

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 Dr. Stuart Prescott Payne

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

Official School Name Northwood Elementary School

(As it should appear in the official records)

School Mailing Address 28 Carson St.

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

Irvine

California

92620-3313

City

State

Zip Code+4(9 digits total)

County Orange

State School Code Number* 30736506100861

Telephone (949) 936-5950

Fax (949) 936-5959

Web site/URL http://www.iusd.org/nw/

E-mail spayne@iusd.org

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 Dr. Gwen Gross

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

District Name Irvine Unified School District

Tel. (949) 936-5000

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 Ms. Carolyn McInerney

(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

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: _____ 22 Elementary schools
 _____ 5 Middle schools
 _____ 0 Junior High Schools
 _____ 5 High schools
 _____ 1 Other
 _____ 33 TOTAL
2. District Per Pupil Expenditure: _____ 7926
 Average State Per Pupil Expenditure: _____ 7229

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 7 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			0
K	41	33	74	8			0
1	35	35	70	9			0
2	46	44	90	10			0
3	41	23	64	11			0
4	39	37	76	12			0
5	42	40	82	Other			0
6	27	40	67				
TOTAL STUDENTS IN THE APPLYING SCHOOL							523

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 48 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 13 | % Hispanic or Latino |
| 34 | % 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 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	523
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 25 %
- | | |
|-----|---|
| 131 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented 19

- Specify languages:
- (1) Arabic
 - (2) Assyrian
 - (3) Cantonese
 - (4) Farsi (Persian)
 - (5) Gujarati
 - (6) Hindi
 - (7) Japanese
 - (8) Khmer (Cambodian)
 - (9) Korean
 - (10) Mandarin (Putonghua)
 - (11) Other Non-English Language
 - (12) Pashto
 - (13) Pilipino (Tagalog)
 - (14) Russian
 - (15) Spanish
 - (16) Taiwanese
 - (17) Thai
 - (18) Urdu
 - (19) Vietnamese

9. Students eligible for free/reduced-priced meals 11 %
- | | |
|------------------------------------|----|
| Total number students who qualify: | 58 |
|------------------------------------|----|

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: $\frac{12}{62}$ %
 Total Number of Students Serve

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

<u>5</u>	Autism	<u>4</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>11</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>37</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>5</u>
Special resource teachers/specialist	<u>2</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>16</u>
Support Staff	<u>2</u>	<u>6</u>
Total number	<u>26</u>	<u>30</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	94 %	94 %	93 %	94 %	94 %
Daily teacher attendance	93 %	94 %	94 %	94 %	93 %
Teacher turnover rate	31 %	13 %	18 %	0 %	9 %
Student drop out rate (middle/high	%	%	%	%	%
Student drop-off rate (high school	%	%	%	%	%

Please provide all explanations below

In 2006-2007, Northwood Elementary experienced a higher than normal teacher turnover rate. This was an unusual year because seven teachers left our school. The reasons for leaving are as follows: one teacher adopted an infant and went on maternity leave, one

teacher retired, one teacher left the state due to her husband's job transfer, one teacher became a Resource Specialist at another site in our district, one teacher transferred to another school in the district after teaching for more than 20 years at Northwood Elementary, and two teachers were released from our district. Elementary, and two 2 teachers were released from our district.

PART III - SUMMARY

A Snapshot of Northwood Elementary School: Located in Irvine, California, Northwood Elementary School serves 523 students, kindergarten through sixth grade, in the heart of suburban Orange County. Established in 1980, Northwood Elementary is a Title 1 school that serves a veritable United Nations of students, with 25% of our students designated as Limited English Proficient, representing 19 different languages. Students receiving special education services constitute approximately 12% of the total student population. Our staff is extremely resourceful, doing more with less, such that the State per Pupil Average Expenditure is \$ 9,538, while our District per Pupil Average Expenditure is only \$ 7,926. Over the past decade our Academic Performance Index (API) has shown continuous improvement, climbing from 790 in 1999, to 888 in 2007, a growth of nearly 100 points. Northwood Elementary became a California Distinguished School in 2002, a testimony to the devotion of Northwood's talented teachers, diligent students, and caring community.

Mission: At Northwood Elementary School, our dedicated teaching staff, hardworking students, and supportive parents hold high expectations for student success. Our mission statement answers the question, 'Why do we exist?' and speaks to our high expectations: 'Our Mission is to prepare our students to face the challenges of the future and become their best selves.' The first part of our mission statement (preparing our students to face the challenges of the future) addresses the need to provide our students the knowledge base and critical thinking skills they need to succeed in a rapidly changing world. The second part our mission statement (becoming their best selves) speaks to our necessity to nurture ethical and socially responsible citizens. By holding steadfast to our mission, we ensure that our students' future will be bright and full of promise.

Vision: In determining our school vision, we asked ourselves the question 'What kind of school do we wish to become?' To create our vision, we enlisted the help of students and parents to join with our teachers in crafting a vision for our future. After bringing all stakeholders to the table, three main areas of focus emerged from our visioning process: (1) Fostering a Love of Learning, (2) Valuing Individuals, and (3) Enriching Learning. We continuously foster a love of learning in our school by (a) celebrating accomplishments, (b) motivating student success, (c) teaching with enthusiasm, and (d) giving students meaningful project-based learning tasks. We enrich learning by (a) creating after-school intervention programs, (b) establishing interest-based clubs, (c) utilizing computer-aided programs, and (d) fostering community service oriented activities. To value individuals we (a) promote character values, (b) praise effort and recognize good work, (c) differentiate instruction, and (d) promote personal goal-setting. As a community of learners, we constructed a compelling picture of what Northwood Elementary could be, and by working together as parents, teachers and students, we have taken our school from good to great. As Eleanor Roosevelt so eloquently stated, 'The future belongs to those who believe in the beauty of their dreams.' At Northwood Elementary school, we truly believe in the beauty of our dreams.

No Child Left Behind: Northwood Elementary embodies the spirit of No Child Left Behind by: (a) identifying all students with learning difficulties, (b) providing research-based interventions to help those with learning difficulties improve, (c) using proficiency data to measure learning levels, (d) setting individualized learning goals, and (e) continuously improving instruction. In so doing, we help our students achieve their highest human potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Northwood Elementary School's Academic Performance Index (API) is determined by California's Standardized Testing and Reporting (STAR) statewide testing program. Each spring, California students in grades 2 through 11 are mandated to take a series of tests that comprise our state's STAR program. California's STAR testing program consists of two types of assessments: (1) the California Standards Test (CST), a criterion-referenced multiple-choice test designed to match the state's rigorous academic content standards for each grade level, and (2) the California Achievement Test, Sixth Edition (CAT-6), a multiple choice norm-referenced test. The CST is a standards-based test which indicates the degree to which a student has mastered the content standards for a given grade level, while the CAT-6 is a performance-based test, demonstrating how a student has performed in relation to his/her peers. In addition to the CST and CAT-6 assessments, fourth graders in California are given the STAR Writing test and fifth graders are given the CST Science Test.

The Academic Performance Index (API) represents the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA), and measures the academic performance and growth of schools on a variety of academic measures, including English-Language Arts and Mathematics. API outcomes are part of the Accountability Progress Reporting System (APR) for reporting both state and federal standardized testing results. In California, the minimum growth target is five points per year until the school approaches an API score of 800. The California API score is compiled annually and is based on a numeric scale from 200 to 1,000. In 1999, the year that California's PSAA went into effect, Northwood Elementary had an API score of 790; currently, Northwood possesses an API score of 888, well above the California State average; nearly 100 points above our original API eight years ago. In other words, the Northwood Elementary School staff and community have embraced the school accountability movement as an opportunity to improve teaching and learning. By holding high expectations and working together, we have made appreciable gains in the academic progress of our students. Information on California's Standardized Testing and Reporting (STAR) statewide testing program can be found at <http://www.cde.ca.gov>.

On the 2006-2007 California Statewide API Ranking (which ranges from 1 to 10), Northwood Elementary School's API ranking was a 10, meaning that our API fell into the top 10% of all schools in the state with a comparable grade range, meeting both our 2007 school-wide and subgroup growth targets. State API subgroups are numerically significant subgroups defined as having at least 100 students in the group who have valid test scores. Subgroups at Northwood Elementary School include: (1) Asian, (2) White, and (3) English Language Learners. While the overall API Ranking was an 888, subgroup API ranks were as follows: Asian, (930) White (878), and English Language Learners (855), all well above the statewide API goal of 800 for all schools. According to statistics from the California Department of Education, Northwood Elementary (NE) students consistently perform far above the State Average (SA) with respect to proficiency levels on the 2007 CA CST in English Language Arts in all elementary grade level comparisons: Grade 2 (NE=71%, SA=48%), Grade 3 (NE=61%, SA=37%), Grade 4 (NE=88%, SA=51%), Grade 5 (NE=80%, SA=44%), Grade 6 (NE=86%, SA=42%). The same holds true for Mathematics, in all elementary grade levels, Northwood Elementary (NE) students perform well above the State Average (SA): Grade 2 (NE=65%, SA=59%), Grade 3 (NE=81%, SA=58%), Grade 4 (NE=81%, SA=56%), Grade 5 (NE=73%, SA=49%), Grade 6 (NE=75%, SA=42%). In longitudinal year-on-year comparisons with California State CST averages, Northwood Elementary students score consistently higher. Additionally, Northwood CST scores have experienced strong and sustained growth over the past four years. This surge in our API is attributable to several factors: (1) a focus on teacher collaboration, (2) a focus on research-based best practices, and (3) using data to continuously improve learning.

2. Using Assessment Results:

At Northwood Elementary, we use a variety of assessment data to better understand our students and improve student performance. In addition to State assessments such as the California English Language Development Test (CELDT), the California's Standardized Testing and Reporting (STAR) statewide testing program, the California Standards Test (CST) and the California Achievement Test, Sixth Edition (CAT-6), we use numerous District and local assessments to measure student progress at Northwood Elementary. In the area of English Language Arts (ELA), K-6 District and local assessment data includes: Literacy Performance Assessment, Phoneme Segmentation Test, Dynamic Indicators of Basic Early Literacy Skills, Oral Text Reading Levels, Basic Phonics Skills Test (BPST), San Diego Quick Test, Running Records, informal observations, Houghton Mifflin unit tests, Irvine On-Line Assessment (IOLA) District Tests,

Comprehensive Assessment of Reading Strategies (CARS), Reading Counts tests, Scholastic Reading Inventory assessments, Wordly Wise, publishers' pre / post tests, and teacher developed assessments. In the area of Mathematics, K-6 District and local assessment data includes: McGraw Hill Unit Assessments, Math journals, Timed Fact Tests, Irvine On-Line Assessment (IOLA), Comprehensive Assessment of Math Strategies (CAMS), publishers' pre / post tests, teacher developed assessments, and teacher observations.

Such a vast array of assessments provides our teachers with multiple measures that help determine each student's strengths and areas of academic concern, but simply collecting data is not enough; it is what our teachers do with the data that is remarkable. At the beginning of each school year, the staff convenes to look at STAR data from the most current state testing cycle to examine areas of growth and areas of concern in the areas of English Language Arts and Mathematics. After comparing school test results with State and District results, teachers break out into grade-level teams to collaborate on grade-level SMART goals for the upcoming year. SMART stands for Specific, Measurable, Attainable, Realistic, and Timely. After setting grade-level SMART goals, teachers work individually to set personal SMART goals, which they share with the principal. On a formal basis, teachers meet every Wednesday for weekly grade-level planning meetings for 1 1/2-2 hours. During these meetings, teachers collaborate to design curricular maps for the year, discuss district testing results, share lesson plans, share materials and information from in-services/conferences, develop curriculum, discuss the progress of individual students and identify students in need of interventions. Additionally, the whole staff meets on a monthly basis to develop the components of our Professional Learning Community (PLC). Grade-level representatives also convene on a monthly basis at our Instructional Leadership Team (ILT) meetings. Our ILT is tasked with identifying ways to improve learning for all students at Northwood Elementary.

3. Communicating Assessment Results:

The staff at Northwood Elementary School communicates student performance to our parents, students, and community from A-Z, in a variety of ways. In a formal sense, teachers communicate with parents in the following ways: (a) weekly Northwood Highwheeler communication folders, (b) monthly student work completion notices, (c) Trimester progress reports, (d) Trimester report cards, (e) October Goal setting conferences, (f) Back to school Night, (g) Open House, (h) Individualized Educational Plan (IEP) meetings and updates, (i) behavior plans, (j) trimester awards assemblies, (k) weekly teacher newsletters, (l) reading logs, (m) Student Study Teams (SST), (n) School Newsletter, (o) auto-dialer system, and (p) daily planners requiring parent signatures. In an informal sense, teachers use a number of strategies to communicate student performance to parents via: (q) emails, (r) phone calls, (s) face-to-face meetings, (t) letters home, (u) website postings, (v) school marquee, (w) press releases in the Orange County Register, (x) home visits, (y) monthly Family Fun Nights, and (z) Highwheeler postcards.

Other venues for communication regarding student performance involve formalized opportunities for parents to share in the governance and direction of the school. Examples of representative bodies that exist for parents at our school include: the Parent Teacher Association (PTA), the School Site Council (SSC), the Title 1 Parent Group, and English Language Advisory Council (ELAC). Elected student representatives participate on the Student Council, organizing Spirit Days and community service events such as food drives. By building bridges with our community, Northwood families remain connected.

4. Sharing Success:

The teachers at Northwood Elementary share their educational expertise and professional successes with colleagues from other schools on an ongoing basis. Our teachers collaborate with other schools in a variety of venues to set direction for our district and enhance the learning experiences of the students in our district. Some of the formal ways that teachers contribute to improving teaching and learning in our district is by serving as representatives on a number of committees, councils, and forums. Such venues include the Teacher Advisory Forum, a round-table committee of teachers that meets with the Superintendent to communicate site-level needs and share ideas that improve instruction. We also have teachers who participate as mentors in the Beginning Teacher Support and Assessment (BTSA) program which helps our district's newest teachers develop the knowledge and skills that are necessary to succeed in the classroom. Some of our experienced teachers serve as Master Teachers, bringing new teachers into the profession by training Student Teachers from various universities in our region.

Representatives from Northwood Elementary also participate on the Irvine On-Line Assessment (IOLA) Steering Committee to develop district-wide web-based assessments that are used to measure student performance across grade levels throughout the district. Northwood's Read 180 Coordinator piloted the innovative Read 180 reading program at our site then traveled to other schools in our district to assist

colleagues in the implementation of the program and give tutorials. Our Gifted and Talented Education (GATE) Coordinator collaborates with other GATE certified teachers in our district to develop and implement learning materials for our GATE cluster and magnet programs. Other representatives that represent Northwood Elementary at the district-level are our English Language Development (ELD) Committee Representative, our Science Representative, our Title 1 Site Coordinator, our Irvine Teacher's Association Representative, our Irvine Junior Games Representatives, and our Textbook Adoption Committee representatives.

Our elementary music staff is considered to be one of the finest groups of music educators in all of Southern California. Many of the teachers provide workshops and clinics on the county and regional levels for other music educators. Their skills and dedication have helped to sustain one of the finest elementary music programs in Southern California. Many of them are active professional musicians.

Enough can't be said about the contributions that the Northwood Elementary staff makes to the benefit of colleagues throughout the district. These benefits translate into enhanced pedagogy and improved learning for teachers and students. The staff in our Professional Learning Community understands that education requires a lifelong commitment to improvement, and that it is necessary for educators to continuously develop our craft to meet the challenges of an ever-changing educational landscape. For these reasons, we will continue to seek out, master, network, and share best practices with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All students who attend Northwood Elementary School receive a comprehensive education that is aligned with the California Content Standards and the California State Frameworks in all academic areas. Teachers at Northwood ES use state-approved curricular materials and textbook adoptions to ensure that core curricular materials prepare students to become proficient in the core areas of Reading, English-Language Arts, Social Science, Science, and Physical Education. Additional areas of academic enrichment come in the areas of Art and Music. Monies to maintain Art and Music programs have been generously funded by contributions from the Irvine Public Schools Foundation and the Northwood Elementary School PTA. By creating a rigorous curriculum that adheres to high curricular standards and implementing best instructional practices, we ensure the success of all learners at our school.

Reading/Language Arts: Our Reading/English Language Arts curriculum is predicated on the Houghton Mifflin reading program in order to give students a comprehensive approach to literacy. Our core Reading/Language Arts curriculum includes: (1) Daily Oral Language, (2) Spelling, (3) Grammar, (4) Reading Comprehension/Strategies, (4) Vocabulary Development, and (5) Written Language/Paragraph Development. Other curricular materials that are used to enrich our Houghton Mifflin reading program include: Bellwork Language Ars, Mountain Language, Alphafriends, Zoophonics, SRA, Wordly Wise, Reading Counts, Scholastic Readers, Weekly Reader, McGraw Hill mini books, Open Court's Collection for Young Scholars Delta & Foss Readers, Rebecca Sitton Spelling Review, Read 180, Rigby and Wright Group reading books, Step up to Writing, and novels. This variety of content assures that all learners are sufficiently challenged, and that instruction is differentiated to accommodate the individual needs of each learner.

Mathematics: Northwood Elementary utilizes the McGraw Hill Mathematics for its core curriculum. Our curriculum is aligned with the California Content Standards. In the primary grades, emphasis is placed on the following foundational math concepts: Position, Direction, Number Sense, Sorting, Classifying, Patterns, Data, Graphing, Probability, Measurement, Geometry, Money and Time, Addition and Subtraction Concepts, Multiplication, Division Concepts, Fractions and Decimals. In the upper elementary grades, concepts grow in complexity and include: Adding and Subtracting Decimals, Introduction to Algebra, Functions, Multiplying and Dividing Decimals, Equations, and Inequalities, Statistics, Sampling, Rational Numbers, Perimeter, Area, Surface Area, Volume, and Percents. Mastering these key concepts provides students with a strong foundation in numeric competence. Math enrichment materials include Touch Math, Math their Way, ALEK Math, Orchard Math, United Streaming, and Anytime Math.

Social Science: The social science program at Northwood Elementary uses Scott Foresman at the primary levels (K-3), and Harcourt Social Studies for our upper grades (4-6). The Scott Foresman series illuminates both America's past and its present by covering a range of subjects that includes geography, culture, civics, government and economics. The Harcourt Social Studies program highlights people, places, and events that have impacted history. In addition to publisher's material, Northwood's teachers also supplement with Daily Oral Geography, field trips (e.g., Bowers Museum and Nixon Library), the Apple Valley Pioneer School Simulation, Walk Through California, Interact Gold Rush Simulation, California Gold videos, United Streaming, and historical novels.

Science: Northwood has a comprehensive K-3 science program that utilizes FOSS (Full Option Science System), a research-based science curriculum developed at the University of California at Berkeley. FOSS modules are correlated to California Content Standards, as well as to the National Science Education Standards (NSES). The FOSS science program gives students hands-on personal experiences with objects, materials, and organisms in order to understand the natural world. Such hands-on and minds-on experiences provide the foundation for concept development and produces complex thinking. Our upper-graders (4-6) utilize the Macmillan California Science series with Irvine Unified School District's Science Specialist Program. The upper grade science curriculum focuses on (1) Life Science, (2) Earth Science, and (3) Physical Science.

Art: Northwood has a vibrant Art curriculum which includes the Meet the Masters program sponsored by the PTA and a district-sponsored Art Specialist Program. Meet The Masters is an interactive multi-media art education program based on the lives and works of master artists such as Monet, Van Gough, and 40 other master artists. Meet The Masters is a 3-step learning system that includes: (1) an art history lesson, (2) an art technique exercise, and (3) an art activity in which the students create an original piece of work based on

the genre of a master artist.

Music: At Northwood, primary students receive music instruction for 40 minutes once every two weeks, while upper grade students receive two forty-minute music lessons a week. In fourth grade, each student has the option of either participating in the vocal music program or learning to play a string instrument (violin, viola, or cello). Fifth grade students may participate in either the vocal music program, continue to play a string instrument if they played one the previous year, or begin a wind instrument (flute, clarinet, saxophone, trumpet, trombone, or baritone). Sixth grade students are given the opportunity to participate in the vocal music program or continue with a more intensive study on their chosen instrument.

2a. (Elementary Schools) Reading:

We view reading as the quintessential academic skill that students need to master at Northwood Elementary, such that reading is the foundational skill upon which virtually all other subjects are predicated. With respect to textbook adoptions, Northwood Elementary regularly sends a delegation of teachers to participate in textbook piloting and textbook selection committees. Textbook adoptions in the Irvine Unified School District must: (a) be research-based, (b) be approved by the California Department of Education, (c) meet core standards for the curricular area, (d) be academically rigorous, (e) include valid assessment instruments, (f) include materials for differentiating instruction for high-ability students, students not yet proficient (SNYP), and English Language Learner (ELL) students. Predicated on these criteria, Northwood Elementary chose the Houghton-Mifflin language arts program, which research studies have confirmed for both learning efficacy and compliance with federal No Child Left Behind legislation. One such study, under the auspices of the National Institute of Child Health and Human Development (NICHD), demonstrated that students using Houghton Mifflin Reading consistently performed better in critical beginning reading skills than those using other programs.

For struggling readers performing below grade level, Northwood Elementary offers a number of intervention programs that assist students in becoming proficient readers. In the early primary grades (K-1), struggling readers improve their reading skills via an Early Intervention Reading Model (EIRM). EIRM strategies focus on (a) phonic awareness, (b) letter recognition, (c) and decoding skills. EIRM instruction is effective in helping struggling readers improve because students receive an extra 30-minute dose of reading each day in small groups of no more than 5 students. For readers in grades 4-6 who are below grade level in reading, we utilize Scholastic's READ 180 program, the most thoroughly researched reading intervention program in the world. READ 180 is an intensive reading intervention program that helps Northwood's struggling readers with special needs improve by directly addressing their individual needs through differentiated instruction, adaptive instructional software, high-interest age-appropriate literature, and direct instruction in reading, writing, and vocabulary skills. By differentiating our instruction, we offer struggling readers the opportunity to break the cycle of failure and experience success.

Using Title 1 funds, Northwood employs a 50% Title I Reading Specialist, who facilitates a comprehensive research-based reading intervention program designed to meet the needs of students who are not yet proficient in English Language Arts in grades 1-6. First graders who are below proficiency in reading experience a program called Ready Readers, a literacy program that helps students develop reading fluency through leveled books that are organized into eight stages of decodable text that increase in difficulty. Struggling readers in grades 2-5 participate in Read Naturally, a program based on teacher modeling, repeated reading, assessment and progress monitoring. Title 1 students in grades 4-6 can also receive reading support using QuickReads, a leveled reading program that supports automaticity with the high-frequency words and the phonics/syllabic patterns needed to be a successful reader at each student's particular grade level.

3. Additional Curriculum Area:

Margaret Mead once remarked, 'Children must be taught how to think, not what to think.' Northwood Elementary School's inquiry-based Science Specialist Program does just that. Our Science Specialist Program is a world-class curriculum that emphasizes a minds-on approach to learning by providing our students with positive, experiential, hands-on opportunities for discovering the natural world around them. This program fits squarely with our school mission: 'Our Mission is to prepare our students to face the challenges of the future and become their best selves.' The first part of our mission statement (preparing our students to face the challenges of the future) addresses the need to provide our students the knowledge base and critical thinking skills they need to succeed in a rapidly changing world; our Science

Specialist Program does just that. It also pushes our students to become their best selves by challenging them to think critically and problem-solve. Northwood's Science Specialist Program also aligns with a component of our vision statement to foster a love of learning by giving students meaningful project-based learning tasks.

All fourth and fifth graders at Northwood Elementary receive 90 minutes of hands-on science instruction each week; all sixth grade students receive 120 minutes of hands-on science instruction each week. Our rationale for providing a Science Specialist Program for our upper grade students is based upon the fact that in California, many upper grade teachers have not received special training in teaching elementary school science. Conversely, Irvine Unified School District's 17 credentialed Elementary Science Specialists have particular training, expertise, and enthusiasm for delivering a quality, hands-on science program to students. In addition to providing science instruction, Northwood Elementary School's Science Specialist provides release time to classroom teachers as required by the teacher contract, and he serves as science resource consultant to Northwood's primary grade (K-3) teachers.

Our Science Specialist provides a comprehensive science program which includes Earth, Life and Physical Science units along with Investigation and Experimentation skills. The curriculum adheres to the California Science Framework and California Science Standards. Students learn and practice the Scientific Method and all sixth grade students are required to complete a Science Fair project. Learning outcomes include understanding scientific concepts, acquiring science process skills (e.g., observation, measurement, controlling variables, hypothesizing) and an appreciation of science. Student achievement is assessed through teacher observation, unit tests and assignments, and the quality of students' science fair projects.

Northwood additionally provides an after-school program in marine biology for our GATE students.

4. Instructional Methods:

Our teachers employ a variety of instructional methods to improve student learning at Northwood Elementary School. The strategies discussed here will encompass (a) strategies that differentiate instruction, (b) intervention strategies for underperforming students, and (c) technological strategies that support learning. Strategies that differentiate instruction are essential at Northwood such that 25% of our students are Limited English Proficient, 11 % of our students are eligible for free/reduced-priced meals, and 11.8 % of our students are receiving special education services. Strategies that support instructional differentiation at Northwood include: the Early Intervention Reading Model (EIRM), small group instruction, pre-teaching / re-teaching, ability groupings, multi-sensory input, manipulatives, added time on task, centers, graphic organizers, group rotations, diagnostic pre-tests, modified pacing, role play, KWL, Think-Pair-Share, cooperative learning, open-ended questioning, journal writing, and computer aided instruction. Additionally, all the teachers at Northwood possess a Cross-cultural, Language and Academic Development (CLAD) or SB395 certification and employ Specially Designed Academic Instruction In English (SDAIE) strategies in their classrooms. Publisher materials that give standards-based instruction to Limited English Proficient (LEP) students are also utilized. Intervention strategies for underperforming students include: small-group instruction, one-on-one instruction, parent volunteer tutors, after-school programs (e.g., Orchard Math, ALEKS Math, Soar to Success), peer-tutoring, lunchtime tutoring, cross grade-level groupings, pull-out programs (e.g., Read Naturally, QuickReads, READ 180), and push-in support (ELD, Speech, Special Ed.). Technological strategies that support Northwood's learners include the use of computers, DVDs, CDs, tapes, overheads, LCD projectors, airliners, Califone listening centers, United Streaming, Star Fall, document cameras, Microsoft Word, Power Point, Reading Counts/ Scholastic Reading Inventory, United Video Streaming, and Internet searches. By employing this vast array of strategies, Northwood teachers improve student achievement.

5. Professional Development:

At Northwood Elementary, we realize that being an educator carries with it the commitment to be a life-long learner. Our school mission: ' to prepare our students to face the challenges of the future and become their best selves,' also applies to each staff member, ' to prepare ourselves to face the challenges of the future and become our best selves.' Preparing oneself to be one's best self applies to both our new teachers and our veteran teachers. At Northwood, we use a carpenter's tool box as a metaphor for professional development; such that if a carpenter has but one tool (e.g., a hammer), he will do well on tasks that require a hammer. But when given tasks that require different tools, (e.g., a drill, a saw, a screwdriver) he will be unable to complete the job. The same goes for the teacher who has but one instructional strategy; one strategy does not work for all subjects and all children. We therefore focus on giving our teachers the instructional tools they need to be effective in every subject and every learner. Staff development represents the most effective way for us to put tools in our teachers' toolboxes. For our beginning teachers, we have

the Beginning Teacher Support and Assessment (BTSA) program. BTSA is a state-funded program that is co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC). BTSA supports the professional development of Northwood's newly-credentialed and beginning teachers by helping them fulfill their requirements for the California Clear Multiple Subjects Credential.

From an organizational perspective, our staff has worked diligently on becoming a Professional Learning Community (PLC). The core mission of a PLC is to ensure that children are not merely taught, but that they actually learn. Becoming a professional learning community has meant creating a shared mission, a shared vision, and working cooperatively to improve the learning of all our students. The benefits for Northwood's staff and students have included less teacher isolation, improved pedagogy and commitment to the organization, and academic gains for our students. The Northwood staff has used its staff development days to deepen our commitment to the PLC model to ask ourselves the questions: (1) Why do we exist as an organization (our mission)? (2) What kind of school do we expect to become (our vision)? (3) How shall we behave (our values)? (4) Which steps shall we take and when (our goals)? At Northwood Elementary, every Wednesday is an early-release collaboration day for teachers. Two Wednesdays a month are assigned for grade-level planning one Wednesday is reserved for sharing best practices, and one Wednesday for Instructional Leadership Team (ILT) meetings between the principal and grade level representatives. In addition to site-based professional development, teachers and instructional aides attend District and County-sponsored staff development activities in areas of instructional best practices, technology, special education training, GATE enrichment, assessment workshops and intervention strategies for underperforming students. The results of our professional development are reflected in improved student achievement; results that make us a Blue Ribbon School!

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 2 Test California Standards Test (CST)

Edition/Publication Year 2003, 2004, 20 Publisher California Department of Education, CDE Press

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	70	59	64	59	57
% "Exceeding" State Standards					
Advanced	30	25	18	21	30
Number of students tested	71	81	74	63	61
Percent of total students tested	99	95	99	100	100
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	86	72	63	62	67
% "Exceeding" State Standards					
Advanced	41	28	19	10	44
Number of students tested	22	32	27	21	18
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	56	41	56	40	
% "Exceeding" State Standards					
Advanced	19	8	13	5	
Number of students tested	16	17	16	20	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	61	72	68	52	58
% "Exceeding" State Standards					
Advanced	31	31	30	21	28
Number of students tested	87	88	56	62	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	71	73	70	67	74
% "Exceeding" State Standards					
Advanced	40	33	30	28	32
Number of students tested	35	33	20	18	19
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	50	60	74		50
% "Exceeding" State Standards					
Advanced	11	20	15		10
Number of students tested	18	20	19		10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	88	87	80	75	73
% "Exceeding" State Standards					
Advanced	57	60	38	42	30
Number of students tested	83	62	64	64	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	97	88	84	85	70
% "Exceeding" State Standards					
Advanced	70	50	44	55	26
Number of students tested	33	24	25	20	23
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	80	73	70	70	
% "Exceeding" State Standards					
Advanced	40	13	30	30	
Number of students tested	15	15	10	10	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	80	76	75	69	67
% "Exceeding" State Standards					
Advanced	45	36	48	37	13
Number of students tested	66	70	64	65	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	86	80	89	83	67
% "Exceeding" State Standards					
Advanced	43	48	67	38	11
Number of students tested	28	25	18	24	27
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	61	60			46
% "Exceeding" State Standards					
Advanced	6	30			0
Number of students tested	18	10			13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	86	81	70	67	65
% "Exceeding" State Standards					
Advanced	38	47	41	21	27
Number of students tested	69	70	69	70	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88	90	62	76	88
% "Exceeding" State Standards					
Advanced	54	60	38	20	35
Number of students tested	24	20	26	25	17
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	65	80	86	84	89
% "Exceeding" State Standards					
Advanced	31	51	54	56	56
Number of students tested	71	81	74	63	61
Percent of total students tested	99	95	99	100	100
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	86	88	85	95	94
% "Exceeding" State Standards					
Advanced	59	56	56	67	56
Number of students tested	22	32	27	21	18
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	56	76	75	79	
% "Exceeding" State Standards					
Advanced	31	29	50	47	
Number of students tested	16	17	16	19	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	81	89	82	81	75
% "Exceeding" State Standards					
Advanced	50	53	43	42	34
Number of students tested	87	88	56	62	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	89	91	90	100	79
% "Exceeding" State Standards					
Advanced	66	73	45	50	53
Number of students tested	35	33	20	18	19
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	89	90	79		70
% "Exceeding" State Standards					
Advanced	50	55	26		20
Number of students tested	18	20	19		10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	81	79	75	70	64
% "Exceeding" State Standards					
Advanced	41	37	38	31	25
Number of students tested	83	62	64	64	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	85	83	88	80	87
% "Exceeding" State Standards					
Advanced	58	46	52	50	43
Number of students tested	33	24	25	20	23
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	73	67	80	70	
% "Exceeding" State Standards					
Advanced	40	13	30	30	
Number of students tested	15	15	10	10	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	73	76	68	69	62
% "Exceeding" State Standards					
Advanced	38	41	40	29	30
Number of students tested	66	70	64	65	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	89	88	83	75	74
% "Exceeding" State Standards					
Advanced	61	64	50	29	48
Number of students tested	28	25	18	24	27
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	61	80			62
% "Exceeding" State Standards					
Advanced	33	30			31
Number of students tested	18	10			13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	75	76	74	66	67
% "Exceeding" State Standards					
Advanced	39	29	35	33	27
Number of students tested	69	70	69	70	63
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	83	85	73	80	94
% "Exceeding" State Standards					
Advanced	67	40	35	48	53
Number of students tested	24	20	26	25	17
2. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					