

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Ms. Jeri Dye Lynch

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

Official School Name Pinecrest Schools

(As it should appear in the official records)

School Mailing Address 14111 Sherman Way

(If address is P.O. Box, also include street address.)

Van Nuys

California

91405-2427

City

State

Zip Code+4(9 digits total)

County Los Angeles

State School Code Number\* 19647336963102

Telephone (818) 988-5554

Fax (818) 782-8837

Web site/URL www.pinecrestschools.com/vannuys

E-mail jdlynch@pinecrestschools.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Mrs. Lisa Glenn

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

District Name Private school within LAUSD

Tel. (818) 986-2470

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Rob King

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature) \_\_\_\_\_

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 0 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

### 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. 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	16	8	24
K	24	19	43	8	7	15	22
1	22	16	38	9			0
2	13	22	35	10			0
3	21	18	39	11			0
4	11	14	25	12			0
5	13	18	31	Other			0
6	19	9	28				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>285</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 7  | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 9  | % Hispanic or Latino               |
| 75 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year   1   %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	2
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	1
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	3
<b>( 4 )</b>	Total number of students in the school as of October 1	285
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.01
<b>( 6 )</b>	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: \_\_\_\_\_ %
- \_\_\_\_\_ Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_

Specify languages:

9. Students eligible for free/reduced-priced meals:   0   %

Total number students who qualify: \_\_\_\_\_

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: \_\_\_\_\_ %  
 \_\_\_\_\_ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impairment
_____ Deaf-Blindness	_____ Specific Learning Disability
_____ Emotional Disturbance	_____ Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ Visual Impairment Including Blindness
_____ Multiple Disabilities	

11. Indicate number of full time and part time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	2	_____
Classroom teachers	19	_____
Special resource teachers/specialists	6	_____
Paraprofessionals	9	_____
Support Staff	15	5
Total number	51	5

12. Average school student-classroom teacher ratio, that is, the number of \_\_\_\_\_ 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	94 %	93 %	93 %	94 %
Daily teacher attendance	99 %	99 %	98 %	99 %	98 %
Teacher turnover rate	7 %	7 %	6 %	8 %	6 %
Student drop out rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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Welcome to Pinecrest School in Van Nuys, California, home of the Bulldogs. Pinecrest Van Nuys is the first of eleven Pinecrest campuses. Edna Mae Dye, an Iowa school teacher and the school's founder, saw a need for a traditional school program and opened the first school in 1951. The Van Nuys campus is the flagship school, and just celebrated its 56th year! The combined locations of the current schools comprise one of the oldest and largest non-sectarian, co-educational private school systems in California. Pinecrest Schools are accredited through National Independent Private School Association (NIPSA).

Pinecrest Van Nuys ('Pinecrest') is located on 7 acres in the heart of the San Fernando Valley. The campus features a football/soccer field, two pools, handball courts, several basketball courts including a Sports Court, taekwondo/dance studio, art room, a computer lab, a science lab and a library. Breakfast and lunch are served in the multi-purpose cafeteria/auditorium ('Cafetorium'). There is also a student store for books and supplies and a uniform store for uniform items and P.E. clothes. Professional development programs are maintained in the cyber cafe which was added this year for faculty.

Current enrollment is 285 students in kindergarten to 8th grade, with an additional 155 in toddler kindergarten. There are approximately 15 students per class. Students come not only from the Van Nuys area, but also from the surrounding communities within a 30 mile radius. The students represent a balanced and stimulating mix of social, economic, ethnic and cultural backgrounds.

Pinecrest's academic program includes a required set of courses in reading, mathematics, science, social studies, foreign language, the arts, technology, physical and character education. Our teachers are selected not only for their education and classroom experience, but also for their energy, enthusiasm and ability to encourage a love of learning. There is a good combination of new teachers and those who have been at Pinecrest 20 years and more.

The elementary and middle school years are full of discovery and intellectual transformation. Beyond the required curriculum, students may take advantage of various after-school programs, such as Art, Drama, Music (private and group lessons in various instruments), Tae Kwon Do, and Dance (jazz and ballet). Middle school students are offered quarterly electives that vary and have included courses in Introduction to Law, Cooking, Fishing, Ballroom Dancing, Finance, Life Skills and Yoga. Scout groups currently based at Pinecrest are Cub Scouts, Daisies, Girl Scouts, and Junior Girl Scouts.

Pinecrest belongs to the San Fernando Valley Private School League. Grades 4 and up participate in three seasons of interscholastic sports each year. Sports selected by the League include flag football, soccer, softball, basketball, volleyball and occasionally baseball. A sports awards banquet at the end of the year recognizes the accomplishments of each team and spotlights outstanding athletes and coaches.

Admission to Pinecrest is by invitation, based on a student's ability and motivation to thrive in our accelerated program. At Pinecrest, we believe in the ideal of educating the whole child and seek to do so with a sincere desire to work both within the classroom and the school, as well as those who extend beyond the school to citizenship and respect for others. An interview with the child and parent is necessary before a student can be considered for admittance. We believe it is very important that the school form a partnership with parents and student for the optimum learning experience for each child. Pinecrest does not discriminate on the basis of race, religion, ethnic background or national origin.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In anticipation of meeting high academic standards, Pinecrest looks forward each year to receive standardized test results for our students. Although these are not the only evidence of a school's achievement, Pinecrest considers these results to be a good objective tool to use in evaluating a success. When the results come in June, administration examines the reports from every angle. Comparisons are made to scores from previous years and it is determined whether the standard and what achievement was made beyond them. Results are then given to the faculty who examine and makes recommendations for any changes in curriculum. Pinecrest wants to insure that each will be given the maximum opportunity to succeed and reach his or her potential.

The Stanford 10 Achievement Test is a norm-referenced test that Pinecrest administers to students. Norms of this test compare Pinecrest students with other students nationally who tested around the same time. Several different types of norm-referenced scores are provided, including the national percentile. When comparing our school scores to the national norms we found that Pinecrest Van Nuys is within the top ten percent in the nation. Grade eight proudly shows five percentage points higher than the 10% standard in reading and 21 points higher in math!

The assessments are measuring student progress as well as the effectiveness of the instruction with regard to grade level skills, which relate to standards. Grade level profiles have these areas broken into below average, average, and above average. While many of the students scored in the above average range in reading and math in 2007, we continue to work on ways to bring all of our students to the Average range through curriculum adjustments and evaluation of teaching strategies. Although students may learn more slowly, no student is excluded from testing. Individual profile data allow us to work with the slower students to maximize their learning potential. Testing data from 2007 show that our curriculum to be in alignment with the standards and the achievement at a high level.

Although standardized assessment is an important objective tool used to indicate broad areas of strength and weakness in the curriculum, it is not the only focus at Pinecrest. The teachers do not plan to teach students how to take the test. Instead, they teach to meet the standards and exceed them. Each child's potential will be maximized. Whether that instruction involves a 4th grade class putting a liter of Coke to see a chemical reaction or a kindergarten grade class celebrating Cinco de Mayo by making tortillas, the objective will always be to excite the children about learning. Pinecrest has teachers who are committed to the education of the whole child. The excitement they bring to the classroom stimulates the students to achieve at a higher level which is evidenced in the test results. Our 8th grade graduating classes has scored in the national top ten percentile for the last three years in reading and math. This tells us that these students are well prepared for high school.

### 2. Using Assessment Results:

Pinecrest believes that all students should receive timely feedback in their school learning experience. Classroom teachers complete evaluations regularly as part of their ongoing assessment of learning concepts. This is part of our curriculum mapping. The mapping includes the California State Standards applied to our curriculum texts along with enhancements. Teachers meet weekly at grade level to plan ways to execute curriculum effectively. Student progress and disparity are discussed regularly to adjust student grouping.

Ongoing portfolios are kept to monitor the academic development of each student. Writing samples are continually evaluated to judge progress in skill mastery and fluency. A special resources teacher collaborates with the classroom teacher to make sure the upper grade students have the necessary grammar and writing principles for essays and written assignments.

Standardized testing is given to all grade levels in early May. The data from this assessment tool help determine areas of strength and weakness in our curriculum. Teachers meet to discuss the results and to use them to make any adjustments to curriculum that may be needed. Individual results are determined in order to devise plans for maximizing each student's learning experience. New entrants to Pinecrest are screened for placement by administering a test, which assesses their skills in the areas of reading, math and language. This enables the school to best place the student to meet their needs.

### 3. Communicating Assessment Results:

Communication of student performance is accomplished through many different means. Pinecrest believes that a child's educational success is best achieved by a working partnership between the school and the parents. Parents receive written report cards at the end of each ten week grading period as an interim five week progress report. The school policy is that any test scored below a 'C' is signed by the parents and returned. We strive to keep parents informed of their student's level of achievement. Remediation is done as quickly as possible.

In lower grades, work packages are sent home on Monday to let the parents know about assignments, tests and reports. The upper graders write their assignments in a daily planner and take home assignments to parents regarding upcoming schoolwork or activities. Upper grade teachers record and update assignments on our website at [www.pinecrestschools.com/vannuys](http://www.pinecrestschools.com/vannuys). Notes, phone calls and emails are important in communicating missing work, student information or areas of concern. The principal has an open door policy for students, parents and teachers. Mandatory parent conference meetings are held in February of each academic year for all grades.

Results of the yearly Stanford Achievement Tests that are given in May are sent to parents. Conferences are arranged between parents, the teacher and principal to go over areas of the test that show a weakness in a particular skill. The parent is shown a plan for improving that weakness. Grade-level scores are posted on our website and given out in our information packets.

Middle school students take a mandatory high school preparedness class in which they perfect test-taking skills for high school, learn how to interview for the high school of their choice and what high school placement tests they will have to take.

#### **4. Sharing Success:**

Teachers and administrators believe that there are many ways to learn. Student success goes hand in hand with teacher and administration willingness to learn new approaches and techniques. This is achieved by sharing with others in-house as well as going to workshops and seminars and presenting at other schools.

Teachers are encouraged to take continuing education seminars and routinely share the data and information gathered with their peers at both this campus and our other 10 Pinecrest schools. Invitations to attend our monthly staff in-service events, which frequently feature presentations from staff members, are routinely extended to other Pinecrest campuses. Principals attend various meetings with other administrators and conferences and workshops. Sharing the successes of others with our faculty further our scope of knowledge and practices as well. Meetings with the other Pinecrest Schools and local private schools provide an ongoing communication between the schools. As part of a private league, we also communicate with other schools on a regular basis regarding not only sports but other topics that affect all of us both on an academic and social level. As a member of the Positive Character Alliance, Pinecrest also shares the ideals it has regarding Character and Sportsmanship.

Community relationships with California State University at Northridge and Pierce College as well as accreditation with NIPSA enable us to allow student teachers to observe teachers and students in the classroom. Sharing our successful methods with budding teachers is important. We also keep a strong relationship with our local public schools so that we may attend their workshops and share ideas about curriculum and teaching methods that work. Pinecrest also shares their success through the school newspaper, our website and community publications such as the Daily News or L.A. Times.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Pinecrest has a strong core curriculum that gives students a foundation for transitioning from primary elementary to middle school. Teachers, administrators, and the Executive Director of Education for Schools review it continuously.

**English Language Arts-** All students participate in reading, spelling, grammar and creative writing on a daily basis. Children in the primary grades study phonics as well. Texts used include anthologies of literature in addition to writing journals. First through third grade develop dictionary skills. Fourth grade children learn research skills. All children have the opportunity to develop oral language skills from 'show and tell' to the youngest students to speech and debate with our upper grades. Fourth through eighth grades compete in the Scripps spelling bee.

**Mathematics-** Computation and problem solving are part of the math program. Students in kindergarten through third grade develop concepts by using manipulatives. Computation skills are applied to problem solving techniques. Technology is used on a school-wide basis. Math is also integrated into other curriculum areas. Mathematics in middle school has been developed expressly to prepare students for the high school level. Our Honors Algebra course offers qualifying eighth graders a solid preparation for high school algebra, immersing them in algebraic properties and equations.

**Social Studies-** Students participate in the study of their world, its people and communities, geographical features and physical properties. All grade levels use the Weekly Reader or the daily local newspaper. Children in grades kindergarten through eight use a textbook to target specific areas of study. Students in all grade levels participate in field trips that engage them in the study of their community. Fifth grade students participate in projects and speeches for the annual State Fair. The student body joins in fund-raising for worthy causes such as Jump Rope for Heart (supporting the American Heart Association), The San Fernando Valley Rescue Mission, Starlight Foundation, and El Monte Police Toy Drive. NAESP granted Pinecrest the National Student Council award for the past 5 years.

**Science-** All students are engaged in a study of their world through observation and experimentation. Science includes notation and discussion of observations, formulation of hypotheses, testing ideas and making conclusions. Middle school science focuses on life, earth and physical sciences respectively. Each school student presents a project to the school community at the annual Science Fair.

**Foreign Language-** All students study Spanish from preschool through eighth grade. The children in all grades develop oral speaking skills, build vocabulary and conjugate verbs by fourth grade. They develop an oral sense of the language syntax. Our program exceeds the standards for foreign language.

**Art-** Art instruction is provided once a week. Children are encouraged to express themselves through two and three-dimensional projects. Additionally, they discuss art history and learn artistic style as well as famous artists. Students have been honored through Crayola Inc. for their achievement.

**Music-** Music is offered once a week. In first grade, music textbooks are added in order for students to become acquainted with musical notation. As children advance in this knowledge, they study the works of great composers and begin a study of music theory. In third grade recorders are added to emphasize pitch and musical notation. In fourth grade they may sign up for a band instrument.

**Computer Science-** Children go to the computer lab weekly. A computer specialist instructs our students on the use of different components of the computer. As children advance in age and coordination, they learn to use the keyboard and different processing programs. Middle school students develop their Power Point presentations and learn HTML to create their own pages.

**Physical Education and Health-** Students participate in P.E. classes taught by specialized instructors. Physical strength and coordination is developed through exercises and team games. We participate in the FitnessGram Program and evaluate student progress according to its criteria and state standards. Health is taught by the classroom teacher and covers nutrition, body systems, safety, and drug awareness.

### 2a. (Elementary Schools) Reading:

Beginning with junior kindergarten students, strong emphasis is put on the study of phonics as a primary decoding tool. The development of fluency with the alphabet and later in oral reading is also a major goal. Through reading selections from published works and their own writing the students develop a significant

vocabulary. Pinecrest encourages small group instruction in leveled reading groups in Kindergarten grades 1-3. Teachers focus on practicing decoding and other word attack skills.

As children gain fluency, they are exposed to comprehension and other skills such as sequencing, summarizing, and predicting. We continue at each level to read to the children as part of modeling and voice inflection. Oral reading then helps to improve expression while providing a shared way of literature.

To expose the students to different kinds of literature, each class visits our library weekly. This library experience will eventually help them develop their reference skills. Classroom teachers encourage students outside the classroom with programs such as 'The Book It' program sponsored by Pizza Hut. They give the students a chance each month to order from book clubs. The school sponsors two book fairs each year to give the parents and students a chance to buy inexpensive books for outside reading. Students are encouraged to keep journals and share creative writing pieces with the class. All of these things help to develop a love of reading and the mastery of necessary skills needed to become lifelong readers.

## **2b. (Secondary Schools) English:**

Middle School English covers types of sentences, simple and compound subjects and predicates. Each grade reviews different forms of writing as well as the writing process. The students maintain writing journals and begin essay composition from literary selections. Seventh grade reinforces sentence types and spotlights vocabulary building and punctuation review. The study of identifying metaphors, analogies, relationships and content area vocabulary is included in seventh grade curriculum. Eighth grade reviews the writing process via autobiographical writing, then continues with sentences, paragraphs and composition. The students create compositions that establish a coherent thesis and end with a clear and well supported conclusion.

Pinecrest also offers eighth grade an Advanced Literature course which explores a higher level of preparation for high school. Such classics as 'To Kill a Mockingbird,' 'Heroes, Gods and Monsters' and 'Of Mice and Men' are analyzed and discussed. Compare and contrast essays are written based on literary works.

## **3. Additional Curriculum Area:**

In keeping with the ideal of educating the whole child, Pinecrest believes that character and citizenship should be developed along with academic achievement. The teachers and support staff in assist students to develop their character traits to the best that they can be. Children need to be well rounded to find a sense of worth in themselves and in others.

Informally, this is accomplished through daily interaction that stresses good manners, kindness and respect on the playground during playtime and recesses. In P.E. class, children can practice good sportsmanship and experience teamwork. More formally, in the classroom, children are exposed to several different curricular resources to assist them in attaining the ideals of good citizenship.

All students from junior kindergarten through eighth grade participate in the B.E.S.T. program (Build Esteem In Students Today), published by the Institute for Human Resource Development. In this program the ideals of good character are featured monthly in each class. These character traits include courage, responsibility, caring/sharing, goal setting, honesty, health and prevention, conflict, feelings, and respect. This program encourages children to write, read, role-play and discuss each of the character traits. When it is appropriate to do so, our children go out into the community in an effort to help others. For example, our children are active in recycling in our neighborhood, and they regularly collect non-perishable food items for donation to our local food bank. Our Student Council, known as the Honor Guard has won many awards for their service to the community. For the last 5 years, the Pinecrest Van Nuys Honor Guard has received the Honor Student Council School of Excellence from the NAESP.

## **4. Instructional Methods:**

Teachers at Pinecrest use a variety of instructional methods to maximize student achievement at all levels. Our youngest students, who have the shortest attention spans, have fewer minutes of direct instruction and a more intensive manipulative and practice phase. Direct instruction often includes small group instruction (i.e. reading groups) on a very intensive level with a supervised practice phase included in the instruction. Children at all levels in our school are grouped for ability to maximize differentiation of learning.

All teachers at Pinecrest try to maximize the effectiveness of their instruction by including large amounts of 'experiential' time, especially in the areas of math and science. They are careful to include open-ended questioning as part of their lesson strategy and to make sure that supervised practice is part of learning.

Hands on activities are widely used by teachers, especially in math and science. Homework is given at all levels, to ensure proper follow-up and reinforcement of the day's work. Critical thinking is taught and encouraged at all levels.

Teachers give all students opportunities for non-linguistic representation of knowledge, through pictures and physical model making at the earliest ages, to graphic organization for older students. Cooperative grouping is another instructional tool used by teachers at appropriate age levels. Peer tutoring is encouraged.

All teachers take every opportunity to present materials in ways that address all learning modalities. Pinecrest is careful to be sensitive to any visual or auditory needs. Teachers organize their classrooms carefully to meet children's needs, and are flexible in modifying the learning environment and the instruction to suit the learning needs of the children.

#### **5. Professional Development:**

Professional development at Pinecrest starts on our own campus. Grade levels meet each week to continually align curriculum, address student's needs, and share ideas. Once a month the teaching administration meet for an in service or workshop and to make plans for the upcoming months. More experienced teachers are able to help those who may need encouragement and newer teachers offer creative ideas to share.

Teachers are encouraged to attend outside workshops and in-services as well. Teachers get together with staff from other Pinecrest Schools to share ideas and collaborate. Professional opportunities are given to teachers on a regular basis and discussed at our meetings. Teachers are given the opportunity to choose the type of workshops they would like to see offered. Opportunities for improving teaching methods, understanding student learning styles, and strategies for reaching each student are available for teachers to benefit from. Teachers who attend off-campus workshops present the information they receive at staff meetings and at other schools if possible. Conferences sometimes provide excellent material with the information.

Administrators are also encouraged to attend professional development workshops. These are better than teacher observations and in leading curriculum discussions as well as giving teachers support and encouragement. Administrators from all the Pinecrest schools meet regularly to discuss and encourage professional development. The desire to improve and be the best we can benefit our students and parents who are supportive of our goals. The value of this collaboration is shown in the test results.

## PART VI - PRIVATE SCHOOL ADDENDUM

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.*

1. Private school associations(s):

National Independent Private Schools Association; San Fernando Valley Private School League; Association of Supervision and Curriculum Instruction;

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes \_\_\_\_\_ No X

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>7255</u>	\$ <u>7285</u>	\$ <u>7355</u>	\$ <u>7355</u>	\$ <u>7485</u>	\$ <u>7485</u>
K	1st	2nd	3rd	4th	5th
\$ <u>7635</u>	\$ <u>7710</u>	\$ <u>7710</u>	\$ _____	\$ _____	\$ _____
6th	7th	8th	9th	10th	11th
\$ _____	\$ _____				
12th	Other				

4. What is the educational cost per student? \$ 4875  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ \_\_\_\_\_

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

## FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 8 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May		
<b>SCHOOL SCORES*</b>					
Total Score	77	72	61		
Number of students tested	13	28	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 8 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May		
<b>SCHOOL SCORES*</b>					
Total Score	91	80	76		
Number of students tested	13	28	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 7 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	83	84	66	66	
Number of students tested	17	17	32	17	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 7 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	90	91	74	76	
Number of students tested	17	17	32	17	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 6 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	72	64	70	64	
Number of students tested	27	26	30	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 6 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	79	77	85	64	
Number of students tested	27	26	30	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 5 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	50	77	69	65	
Number of students tested	31	29	35	33	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 5 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	62	82	77	78	
Number of students tested	31	29	35	33	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 4 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	72	58	67	60	
Number of students tested	31	30	34	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 4 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	71	63	77	77	
Number of students tested	31	30	34	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 3 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	71	69	65	78	
Number of students tested	33	38	35	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 3 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	78	72	79	86	
Number of students tested	33	38	35	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 2 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	60	60	66	62	
Number of students tested	39	43	41	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 2 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	57	50	65	70	
Number of students tested	39	43	41	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 1 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	70	63	77	88	
Number of students tested	38	52	54	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade 1 Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	80	75	81	92	
Number of students tested	38	52	54	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade K Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	93	95	95	95	
Number of students tested	51	61	68	75	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Math Grade K Test Stanford Achievement Test

Edition/Publication Year 2003 Publisher Harcourt Assessment Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
Total Score	86	85	85	86	
Number of students tested	51	61	68	75	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					