL)****Publisher: Riverside Publishing 1998-2003**

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	April	April	April	April	April
School Scores	84%	79%	75%	74%	66%
% At or Above Basic	97%	98%	99%	97%	97%
% At or Above Proficient	84%	79%	75%	74%	66%
% At Advanced	51%	42%	43%	40%	27%
Number of students tested	310	309	259	281	288
Percent of total students tested	99%	99%	99%	96%	99%
Number of students excluded	1	2	2	11	4
Percent of students excluded	0.3%	0.6%	0.8%	3.8%	1.4%
Subgroup Scores (n ≥ 10, free/reduced meals data not available)					
1 Asian					
% At or Above Basic	100%	100%	93%	NA	NA
% At or Above Proficient	83%	55%	43%	NA	NA
% At Advanced	61%	36%	36%	NA	NA
Number of students tested	18	11	13	NA	NA
2 White					
% At or Above Basic	97%	98%	99%	NA	NA
% At or Above Proficient	85%	82%	78%	NA	NA
% At Advanced	52%	44%	34%	NA	NA
Number of students tested	276	281	239	NA	NA
3. Special Education					
% At or Above Basic	79%	85%	92%	NA	NA
% At or Above Proficient	35%	15%	39%	NA	NA
% At Advanced	10%	7%	0%	NA	NA
Number of students tested	29	27	25	NA	NA
State Scores					
% At or Above Basic	84%	85%	82%	82%	81%
% At or Above Proficient	48%	45%	40%	42%	41%
% At Advanced	19%	14%	17%	14%	14%