

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Christine Stephan

Official School Name: Northpoint Elementary School

School Mailing Address:  
50800 Cherry Road  
Granger, IN 46530-4900

County: St Joseph    State School Code Number\*: 7390

Telephone: (574) 271-8598    Fax: (574) 968-6003

Web site/URL: http://northpoint.phmschools.org/    E-mail: cstephan@phm.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Jerry Thacker

District Name: Penn-Harris-Madison School Corporation    Tel: (574) 259-7941

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Gary Fox

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 11        | Elementary schools (includes K-8) |
| 3         | Middle/Junior high schools        |
| 1         | High schools                      |
| 0         | K-12 schools                      |
| <b>15</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 6270

### 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. 5 Number of years the principal has been in her/his position 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
PreK	0	0	0	6	0	0	0
K	35	39	74	7	0	0	0
1	50	46	96	8	0	0	0
2	34	41	75	9	0	0	0
3	48	49	97	10	0	0	0
4	39	50	89	11	0	0	0
5	61	38	99	12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>530</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
11 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
82 % White  
3 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	20
<b>(4)</b>	Total number of students in the school as of October 1.	530
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.038
<b>(6)</b>	Amount in row (5) multiplied by 100.	3.774

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 33

Number of languages represented: 19

Specify languages:

Arabic, Chinese, Dutch, French, German, Gujarati, Italian, Kiglarwandese, Korean, Mandarin, Marathi, Polish, Portuguese, Spanish, Tagalog, Teluga, Thai, Urdu, and Vietnamese

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 25

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 free and reduced-price school meals 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: 12 %

Total Number of Students Served: 64

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>9</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>19</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>15</u>	<u>2</u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>47</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 27 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	92%	86%	90%	88%	89%
Teacher turnover rate	4%	8%	0%	0%	7%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Northpoint Elementary has a relatively young teaching staff which has resulted in multiple maternity leaves over the last 5 years. This has had an effect on the daily teacher attendance rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u>0</u>	%

## PART III - SUMMARY

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Welcome to Northpoint Elementary School where every child can reach for the stars!

Northpoint Elementary School is a K-5 elementary school of 532 students located in the suburban area of Granger, Indiana. The kindergarten program is a half-day experience. Kindergarten students who demonstrate the need for additional skill development are invited to participate in an extended day program. Grades 2-3 are organized into classrooms where students loop with a teacher for two years, and grades 4-5 are organized into skill groups facilitated through looping classrooms whenever possible. We are proud of our multi-cultural student body where 19 languages are represented, and we take every opportunity to celebrate our diversity.

The mission of Northpoint Elementary School staff, students, parents and community is to provide an educational environment for students to reach their highest academic achievement. We prepare students to be responsible, healthy contributing citizens who have acquired the skills to be lifelong learners ready to adapt to a changing world. Students enjoy a creative environment where interaction is encouraged. Our school climate is positive and accepting of all students. The goal is for every student to achieve to the highest potential while taking ownership for learning and behavior. Teachers and staff implement brain-compatible learning strategies in their teaching and school environment. At Northpoint Elementary School students are encouraged to become lifelong learners who will achieve success in the future as they become contributing citizens in society.

At Northpoint, students are taught to value and build upon their strengths and recognize their challenges through monitoring their progress while setting individual goals. Through differentiated lessons, small group instruction and individual learning opportunities, gaps in individual student achievement are addressed daily. Each teacher and staff member is highly dedicated to helping every child achieve their personal best in all areas by continually monitoring progress. This is done by working closely with colleagues and maintaining open lines of communication with parents.

Northpoint provides an environment of inclusion for students with disabilities. Students with special needs are educated with general education students when appropriate and as much as possible. Special education resource teachers work closely with general education teachers to provide strong instruction through the students' elementary years.

Our community avidly supports our success. Community members and parents are welcomed at Northpoint every day to volunteer in classrooms, the media center, art programs and to promote student recognition. The parent teacher organization (PTO) is very active and raises money to support educational endeavors at the school. They have provided significant financial support for a variety of programs, including curriculum nights, after school enrichment activities, outdoor education activities, and classroom supplies. One of the highlights of our curricular year is Galaxy Gallery of Art school-wide fine arts show. Parents and teachers work together to transform the whole school into an art gallery.

Northpoint teachers and staff have committed to using current brain research to guide instructional and environmental decisions. Teachers continuously advance their knowledge of brain research, content and student developmental stages to create productive and student-centered classrooms. Our focus is on learning how the brain functions and using that knowledge to ensure success for all students. To highlight this research, we have created a "Minds in Motion" lab for use by all students. The purpose of this lab is to provide all students the opportunity to work with gross motor skills and visual acuity in order to further brain development.

Northpoint students leave the school prepared to meet future goals through problem solving, communication, teamwork and with the confidence to reach for the stars!

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Various assessments are used as formative and summative evaluations of student, school, and district performance. Northpoint Elementary School participates in a variety of periodic assessments throughout the school year to measure academic performance and growth and to plan appropriate instruction for students.

Students in grades 3-5 take the ISTEP+ each spring. Indiana Statewide Testing for Educational Progress-Plus is administered to students in grades 3-8 in Indiana public schools. This is a criterion-referenced test that reports students' progress in mastering Indiana academic standards in the areas of English/language arts, math and science/social studies. ISTEP+ scoring is divided into the following categories:

Pass+: Scores demonstrate high achievement in the knowledge and skills of the content area.

Pass: Scores demonstrate mastery of the standards.

Did Not Pass: Scores indicate failure to meet the standards.

ISTEP+ results demonstrate that students at Northpoint have consistently scored at a high level and well above the state standard in both English/language arts and math over the last five years with over 90% of students passing both parts of the test. Fewer than two percent of students participated in Indiana Standards Tool for Alternate Reporting (ISTAR), which is the alternate assessment for some students with special needs. ISTAR is a teacher-rating instrument that is designed to better communicate student progress for students with more severe disabilities. This testing system is designed to meet the requirements of NCLB and IDEA.

The staff at Northpoint disaggregates test data for ISTEP+ subgroups, including special education, free/reduced lunch, and ethnicity. While these subgroups are small, it is still important to analyze student results in order to provide the most appropriate instruction for all students. While there is some discrepancy in passing rates for students with special needs, in most cases, the group is above state scores. Students on free/reduced lunch and those of particular ethnic groups generally score comparably with the rest of the Northpoint population.

Specific information related to ISTEP+ scores is available on the Indiana Department of Education website: <http://www.doe.state.in.us/>.

Students at Northpoint also participate in Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing three times per year. This assessment provides benchmark information and progress toward growth goals for each individual student in grades kindergarten through 5<sup>th</sup> grade. Teachers use DesCartes as an instructional tool to address individual needs based on each student's RIT score. Additionally, teachers frequently use DesCartes for students who are above grade level, which assists in helping students achieve their growth goals. From spring 2008 to spring 2009, 97.6% of students were proficient in reading and 96.4% of students were proficient in math, 75% and 85% met their individual growth goals, respectively.

Students in kindergarten and first grade take the Dynamic Indicators of Early Literacy Skills (DIBELS) test three times per year, with bi-weekly check-ups for students who are below the standard. The DIBELS test evaluates pre-reading and reading skills, which allows teachers to monitor growth and progress and plan for instruction.

## **2. Using Assessment Results:**

Northpoint Elementary School utilizes several standardized, research-based assessments. Northpoint teachers use data from ISTEP+, MAP and DIBELS to ensure that every child meets his annual growth target and to differentiate instruction and better support individual student learning.

Student performance in grades K-5 in reading and math is measured three times per year using NWEA Measures of Academic Progress. In kindergarten and first grade, the DIBELS is administered three times each year, with bi-weekly progress checks completed on students who score below the standard. In addition to these formal assessment instruments, teachers use informal benchmarks, running records, and criterion-referenced assessments throughout the year to monitor student achievement and growth.

Results from these assessments allow teachers to address individual student needs. Teachers, as grade level teams and individually, analyze student and class results to help create effective and appropriate differentiated lessons, cooperative group lessons, and math and reading instruction. Assessment information is also used to identify students of High Ability and those who qualify for Response to Intervention (RtI), which assists in placement in appropriate skill groups and classes.

DIBELS measures early literacy development with a set of standardized and individually administered skills that are used with kindergarten and first grade students. Teachers use this assessment to place students in small skill groups for reading instruction.

NWEA (Northwest Evaluation Association)-Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time in reading and math. These results are used in a multitude of ways including skill grouping, intervention, enrichment, and individualized instruction.

The Cognitive Abilities Test (CogAT) is used with a select group of students in grades 3 and 5 who are being considered for High Ability designation and services. An advanced level of the test is administered in the second semester of 3<sup>rd</sup> and 5<sup>th</sup> grades to help identify students for enrichment opportunities.

The Response to Intervention Team is made up of general and special education staff and the principal. The team uses assessment data to design an intervention plan for students who are struggling in meeting academic and behavioral goals and expectations. Through the use of test results, students are placed in Tier 2 Interventions such as small group instruction in Triumphs, Foundations and Visualizing and Verbalizing. Progress is closely monitored through research-based assessments so interventions can be refined periodically. The goal of RtI is to provide early intervention to students to ensure success in learning.

## **3. Communicating Assessment Results:**

The Northpoint staff believes that communication between home and school is a necessity to ensure student success. Parents receive report cards quarterly informing them of their child's progress. Teachers request conferences with parents to communicate concerns about individual student progress. Parents are encouraged to communicate with their child's teacher(s) when questions or concerns arise throughout the year. Teachers and parents use e-mail, phone calls, and the student planner throughout the year, as needed.

Communication folders are sent home daily or weekly to keep parents informed of school and classroom events and assignments. Students make daily planner entries of homework assignments and other information for parents in order to continue to improve communication between school and home. Additionally, school assessment results and other information is shared in school and/or classroom newsletters.

Each grade level has a parent meeting at the beginning of the year to communicate procedures, assessments, instructional goals, and expectations for the year. A copy of MAP test results is sent home in the fall for tested

students and in the spring for all students. For grades 3-5, ISTEP+ scores are available online for parents to view. ISTEP+ scores are shared through the school newsletter, school website, and local media in order to keep parents and community members informed of our progress.

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

Northpoint Elementary has a staff of lifelong learners. Our faculty members actively participate in multiple professional development activities every year and serve on curriculum committees for our school and district. Northpoint has an open door policy that allows other schools to visit to see best practices in action.

Highly qualified teachers spend time networking with colleagues at Northpoint and throughout the district. They also serve as supervising teachers for student teachers and those in high school exploring the education field. Teachers in our building have taught classes in our Career Development Options Program (CDOP) and have taught seminars for corporation-wide professional development in such areas as writing instruction and Socratic Seminar. We have teachers who teach at a community writing center. Several teachers have been included in extensive training in school-wide behavior certification with Dr. Rob March, differentiated instruction, the certified state mentor program, Wilson, Foundations, Orton-Gillingham, Indiana teacher's writing conference, Steven Covey Leadership Conference, Indiana University Excellence in Education Award, Autism Training, Indiana Orff Schulwerk Association, Indiana Association for Health, Physical Recreation and Dance, University of Chicago for Everyday Mathematics, Response to Intervention, and Kingore training.

Northpoint students have been highly successful participants in the Notre Dame Regional Science Fair, Penn-Harris-Madison Spell Bowl, FIRST Lego League and various academic competitions, including Word Masters.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Northpoint Elementary provides standards based instruction to students by following the Indiana Academic Standards as defined by the Indiana Department of Education. The No Child Left Behind Act has also been a driving force in accountability as we strive to make sure every student meets the standards at each grade level.

Northpoint believes that all students must read and comprehend at or above grade level, as well as be proficient at writing. Literacy instruction is based on phonics, phonemic awareness, word study, comprehension, fluency, writing and guided reading. The focus is on the integration of skills and strategies in meaningful context as well as reading fluently with comprehension. Flexible grouping of students within a classroom allows for instruction at the student's instructional level and addresses varying student needs and learning styles. Grades K-3 curriculum is also supported by a leveled library according to Fountas and Pinnell. In grades 4-5, students are grouped in appropriate skill groups based on assessment data.

Northpoint teachers use the 6 + 1 Writing Traits to teach the characteristics of good writing to students.

Using the traits improves communication by providing a common language that helps teachers work together toward writing improvement goals that are measurable from year to year. Northpoint teachers have worked with writing consultant Kay Davidson on the Simple Six method of improving writing and implement strategies from the 15-Day Crunch in grades 3-5.

Northpoint math instruction spirals as skills develop from year to year in the areas of number sense, computation, problem solving, reasoning, geometry, measurement, algebra and functions, data analysis and probability. Students are instructed in how to explain answers verbally and in writing in order to show understanding. Teachers address individual needs by differentiating instruction using small skill groups, computer resources and educational math games in order to help students grow and progress.

The development of skills in scientific inquiry, process skills, and scientific concepts are encouraged through hands-on activities in the classroom. Each grade level covers two major science topics from the Foss Program, which address science standards. The annual Northpoint Science Expo showcases the students' scientific learning as they complete an individual or group project following the process skills. Students are also encouraged to read and write related to science topics through nonfiction resources.

Social Studies Alive! was implemented in our district during the 2009-10 school year and provides active, inquiry based learning experiences for students that support the development of historical, civic and social understandings related to Indiana Academic Standards. The social studies curriculum is also supported through the non-fiction reading and thinking skills that are presented in our literacy instruction.

All students at Northpoint participate in music and physical education twice weekly, while art instruction is integrated throughout the curriculum and addressed through the Art Smart program. Some examples of instruction in the specials areas include Minds in Motion, Galaxy Gallery of Art, instruction in recorder and xylophone playing and singing. Students have the opportunity to share their learning in these areas through the school-wide Dance Celebration, morning musical performances, framed art displays, and the integration of music and art in various curricular areas.

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

(This question is for elementary schools only)

The K-5 reading curriculum develops the areas of reading, writing, speaking and listening. Macmillan McGraw-Hill provides the structure of our language arts program with the incorporation of literature resources, novel studies, guided reading, leveled readers, and read aloud. The primary reading skills curriculum emphasizes systematic multi-sensory reading strategies including Lindamood-Bell and Foundations.

Reading instruction and curriculum utilizes a variety of teaching methods including shared reading, guided reading, independent reading, Vocabulary Vine, word walls, choral/oral reading, listening stations, Big Books, poems, large group and small group instruction and literacy centers. While making weekly visits to the school library, our Media Aide engages students in literature with a grade appropriate read aloud. We use Accelerated Reader and WSBT's "I Love To Read Challenge" as an incentive to encourage independent reading. In addition, students at Northpoint pair up across grade levels as Reading Buddies that meet at least one time per month to partner read and write.

Writing instruction is a major focus at Northpoint with students writing daily. Examples include published books, writing across the curriculum, writer's notebook, poetry, and Weekend News. Students receive instruction through the 6+1 Writing Traits and Macmillan McGraw-Hill. Teachers include writing in math when students explain their answers through written response. All students are given the opportunity to showcase their writing with their peers. The PTO supports an Artist in Residence each year which is often an author or illustrator.

We strive to meet the needs of every student through our reading instruction. Struggling readers have multiple interventions in place to promote optimal learning. They participate in small group instruction including Triumphs, Herman, Visualizing and Verbalizing, and Wilson/Foundations. Teachers utilize technology programs such as My Reading Coach and Earobics. Northpoint meets the needs of high ability students through skill grouping and above grade level curriculum. The reading curriculum of the University of William and Mary supplements instruction for high ability students by developing higher order thinking skills such as analysis and synthesis.

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

The basis of math instruction at Northpoint is Everyday Mathematics. This program is comprehensive and requires minimal supplementing in order to meet Indiana Academic Standards. Teachers use

DesCartes through NWEA Measures of Academic Progress testing in order to differentiate instruction and provide vocabulary instruction for students in the area of math. Problem solving is a major focus as students are prepared for real life situations requiring solid math skills. Math projects that focus on real life circumstances and include problem-solving situations as well as computation skills are practiced on a regular basis.

Math concepts and skills are taught using hands on strategies, when helpful, through whole group instruction, small group instruction, and differentiated instruction. Students actively use technology including computers and calculators to enhance their mathematical skills. In primary grades the calendar and opening day activities focus on math skills and concepts. This repetition and real life application of number sense fosters the development of a solid mathematical foundation.

In addition to the Everyday Mathematics curriculum, the needs of struggling students are met through the use of On Cloud Nine strategies, a visualizing technique for math. The upper grades focus more on abstract

mathematical concepts such as algebraic thinking, problem solving, mathematical literacy and advanced computation skills. Math Facts In A Flash is used in grades 1-5 to enhance mathematical computation fluency.

#### **4. Instructional Methods:**

At Northpoint, we recognize that all children learn differently. A number of methods are in place to intervene early in a child's academic life. We offer an extended day program to supplement the half-day kindergarten program. Students receive one-on-one or small group instruction in their areas of deficiency. Students in early primary grades also participate daily in the Minds in Motion activities. Teachers utilize a variety of flexible skill grouping strategies to ensure that all students' needs are being met. In addition, students in the bottom 25<sup>th</sup> percentile receive Tier 2 interventions in reading and/or math through Response to Intervention.

Students also utilize the school's two computer labs for reinforcement, enrichment, keyboarding, research and projects. For example, Study Island, a nationally normed program that ties learning games to Indiana State Standards allows students to practice and reinforce skills that have been previously taught in the classroom.

The Northpoint staff continuously monitors student data and progress in order to increase the level of intervention and evaluate the effectiveness of instruction to meet the diverse learning needs of all students. We implement research based and best practice strategies in order to meet each and every child's needs. Strategies that incorporate cooperative learning, multiple intelligences, and brain compatible learning are used whenever possible.

The Northpoint staff is committed to providing innovative and motivating learning experiences. We continually strive to provide opportunities to ignite students' love of learning. Some creative activities that we host are a wax museum, the school-wide Dance Celebration, writing books to be published by Student Treasures, WSTAR daily news broadcast, Stars in Service, school-wide participation in the WBST "I Love To Read Challenge" by reading one million minutes as a school, No Child Left Inside, and Camp Freidenswald overnight environmental education experience for 5<sup>th</sup> graders. The Northpoint PTO also provides two sessions of Afternoon Adventures annually, which provides after school enrichment activities for all students.

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

Professional Development opportunities are plentiful at Northpoint, ranging from classroom management strategies to specific content skills. In the past year, the staff at Northpoint has had the opportunity to participate in training by Dr. Rob March in positive behavior support, Lindamood-Bell strategies, On Cloud Nine Mathematics, Visualizing and Verbalizing, Wilson Foundations, Climbing the Data Ladder hosted by NWEA, Minds in Motion, Earobics, My Reading Coach, Autism training, Social Studies Alive inquiry based instruction, Non-Violent Crisis Intervention Training, Kingore, and Indiana Teachers of Writing. These examples all support our school improvement goals of positively affecting student achievement. In addition to these trainings, a school-wide book study of Brain Rules by Dr. John Medina is ongoing. This book supports our commitment to providing brain compatible learning strategies to our students. Teachers are involved as trainers of their colleagues as the brain rules are studied throughout the year.

Training opportunities in the past that continue to provide ongoing support for students include Teaching With Love and Logic, Boy Writers, 15 Day Crunch, English as New Language Learner, 6 Traits, Best Practice, Cracking Open the Author's Craft, District Curriculum Meetings and Indiana Principals' Leadership Academy.

Teachers and the principal have monthly grade level team meetings for collaboration and planning. Team meetings are encouraged by the scheduling of common planning time to allow time with colleagues in order to share instructional strategies. Members of our staff participate in the selection and/or adoption of curriculum, textbooks, and instructional materials/programs.

The Danielson Model is used for teacher appraisal, which fosters an approach of skill development in teachers as they set annual goals for improvement. This also provides the opportunity for collegial discussions and conversations.

The Northpoint staff definitely takes a team approach in meeting the needs of our students. We all work together to support each other, which ultimately supports the development of the children. This is one of our major strengths as an educational team.

## **6. School Leadership:**

The Vanderbilt Assessment of Leadership in Education lists six components that measure principal effectiveness including high standards for achievement, rigorous curriculum, quality instruction, a culture of learning and professional behavior, connections to external communities and performance accountability.

For the past five years, Christine Stephan has embodied the Vanderbilt standards and created a culture of high achievement at Northpoint where students and teachers enjoy learning and growing. As principal, Mrs. Stephan creates a climate of shared leadership with her teachers to foster their talents and support continuous improvement. Teachers take a leadership role in professional development and become “resident experts” on topics like differentiated instruction, assessments and writing.

Every year, Mrs. Stephan facilitates a book study group with her teaching staff that focuses on an aspect of student learning. She creates a relaxed, engaging atmosphere that teachers enjoy as they improve their skills to support high student achievement.

Parents are an integral part of student success and Mrs. Stephan creates an inviting atmosphere for them. She is always available to discuss individual or school-wide issues. Every day, the school has numerous parent volunteers in the building providing support. Evening activities promote a sense of community and focus on subjects that illustrate how parents can take an active role in their child’s success. With her support, parents conduct after-school enrichment activities that the school would otherwise not be able to offer.

Leadership involves being visible and Mrs. Stephan visits classrooms on a daily basis to interact with teachers and students. She provides informal guidance and feedback to teachers from these visits.

Mrs. Stephan holds high standards for herself and models the work ethic and professionalism that supports high student achievement. She has created a unique climate at Northpoint that results in wonderful opportunities for students to excel and year after year they do just that.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISTEP+

Edition/Publication Year: ISTEP+/Grade 3/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	86	95	94	91
% Advanced	47	37	49	35	29
Number of students tested	90	107	92	104	129
Percent of total students tested	98	96	98	99	99
Number of students alternatively assessed	2	5	2	1	1
Percent of students alternatively assessed	2	4	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	90	54		81	
% Advanced	30	15		36	
Number of students tested	10	13		11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.

Subject: Reading

Grade: 3

Test: ISTEP+

Edition/Publication Year: ISTEP+/Grade 3/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	89	98	93	95
% Advanced	39	36	32	26	27
Number of students tested	90	107	92	104	129
Percent of total students tested	98	96	98	99	99
Number of students alternatively assessed	2	5	2	1	1
Percent of students alternatively assessed	2	4	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	70	46		90	
% Advanced	20	23		30	
Number of students tested	10	13		11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.

Subject: Mathematics

Grade: 4

Test: ISTEP+

Edition/Publication Year: ISTEP+/Grade 4/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	93	93	93	93
% Advanced	35	33	29	34	27
Number of students tested	97	89	112	116	118
Percent of total students tested	100	98	98	98	100
Number of students alternatively assessed	0	2	3	2	0
Percent of students alternatively assessed	0	2	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	71	80	79	64	
% Advanced	21	20	21	7	
Number of students tested	14	10	14	14	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.

Subject: Reading

Grade: 4

Test: ISTEP+

Edition/Publication Year: ISTEP+/Grade 4/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	93	93	96	92
% Advanced	27	15	21	24	18
Number of students tested	97	89	112	116	118
Percent of total students tested	100	98	98	98	100
Number of students alternatively assessed	0	2	3	2	0
Percent of students alternatively assessed	0	2	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	64	70		93	
% Advanced	21	10		0	
Number of students tested	14	10		14	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.

Subject: Mathematics

Grade: 5

Test: ISTEP+

Edition/Publication Year: ISTEP+/Grade 5/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	91	94	97	93
% Advanced	40	45	39	43	34
Number of students tested	89	111	117	118	96
Percent of total students tested	98	97	99	100	99
Number of students alternatively assessed	2	3	1	0	1
Percent of students alternatively assessed	2	3	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		77	79		
% Advanced		15	21		
Number of students tested		13	14		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.

Subject: Reading

Grade: 5

Test: ISTEP+

Edition/Publication Year: ISTEP+/5th Grade/04-08

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	91	97	94	90
% Advanced	28	18	24	22	17
Number of students tested	89	111	117	118	96
Percent of total students tested	98	97	99	100	99
Number of students alternatively assessed	2	3	1	0	1
Percent of students alternatively assessed	2	3	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced		85			
% Advanced		0			
Number of students tested		13			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly above or below grade level. Northpoint has used ISTAR for students who are significantly below grade level.