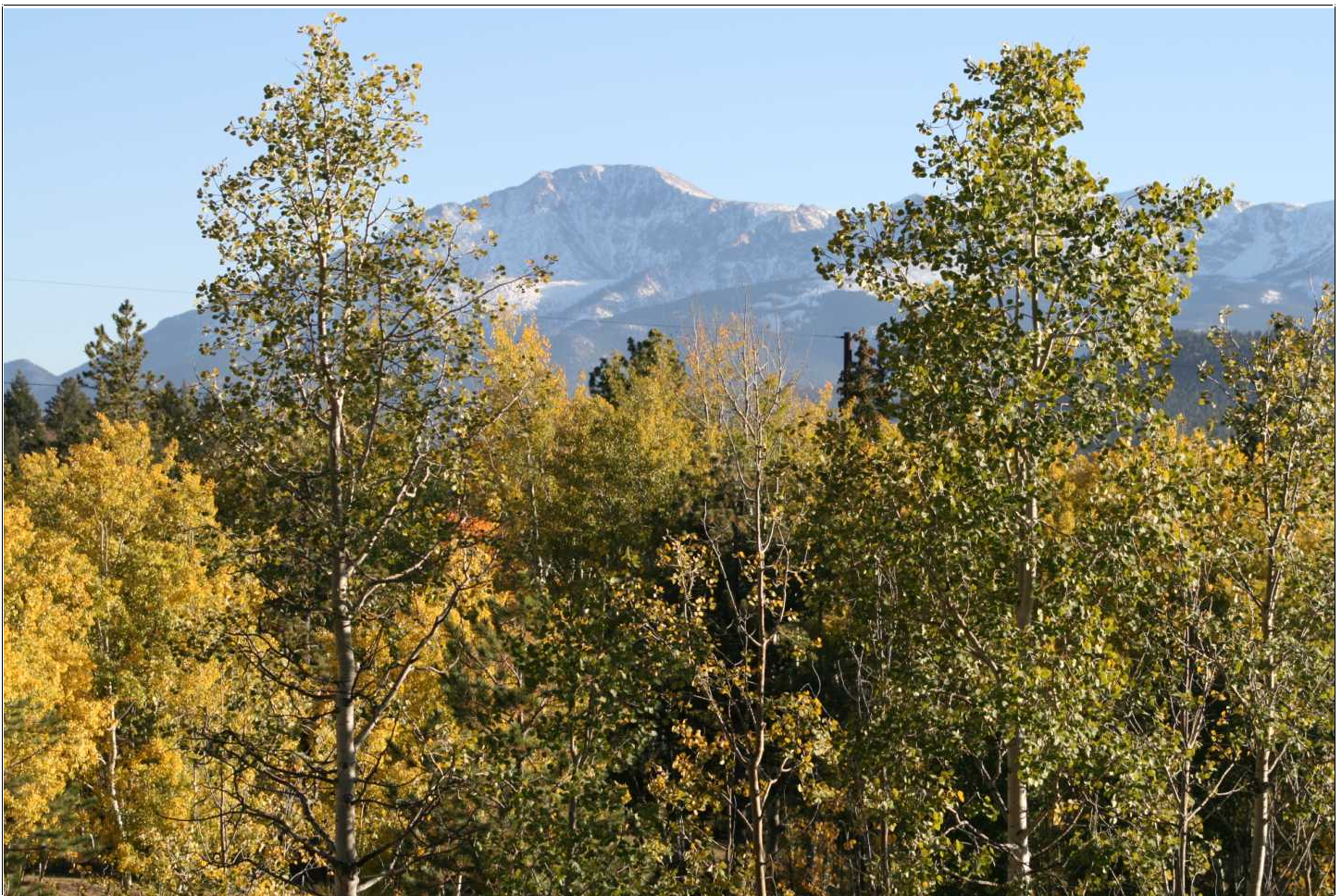


WOODLAND PARK SCHOOL DISTRICT Re-2



SHAREHOLDERS' REPORT 2005 -2006



The Woodland Park School District Re-2 mission is to educate all students in a safe and orderly environment so that they will meet or exceed the highest standards of academic excellence and graduate with a balance of knowledge, skills, self-discipline, personal integrity, and pride.



**2006-07
DISTRICT
ADMINISTRATION**

Guy Arseneau
Superintendent

Linda Murray
Assistant Superintendent

Sheila Silfvenius
Director of Business Services

Steve Randolph
Director of Personnel Services

Marcy Mireles
Director of Learning Services

Josh Smith
Director of Technology Services

Del Garrick
K-12 Activities/Athletics Director

Nate de Koning
Director of Auxiliary Services

Deanna Moore
Supervisor of Finance

Kelley Havin
*Administrative Assistant
(Editor)*

I am proud and honored to be the new superintendent of the Woodland Park School District. In the short time I have been here, I have observed many positive things happening for education in our school district. You have a school board that listens to the community, makes informed decisions, and is responsive to the needs of students. The administrative leadership team is constantly working to bring the schools together to support the needs of teachers and students. Every day I see teachers using data to individualize instruction to support student learning. Each school also offers several after school extra curricular programs that are of the highest caliber. There is a dedicated and caring support staff at each building. I have also observed first hand, a community that really does care about the welfare of its young adults. Our school board, staff, students, parents, and community members are all focused on ensuring the very best for our students.

As we move forward, our staff is continually working to improve our student's academic achievement. As you will see in the following Shareholders' Report, our CSAP scores are on the rise, the district is fiscally stable, and each school has received accredited status by the district. Also presented are highlights of the outstanding accomplishments of our students in activities, athletics, graduation rate, and activities in individual schools. Each of these indicators reveals a district our community can be proud of. What you will not see in this report is the amount of time, effort, and dedication that is necessary to ensure high academic student success is prevalent throughout your schools. I encourage you to visit a school in your neighborhood and become involved in the lives of our students.

I believe the vision for the future of the Woodland Park School District is bright. Working closely with parents and community, listening to ideas, sharing values, planning for the future, and committing our energies to student success will keep our schools and community strong. I urge you to join in this partnership and vision that supports continued improvement and excellence for our students.

Please take time to review the Shareholders' Report and feel free to contact me, or any of your schools, with questions or comments. Building a strong future for the students of the Woodland Park School District will only happen if each of us becomes positively involved in our schools and community.

Sincerely,

Guy Arseneau
Superintendent

Accreditation

The Woodland Park School District is fully accredited by the Colorado State Department of Education and the Colorado State Board of Education under the accreditation rules that took effect on June 30, 2001. The school district, in turn, accredits each individual school and monitors that accreditation on an ongoing basis.

**Accreditation Status of
WPSD Re-2 Schools**

| School | Accreditation Status |
|----------------------|----------------------|
| Columbine Elementary | Accredited |
| Gateway Elementary | Accredited |
| Summit Elementary | Accredited |
| WP Middle School | Accredited |
| WP High School | Accredited |

2005 – 2006 District Accountability Committee

Columbine Elementary
Cris Gamill, Principal
Sara Doud, IRT/GT
Rusty Barnett, Parent
Vice-Chairman

Gateway Elementary
Patty Walker, Principal
Deb Hawes, IRT/GT
Virginia Meier, Parent

Summit Elementary
Hollister DeMotts, Principal
Win Lyons, Teacher
Andrea Matthews, Parent
Tim Fox, Parent

WP Middle School
John Jamison, Principal
Milinda Carnahan, Teacher
Amy Hopfe, Parent

WP High School
Joann Spry, Principal
Bret Lamb, Teacher
Margaret Fitzwater, Parent
Sammi Mosier, Student

Central Office
John Pacheco, Supt.
Linda Murray, Asst. Supt.
Laurie Glauth, Board V.P.

Community Member
David Lee, Community
Chairman

WPSD Re-2

District Accountability Committee

... our goals and progress

The educational accountability program is designed to measure objectively the quality and efficiency of the educational programs offered by the public schools. In developing the mechanism, the following approaches are explored:

- ✓ Means for determining whether decisions affecting the educational process are advancing student achievement.
- ✓ Appropriate testing measures to provide relevant comparative data in the fields of reading, language arts, and mathematical skills.
- ✓ Reporting on the educational and safety performance of the public schools and providing data for the appraisal of such performance.
- ✓ The collection and provision of performance information that help school districts to increase their efficiency in using available financial resources.

The Board of Education feels that the educational process is an effort involving the family, school, and community.

The District is committed to educational excellence that will enable students to grow into individuals who will function in and contribute to our changing society.

The process of educational accountability requires the local Board of Education, in cooperation with the District and School Improvement Teams, adopt a plan for an accountability program. The local accountability program is designed to measure the adequacy and efficiency of educational programs offered by the District.

The areas of study are developed cooperatively between the local Board of Education and District School Improvement Team which meets September through May. Meetings are open to the public.

You may call 686-2000 for more information.

The District Accountability 2005-2006 goals:

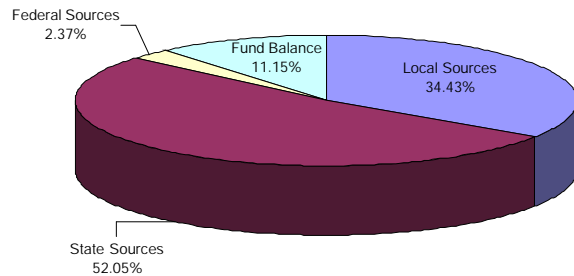
- Improve student achievement
- Increase the attendance rate
- Maximize graduation rate

Finances 2005-2006 Financial Summary

THE GENERAL FUND:

Where the money comes from...

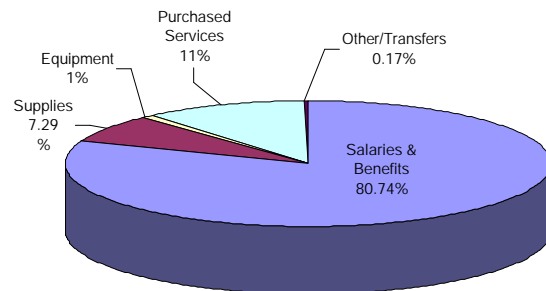
| Revenues | Amount |
|------------------------|---------------------|
| Beginning Balance Fund | \$2,500,000 |
| Local Sources | \$7,720,564 |
| State Sources | \$11,672,651 |
| Federal Sources | \$530,214 |
| TOTAL | \$22,423,429 |



Revenue

Where the money goes...

| Expenses | Amount |
|-------------------------------------|---------------------|
| <i>Instruction (includes CPP) -</i> | |
| Salaries & Benefits | \$11,472,713 |
| Purchased Services | \$770,433 |
| Supplies | \$472,421 |
| Equipment | \$47,359 |
| Other/Transfers | \$ 7,850 |
| TOTAL Instructional Expenses | \$12,770,776 |



| | |
|-------------------------------|---------------------|
| <i>Support -</i> | |
| Salaries & Benefits | \$4,524,894 |
| Purchased Services | \$1,407,444 |
| Supplies | \$971,808 |
| Equipment | \$116,357 |
| Other/Transfers | \$24,300 |
| TOTAL Support Expenses | \$7,044,803 |
| All Expenditures Total | \$19,815,579 |

Expense

| | |
|-------------|-------------|
| Contingency | \$1,872,850 |
|-------------|-------------|

Our People

- . . . daily professionalism and commitment
- . . . continual development

Teachers Highly Qualified in the District

| | |
|-----------------------------|-----------|
| School Year | 2005-2006 |
| Percentage Highly Qualified | 97.97 |
| Target Percentage | 100 |
| Target Made | No |

Classrooms in the District Taught by Highly Qualified Teachers

| | |
|-----------------------------|-----------|
| School Year | 2005-2006 |
| Percentage Highly Qualified | 98.12 |
| Target Percentage | 100 |
| Target Made | No |

Classes Taught by a Highly Qualified Teachers in the District by High and Low Poverty

| | High Poverty Schools | Low Poverty Schools |
|------------------------|----------------------|---------------------|
| Percentage in District | * | * |
| Percentage in State | * | * |

*No schools in district at this poverty level.

Professional Qualifications of Teachers:

| Professional Qualification | Percent of Teachers |
|----------------------------|---------------------|
| Bachelors Degree | 47.57 |
| Masters Degree | 51.46 |
| Ph.D. | 0.97 |

Licenses:

| License | Percent of Teachers |
|-----------|---------------------|
| Emergency | 1.94 |
| Initial | 1.45 |

Equal Opportunity

The Woodland Park School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, age, sex, or disability in its programs, activities, or employment practices as required by Title VI, Title IX, and Section 504 of the Americans with Disabilities Act. For information regarding civil rights or grievance procedures, contact the Director of Personnel Services, (719) 686-2004.

The People Who Make It Happen

LICENSED STAFF

| | |
|-------------------------|-----|
| Teachers | 179 |
| Special Education Staff | 25 |
| Media Specialists | 5 |
| Counselors | 8 |
| Administrators | 14 |

TOTAL LICENSED STAFF231

SUPPORT STAFF

| | |
|-----------------------|-----|
| Schools | 105 |
| Classified Directors | 2 |
| Supervisor of Finance | 1 |
| Accounting/Payroll | 3 |
| District Secretaries | 3 |
| Courier | 1 |
| Custodial/Maintenance | 5 |
| School Nurses | 3 |
| Crossing Guards | 7 |

TOTAL SUPPORT STAFF130

TOTAL DISTRICT EMPLOYEES..... 361

Our Schools

. . . safe and positive places for learning.

COLUMBINE ELEMENTARY HIGHLIGHTS

- | Columbine kicked off the school year with a traditional clay pot “firing”, which allowed every student to make their own piece of pottery and place it in a fire pit created in the center of Columbine’s playground. Native American dancers performed on the day the fire was lit.
- | Columbine’s Student Council continues to support our “Cents for Seniors” program to assist local seniors with the rising cost of their utility bills.
- | Community and Parent Volunteers clocked over 4,000 hours of assistance for our lucky staff and students.
- | Leadership opportunities at Columbine continue to increase in scope and depth. Students can be morning greeters, STUCO reps, Boys and Girls Advisory Representatives, and Playground Problem Solvers.
- | The Gifted & Talented program stretched to include individual learning plans for students. The grouping, formed by interest, led to projects like “Kids to Kids”, a student-to-student service group and “Literary Lunch Bunch”, a book club that met during lunchtime.
- | Columbine wrote and received funding for a “Crittter Classroom” that will provide a rugged outdoor amphitheater for an alternative learning environment.

GATEWAY ELEMENTARY HIGHLIGHTS

- | K-Kids and Student Council members adopted the stretch of Baldwin Street in front of Gateway and cleaned it several times during the school year.
- | Gateway provided a free Summer School to Gateway students, which was funded by the Read to Achieve grant.
- | Several students’ poems were selected for publication in the Young Writer’s Poetry Anthology.
- | Jump Rope for Heart raised over \$6,000 for the American Heart Association.
- | Days of the Arts at Gateway showcased each student’s artwork along with a wonderful performance by the Gateway Choir.
- | K-Kids and Student Council collected end of the year school supplies and donated them to One Nation in Colorado Springs. One Nation delivered the supplies to Native American Reservation schools in the Dakotas.

SUMMIT ELEMENTARY HIGHLIGHTS

- | Elks Essay Contest – top 3 winners were all 5th graders from Summit.
- | Reading Buddies/Mentors with 5th graders assisting 1st and 2nd graders.
- | PTSO sponsored an Ice Cream Social, Family Reading Nights, Spring Carnival, and Playground Project GOCO Grant \$63,000
- | Jump Rope for Heart raised over \$7,400. One of the top 3 schools in southern Colorado.
- | Principal’s Reading Challenge – over 200,000 minutes read by and to students.
- | Revised daily rotating schedule which contributed to a significant rise in teacher collaboration.

WOODLAND PARK MIDDLE SCHOOL HIGHLIGHTS

- | Middle School Staff and Administrators presented our progress toward a true Professional Learning Community at the Colorado Association of School Executive Conference and at the National PLC Conference. We are continuing to move forward with this process to improve instruction and student learning.
- | 92 students earned recognition on the Principal’s Honor Roll for 1st semester; 68 students earned recognition on the Principal’s Honor Roll for 2nd semester; 7 students were honored for achieving a 4.0 GPA for all 3 years.
- | Coordinated School Health Team and others earned grants of \$11,000 to fund tobacco awareness week and anti-smoking instruction targeted to sixth grade.
- | Jazz Band I traveled to California to compete in Music in the Parks, receiving an excellent rating and capturing first place in their division.
- | Held 24 Saturday Tutoring sessions with an average attendance of 15 – 20 students and a high of 40 students.
- | Sponsored a Summer Survival Skills Program for incoming 6th, 7th, and 8th graders during the month of August.

WOODLAND PARK HIGH SCHOOL

- | College Calculus was added as a dual credit course offering undergraduate credit through UCCS.
- | One student was a finalist for the National Merit Scholar Program.
- | Two students received ROTC scholarships.
- | Scholarships were awarded for athletics; for academics; for arts, including music, drama, and dance; for patriotism; for education; for minority education; for vocational accomplishment; for leadership; for engineering; for ethics; for technology; and for community service.
- | The Renaissance program recognized over 750 students for achieving a grade point average 3.0 or higher along with maintaining excellent student behavior.
- | The Alternative Education Program graduated 6 students that would not have graduated had it not been for the program.
- | Wrote and received a \$975,000 grant for at-risk and expelled students to be used during the 2006 – 2010 school years!

Columbine Elementary
438 Students | Grades K-5
Mrs. Cris Gammill, Principal
175 E. Kelley’s Rd.
Woodland Park, CO 80863
(719)686-2300

Gateway Elementary
342 Students | Grades K-5
Mrs. KayLynn Waddell, Principal 06-07
Mrs. Patty Walker, Principal 05-06
101 N. Baldwin St.
Woodland Park, CO 80863
(719)686-2051

Summit Elementary
439 Students | Grades K-5
Mr. Hollister DeMotts, Principal
490 Meadow Park Drive
Divide, CO 80814
(719)686-2401

Middle School
716 Students | Grades 6-8
Mr. John Jamison, Principal
600 E. Kelley’s Rd.
Woodland Park, CO 80863
(719)686-2200

High School
1066 Students | Grades 9-12
Ms. Joann Spry, Principal
151 N. Baldwin St.
Woodland Park, CO 80863
(719)686-2067

Miscellaneous

A Look Back at the Class of 2006

78% of WPHS graduates planned to attend college, 51% of these attending a four-year institution and 27% attending a two-year college.

Vocational/technical schools attracted 8%, while 3% reported plans to enter the military, 11% planned to immediately enter into the work force. 82% of the senior class attended WPHS for all four years.

ATTENDANCE RATES BY BUILDING

High School - 93.65%
Middle School - 94.68%
Columbine - 95%
Gateway - 94.71%
Summit - 94.76%

Graduation Requirements

English - 3 credits
Math - 3 credits
Science - 2 credits
Social Studies - 3 credits
Physical Education - 1.5 credits
Health - .5 credit
Academic/Computers - 4 credits
Electives - 11 credits

TOTAL - 28 credits

ACTIVITIES ACCOMPLISHMENTS

- Forensics - 10 state qualifiers; 3 national qualifiers
- Knowledge Bowl - 8 state qualifiers; placed 3rd as a team
- FBLA - 15 state qualifiers
- Choir - 2 female and 1 male All-State Choir

ATHLETICS ACCOMPLISHMENTS

High School

- Academic All-State 1st Team - 42 individuals
- Academic All-State Honorable Mention - 29 individuals
- All-Conference (all sports combined) - 38 individuals
- All-Area Team (all sports combined) - 1 individual
- All-State Team (all sports combined) - 2 individuals
- Cross Country - Team state qualifier - girls
- Wrestling - 1 state qualifier
- Cheer/Spirit - national qualifier

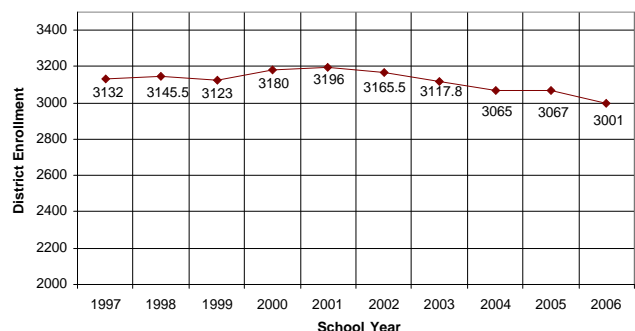
Middle School

- Volleyball - tournament runner-up
- Cross Country - 2nd place finish at league for girls' team
- Basketball - boys' team tournament qualifier
- Basketball - girls' team tournament qualifier
- Wrestling - 2 league champions; 2nd place team finish

High School Statistics

Graduation Rate 88%
Dropout Rate 2.9%

Woodland Park School District - 10 Year Growth Pattern (Funded Pupil Count)

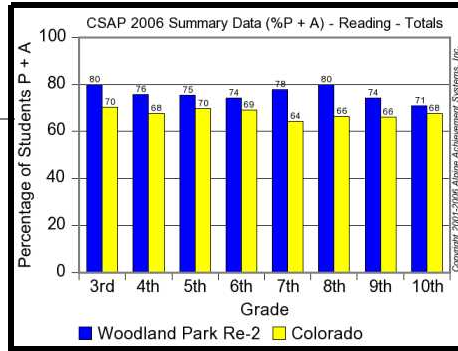


CSAP

Colorado Student Assessment Program

CSAP Reading

2006 Results



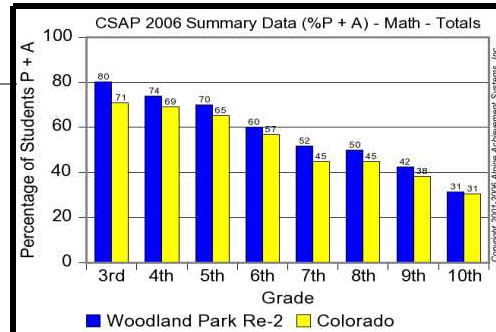
CSAP Reading Disaggregated Data (% of students Proficient or Advanced)

| | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| 2004 total | 82 | 72 | 83 | 76 | 71 | 75 | 78 | 71 |
| 2005 total | 77 | 63 | 73 | 82 | 76 | 80 | 79 | 71 |
| 2006 total | 80 | 76 | 75 | 74 | 78 | 80 | 74 | 71 |
| Female | 84 | 84 | 76 | 78 | 81 | 87 | 81 | 78 |
| Male | 75 | 70 | 75 | 71 | 75 | 74 | 68 | 65 |
| American Indian | X | X | X | X | X | X | X | X |
| Asian | X | X | X | X | X | X | X | X |
| Black | X | X | X | X | X | X | X | X |
| Hispanic | X | X | 72 | X | X | 82 | X | X |
| White | 80 | 76 | 76 | 76 | 79 | 80 | 75 | 71 |
| Disability | X | 30 | 12 | 28 | 24 | 25 | 25 | 13 |
| Limited English | X | X | X | X | X | X | X | X |
| Socio-Economic | 73 | 65 | 68 | 68 | 69 | 69 | 46 | 60 |

Any group of fewer than 16 students shows an X instead of the score.

CSAP Math

2006 Results



CSAP Math Disaggregated Data (% of students Proficient or Advanced)

| | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| 2004 total | N/A | N/A | 75 | 63 | 45 | 43 | 36 | 26 |
| 2005 total | 82 | 67 | 69 | 68 | 51 | 54 | 36 | 30 |
| 2006 total | 80 | 74 | 70 | 60 | 52 | 50 | 42 | 31 |
| Female | 79 | 74 | 69 | 60 | 50 | 54 | 39 | 25 |
| Male | 82 | 74 | 71 | 61 | 53 | 46 | 45 | 36 |
| American Indian | X | X | X | X | X | X | X | X |
| Asian | X | X | X | X | X | X | X | X |
| Black | X | X | X | X | X | X | X | X |
| Hispanic | X | X | 65 | X | X | 50 | X | X |
| White | 82 | 75 | 71 | 62 | 54 | 51 | 44 | 31 |
| Disability | X | 30 | 28 | 21 | 6 | 5 | 13 | 4 |
| Limited English | X | X | X | X | X | X | X | X |
| Socio-Economic | 78 | 72 | 57 | 43 | 38 | 38 | 13 | 23 |

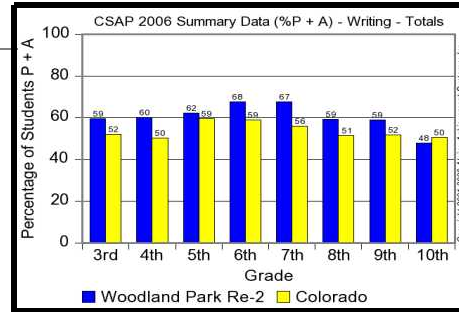
Any group of fewer than 16 students shows an X instead of the score. N/A = Test was not administered

CSAP

Colorado Student Assessment Program

CSAP Writing

2006 Results



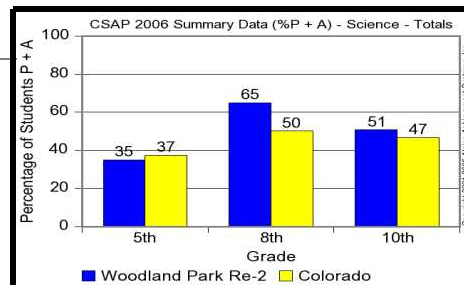
CSAP Writing Disaggregated Data (% of students Proficient or Advanced)

| | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| 2004 total | 54 | 57 | 63 | 63 | 59 | 49 | 57 | 46 |
| 2005 total | 57 | 50 | 65 | 69 | 67 | 61 | 58 | 46 |
| 2006 total | 59 | 60 | 62 | 68 | 67 | 59 | 59 | 48 |
| Female | 69 | 70 | 69 | 74 | 79 | 76 | 65 | 58 |
| Male | 48 | 54 | 56 | 62 | 58 | 43 | 53 | 40 |
| American Indian | X | X | X | X | X | X | X | X |
| Asian | X | X | X | X | X | X | X | X |
| Black | X | X | X | X | X | X | X | X |
| Hispanic | X | X | 44 | X | X | 53 | X | X |
| White | 61 | 61 | 64 | 70 | 68 | 60 | 61 | 48 |
| Disability | X | 9 | 4 | 17 | 6 | 5 | 19 | 4 |
| Limited English | X | X | X | X | X | X | X | X |
| Socio-Economic | 43 | 44 | 49 | 53 | 61 | 49 | 24 | 40 |

Any group of fewer than 16 students shows an X instead of the score.

CSAP Science

2006 Results



CSAP Science Disaggregated Data (% of students Proficient or Advanced)

| | 5 th | 8 th | 10 th |
|-----------------|-----------------|-----------------|------------------|
| 2004 total | N/A | 53 | N/A |
| 2005 total | N/A | 70 | N/A |
| 2006 total | 35 | 65 | 51 |
| Female | 30 | 66 | 41 |
| Male | 40 | 64 | 58 |
| American Indian | X | X | X |
| Asian | X | X | X |
| Black | X | X | X |
| Hispanic | 41 | 59 | X |
| White | 36 | 65 | 51 |
| Disability | 4 | 15 | 8 |
| Limited English | X | X | X |
| Socio-Economic | 22 | 53 | 33 |

Any group of fewer than 16 students shows an X instead of the score.

Accreditation Indicators

The following data represent additional means of measuring student performance as required by Colorado Accreditation legislation and federal No Child Left Behind Act requirements. Each school is held accountable for an extensive list of accreditation indicators. Every year, a school report on the previous year's performance and an improvement plan for the upcoming year is presented to the District Accountability Committee and the Board of Education. Based on these reports, the Board accredits each of the schools. The district is also held responsible for the accreditation indicators. The State of Colorado determines the district's accreditation status. Woodland Park School District Re-2 and each of its schools are fully accredited based on performance on the accreditation indicators for the 2005 – 2006 school year.

Colorado Basic Literacy Report

| YEAR | Kindergarten | | 1 st Grade | | 2 nd Grade | | 3 rd Grade | |
|-----------|--------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|
| | # Eval | ILP | # Eval | ILP | # Eval | ILP | # Eval | ILP |
| 2004-2005 | 161 | 15% | 174 | 38% | 213 | 21% | 208 | 27% |
| 2005-2006 | 200 | 21% | 180 | 39% | 176 | 34% | 215 | 31% |

Incidents of Suspension and Expulsion

| School | Suspensions (In and Out of School) | Expulsions |
|----------------------|------------------------------------|------------|
| Columbine Elementary | 5 | 0 |
| Gateway Elementary | 9.5 | 0 |
| Summit Elementary | 32 | 0 |
| WP Middle School | 283 | 6 |
| WP High School | 272 | 14 |

Status of School Improvement in District

| IMPROVEMENT LEVELS | Title I Schools – GES/SES | Non-Title I Schools CES/MS/HS | % of schools in the District |
|--------------------------------|---------------------------|-------------------------------|------------------------------|
| Not on Improvement | X | X | 100 |
| School Improvement – Year 1 | N/A | N/A | N/A |
| School Improvement – Year 2 | N/A | N/A | N/A |
| Corrective Action | N/A | N/A | N/A |
| Restructuring – Planning | N/A | N/A | N/A |
| Restructuring – Implementation | N/A | N/A | N/A |

Adequate Yearly Progress

| School | Reading | Math |
|----------------------|---------|------|
| Columbine Elementary | Yes | Yes |
| Gateway Elementary | Yes | Yes |
| Summit Elementary | Yes | Yes |
| District Elementary | No | Yes |
| WP Middle School | Yes | Yes |
| WP High School | No | Yes |

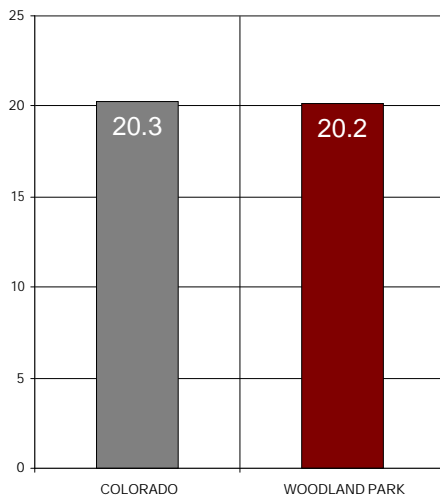
The district met 67 of the 69 targets

Colorado and the Nation

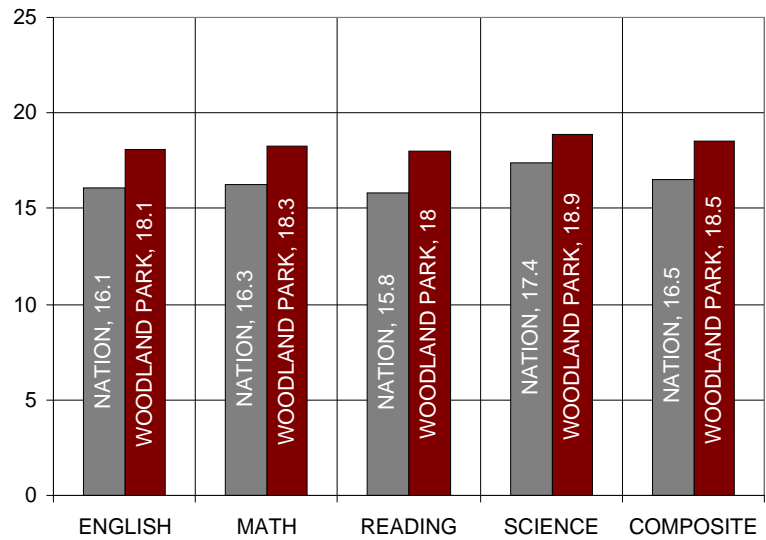
Student achievement in the Woodland Park School District is measured in a variety of ways. These include projects prepared for classes, teacher devised tests, various classroom activities and performances, student portfolios, nationally normed exams, and the Colorado Student Assessment Program (CSAP). In the Woodland Park School District it is acknowledged that a teacher's observation of a classroom group may provide sound basis for instructional decision making, as does an analysis of scores from a national standardized test. It is important to consider such combinations in order to provide a holistic view of an individual child's academic progress. Such a combination of data is referred to as a "body of evidence" and this is a very important concept to us in the Woodland Park School District as we continually analyze our teaching/learning process. We welcome this opportunity to demonstrate to our shareholders how our students are achieving.

ACT American College Test 2005 - 2006 Results

Mean Composite Scores



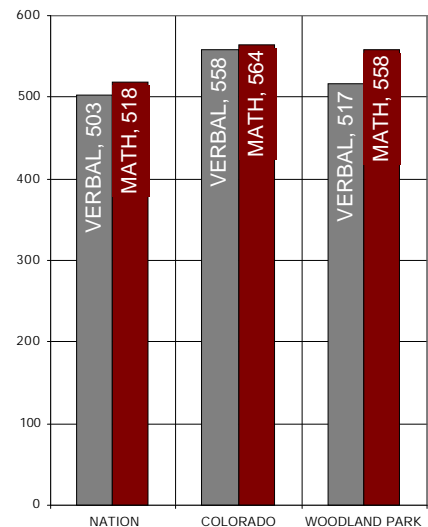
THE PLAN TEST 2005 - 2006 Results



Advanced Placement

55% of students who took Advanced Placement Exams scored a 3 or higher on the 5 point scale, qualifying them for college credit.

SAT Scholastic Aptitude Test



Mean Composite Scores

District assessments for other state model content standards are classroom-based and reported in the chart below by subject content area:

| Subject | % of A Grades | % of B Grades | % of C Grades | % of D Grades | % of F Grades |
|--|---------------|---------------|---------------|---------------|---------------|
| Art | 28 | 32 | 21 | 9 | 8 |
| Social Studies: Civics/Economics Geography/History | 44 | 22 | 14 | 9 | 10 |
| Foreign Language | 31 | 28 | 20 | 14 | 8 |
| Music | 54 | 20 | 11 | 8 | 6 |
| Physical Education | 31 | 29 | 22 | 11 | 7 |
| Science | 39 | 40 | 15 | 4 | 2 |

How You Can Be Involved In Your Student's Education

In addition to the District Accountability Committee, each building has individual opportunities for parent input, including Shared-Decision Teams and School Improvement Team Meetings that are open to the public, as well as numerous volunteer activities. In addition to Accountability Committees, Re-2 parents currently participate in C.C.C. (College & Career Center), Booster Clubs, C.A.P. (Caring Active Parents), District Evaluation Council, Strategic Planning Committees, Long-range Planning Committees, Parent-Teacher Organizations, etc.

Your time and skills are important to the education of the students of our community. Contact each individual school to find out what volunteer opportunities await.

The Board of Education meets the second Wednesday of each month at 7:00 p.m. at the District Administration Office. The meetings are open to the public.

Parents/Guardians may request information about the qualification of their child's teacher(s) by contacting the Director of Personnel Services at 686-2004. This request must be in writing. This new provision is mandated by the federal "No Child Left Behind" legislation.

Re-2 completes its 14th Year of their Senior Citizen Tax Offset Program

The goal of the program is to employ qualified senior citizens who will apply their earnings toward payment of their school property taxes. The utilization of the skills of our senior citizens enhances student learning and increases community involvement in the Woodland Park Schools. Jobs are available in classrooms, offices, libraries, and playgrounds and offered on qualifications, availability, etc. For more information call 686-2004.

To be eligible, the senior citizen must be sixty years of age or older; home owner and occupant of a residence within the school district; and ability to present a copy of the property tax notice.

The tax offset of approximately \$100.00 for a maximum of 17 hours of work is payable in the form of a check made out jointly to the Tax Offset Program Participant and the Teller County Treasurer.

2005-2006 DISTRICT GOALS...

- Maintain and celebrate areas of positive momentum seen in student achievement, while addressing areas of concern and understanding how student achievement will be improved in those areas.
- Restore excellence and trust to the Board-Superintendent Team Relationship and restore a positive climate in the school district and community.
- Plan for expected decline in district finances and study the options for allocation of limited funds.
- Create a positive transition plan for the change in the Woodland Park School District Board of Directors and Superintendent.
- Support public education through participation in determining CASB's legislative agenda, creating an awareness of legislation impacting public education, and actively advocating for effective public policy at the local, state, and national level.

Board of Education 2005-2006

Laurie Glauth, President

Rick Wetzel, Vice-President

Rob Hunt, Secretary

Amy Nieman, Director

Dr. Steve Poppaw, Director

Woodland Park School District Re-2

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