

# Woodrow Elementary School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Woodrow Elementary	<b>District Name</b>	Sylvan Union Elementary
<b>Street</b>	800 Woodrow Ave.	<b>Phone Number</b>	(209) 574-5000
<b>City, State, Zip</b>	Modesto, CA, 95350-1234	<b>Web Site</b>	www.sylvan.k12.ca.us
<b>Phone Number</b>	(209) 574-5700	<b>Superintendent</b>	John Halverson
<b>Principal</b>	Vickie Briscoe, Principal	<b>E-mail Address</b>	jhalverson@sylvan.k12.ca.us
<b>E-mail Address</b>	vbriscoe@sylvan.k12.ca.us	<b>CDS Code</b>	50712906053128

## School Description and Mission Statement (School Year 2011–12)

Woodrow Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 1965. During the 2011-2012 school year, approximately 395 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

## Opportunities for Parental Involvement (School Year 2011–12)

Woodrow Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Woodrow Elementary is fortunate to have a large number of family volunteers who provide assistance in the classroom as well as during field trips and school events. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder. Parents who wish to volunteer at Woodrow Elementary School may contact the school's office at (209) 574-5700.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	65	Grade 8	0
Grade 1	67	Ungraded Elementary	0
Grade 2	69	Grade 9	0
Grade 3	69	Grade 10	0
Grade 4	61	Grade 11	0
Grade 5	60	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	391

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	0.0%
Asian	2.6%
Filipino	0.0%
Hispanic or Latino	42.5%
Native Hawaiian or Pacific Islander	2.3%

White	40.4%
Two or More Races	6.1%
Socioeconomically Disadvantaged	58.1%
English Learners	17.6%
Students with Disabilities	17.9%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.5	2	2	0	32.0	0	2	0	31.5	0	2	0
1	18	3	0	0	21.7	1	2	0	32.0	0	2	0
2	22	0	3	0	31.0	0	2	0	25.0	1	2	0
3	26.5	0	2	0	26.5	0	2	0	31.5	0	2	0
4	28	0	2	0	29.5	0	2	0	29.0	0	2	0
5	30.5	0	2	0	26.7	1	2	0	22.3	1	2	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

## III. School Climate

### School Safety Plan (School Year 2011–12)

Woodrow Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2011-2012 school year was formally approved by the school's School Site Council on 1/17/12. The school staff suggested final changes and had input on new assignments at the 1/9/12 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	6.54	4.80	8.70	12.3	11.31	10.06
Expulsions	0.52	0.25	0	0.33	0.33	0.15

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

Cleaning Process: Woodrow Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair: The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The most recent inspection occurred on September 18, 2012 by our Supervisor of Maintenance and Operations.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Replaced gas valves. Replaced 1 compressor in 30 wing. Replaced 2 inch copper water line in MPR.
<b>Interior:</b> Interior Surfaces		X			Need to replace MPR floor tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			Regular gopher and pest control.
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			Asbestos reports are good. Serviced extinguishers.
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Minor lock and door repair.
<b>Overall Rating</b>		x			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	25	17	15	321
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.50	
Psychologist	.50	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton-Mifflin 2004	Yes	0
Mathematics	1-5 Macmillan 2008 K-Scott-Foresman 2008	Yes	0
Science	K-2 Macmillan 2007 3-5 Houghton Mifflin 2007	Yes	0
History-Social Science	K-5 Harcourt - Reflections 2006	Yes	0
Foreign Language	Not Applicable		N/A
Health	Not Applicable		N/A
Visual and Performing Arts	Not Applicable		N/A
Science Laboratory Equipment (grades 9-12)	Not Applicable		N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,190	\$2,712	\$4,479	\$71,732
District			\$4,434	\$65,407
Percent Difference – School Site and District			1.02%	8.94%
State			\$5,455	\$69,404
Percent Difference – School Site and State			0.21%	-3.25%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

The Sylvan Union School District spent an average of \$7,381 to educate each student (based on 2009-10 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- NCLB: Title I, Low-Income and Neglected
- NCLB: Title II, Teacher Quality/Principal Training/Technology Grants
- NCLB: Title III, Immigrant Education Program/Limited English Proficiency Program
- Special Education
- Lottery: Instructional Materials
- Tobacco-Use Prevention Education
- Economic Impact Aid: Limited English Proficiency
- Instructional Materials
- American Recovery and Reinvestment Act Funds
- Art and Music Block Grant
- Transportation
- Staff Development: Administrator
- Teacher Credentialing Block Grant
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant
- School and Library Improvement Block Grant
- Ongoing and Major Maintenance Account

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,400	\$41,246
Mid-Range Teacher Salary	\$62,705	\$67,400
Highest Teacher Salary	\$83,625	\$85,481
Average Principal Salary (Elementary)	\$90,678	\$107,739
Average Principal Salary (Middle)	\$97,704	\$111,540
Average Principal Salary (High)		\$110,146
Superintendent Salary	\$167,443	\$180,572
Percent of Budget for Teacher Salaries	45.00%	42.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.



### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	46%	50%	48%	60%	62%	64%	52%	54%	56%
Mathematics	56%	56%	58%	64%	64%	65%	48%	50%	51%
Science	63%	50%	50%	73%	71%	76%	54%	57%	60%
History-Social Science	0%	0%	0%	58%	55%	58%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	64%	65%	76%	58%
All Students at the School	48%	58%	50%	0%
Male	42%	54%	64%	0%
Female	55%	63%	35%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	46%	57%	48%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	50%	62%	69%	0%
Two or More Races	60%	60%	0%	0%
Socioeconomically Disadvantaged	42%	51%	38%	0%
English Learners	36%	50%	0%	0%
Students with Disabilities	30%	35%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.00%	19.00%	22.40%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	4	3
Similar Schools	3	3	3

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	15	-7	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino	25	30	-11
Native Hawaiian or Pacific Islander			
White	-1	-21	2
Two or More Races			
Socioeconomically Disadvantaged	14	-7	16
English Learners			
Students with Disabilities	54	11	9

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	243	778	6,183	831	4,664,264	788
Black or African American	9		265	769	313,201	710
American Indian or Alaska Native	0		27	782	31,606	742
Asian	7		323	896	404,670	905
Filipino	0		194	938	124,824	869
Hispanic or Latino	106	755	2,434	793	2,425,230	740
Native Hawaiian or Pacific Islander	4		72	850	26,563	775
White	95	794	2,652	853	1,221,860	853
Two or More Races	18	831	188	861	88,428	849
Socioeconomically Disadvantaged	152	743	3,150	780	2,779,680	737
English Learners	41	749	1,042	768	1,530,297	716
Students with Disabilities	63	659	1,021	678	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

## Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		28.6%

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District wide during the last three years (2009-2010, 2010-2011, 2011-2012) school years over 300 days were dedicated to professional development in the areas of:

- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - EETT Grant Training, District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- Effective Teaching Strategies
- Common Core – Unpacking and aligning
- 6 Traits of Writing
- iObservation

**Woodrow Elementary**

Sylvan Union Elementary

**School Accountability Report Card, 2011-2012**

***Provided by the Ed-Data Partnership***

For more information visit [www.ed-data.org](http://www.ed-data.org)