

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Northwood Elementary	District Name	Irvine Unified
Street	28 Carson	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-3313	Web Site	www.iusd.org
Phone Number	949-936-5950	Superintendent	Gwen Gross
Principal	Stuart Payne	E-mail Address	ggross@iusd.org
E-mail Address	spayne@iusd.org	CDS Code	30-73650-6100861

### School Description and Mission Statement (School Year 2008-09)

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**A Snapshot of Northwood Elementary School:** Northwood Elementary is a neighborhood school that opened its doors in 1980. Throughout its twenty-nine year history, Northwood Elementary has enjoyed impressive academic growth and strong community support. Located in Irvine, California, Northwood Elementary School serves 535 students, kindergarten through sixth grade, in the heart of suburban Orange County. Established in 1980, Northwood Elementary serves a richly diverse student population with students representing 19 different languages. Over the past decade Northwood's Academic Performance Index (API) has shown continuous improvement, climbing from 790 in 1999, to 929 in 2009, a growth of 130 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. In 2008, the U.S. Department of Education awarded Northwood Elementary the prestigious Blue Ribbon Award for its high academic performance.

**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 true to our mission, we ensure that our students' future will be 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 (e.g., Response to Instruction and extended learning opportunities) 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 all our students perform at high levels.

## Opportunities for Parental Involvement (School Year 2008-09)

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### Opportunities for Parents to Contribute

Parents at Northwood Elementary are invited and encouraged to participate at their child's education; and there are a variety of opportunities available for parents to volunteer, share their expertise and time. Some of the ways parents can contribute are:

- Become classroom volunteers
- Be room parents
- Chaperone field trips
- Serve on the PTA Executive Board
- Chair PTA committees
- Volunteer to help with school and PTA sponsored events
- Serve on the School Site Council
- Organize parent communication folders
- Volunteer time to help in the school office and work room
- Join the Dad's Club
- Participate in Family Fun Nights

- Participate in Book Swaps
- Help in the Library
- Perform in Seussical the Musical
- Tutor students during RTI Language Arts block
- Contribute through our annual Fundraisers (Jog-a-thon, Gift-Wrap, See's Candy, etc.)

## **School and PTA Sponsored Family Activities**

School and PTA sponsored activities which promote family time are scheduled throughout the year. These activities include:

- Walk-to-School Day
- Family Film Nights
- Back-to-School Community BBQ
- Family Lunchtime
- Annual Spring Carnival
- Family Fun Nights (Northwood Pizza, Chick-Fil-A, Yogurtland, Pat & Oscar's, etc.)
- Read Across America Day
- Awards Assemblies
- Family Game Nights
- Book Fairs and Book Swaps
- Special family events (e.g., Magic Show Night and Storytelling/Pajama Party Night)
- Family Astronomy Night
- Family Geography Night
- Title 1 Parent Meetings
- ELAC Meetings

## **Parent Communication**

The staff at Northwood Elementary School communicates student performance to our parents, students, and community in a variety of ways. Teachers and staff communicate with parents in the following ways:

- Thursday Highwheeler communication folders
- Trimester progress reports
- Trimester report cards
- Reading Olympic Logs
- October Goal setting conferences, (f) Back-to-School Night
- Open House
- Individualized Educational Plan (IEP) meetings and updates
- Trimester awards assemblies
- Classroom newsletters
- Student Study Teams (SST)
- School Newsletter
- Auto-dialer phone notification system
- Daily planners requiring parent signatures
- Emails
- Teacher/staff to parent phone calls
- Face-to-face communication
- letters home
- School website
- Teacher-generated websites
- School marquee
- List-serve email communication

## Parental Shared Governance Opportunities

By building bridges with our community, Northwood families have a hand in guiding the school towards its vision. 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:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- Title 1 Parent Group
- English Language Advisory Council (ELAC).

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	98
Grade 1	76
Grade 2	64
Grade 3	79
Grade 4	66
Grade 5	70
Grade 6	87
Total Enrollment	540

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.96 %
American Indian or Alaska Native	1.48 %
Asian	39.07 %
Filipino	4.63 %
Hispanic or Latino	10.37 %
Pacific Islander	0.37 %
White (not Hispanic)	29.26 %
Multiple or No Response	11.85 %
Socioeconomically Disadvantaged	13.00 %
English Learners	18.00 %
Students with Disabilities	9.00 %

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	1	2		21.3	1	2		22.3	2	2	
1	20.0	4			19.7	3			19.3	3		
2	18.7	3			18.2	5			20.0	2		
3	19.4	5			18.5	4			19.8	4		
4	27.0		3		29.5		2		33.0		1	1
5	32.0		3		32.5		1	1	35.0			2
6	34.0			2	33.5		1	1	29.0		3	
K-3	17.7	2	1		15.7	3			17.0	2		
3-4												
4-8					34.0			1				
Other												

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Northwood School has adopted a comprehensive Safe School Plan, which is reviewed and updated each year. Our plan is evaluated yearly and amended, as needed by the School Site Council or School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition to a school wide discipline program, each teacher has established classroom discipline expectations. Copies of expectations and consequences are provided to each parent and student at Back to School Night. Many teachers have on-going teacher developed incentive programs in their classrooms. The best way to keep children safe however, is to encourage them to behave safely and be their best selves. We promote safety through the positive reinforcement of exemplary behavior. Our students are rewarded for academic and social growth through a variety of programs including:

- 'Friday Frolics' homework completion incentive program
- School Spirit Day trophy awards
- Outstanding Citizenship Award
- Outstanding Attendance Award

- Highwheeler Award for school-wide character traits (Honesty, Respectfulness, etc.)
- Star Student of the Month Award
- Academic Achievement Awards (Primary)
- Honor Roll (Upper Grades: Principal's Award, First Honor Roll, Second Honor Roll)
- 'Catch'em Being Good' coupons, redeemable for individual and class rewards
- Highwheeler Hallway of Fame pictures
- Grades Kindergarten, 1st, 2nd and 3rd 'Student of the Week' recognition
- Grades 4th, 5th and 6th Hall of Fame recognition
- STAR Motivational Activities

Additionally, students engage in regularly scheduled fire and earthquake drills, and teachers are trained to implement lockdowns, search and rescue, and first aid.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.9	2.5	0.0	3.1	3.6	2.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Northwood School Community continuously focuses on providing a safe learning environment for all students. School safety and cleanliness are a priority. Our efforts are focused on keeping all students safe before, during and after school. Northwood provides before and after school supervision by certificated staff members and the staff works as a team in an effort to prevent unauthorized access to school. There are established procedures for check in / visitors, supervision of grounds, student pick-up and drop off. To alleviate congestion during drop off and pick up times, lanes have been reconfigured for drop off only and drive through only. Additionally, eight visitor parking spaces were added.

During the summer of 2007-08, Northwood Elementary underwent extensive re-modernization. Upgrades included upgraded bathrooms for students and staff (ADA compliant), new doors, soundproofing, complete classroom renovations (including new paint, new carpet, and structural changes to comply with ADA statutes that have been enacted since the school opened in 1980). In 2008-09, the computer lab was equipped with new computers and monitors, and all portable classrooms were outfitted with 4 networked computers per room. For the 2009-10 school year, all ball walls were replaced, new playground swings were installed, a new marquee was mounted on the front of the school, and backpack racks were hung to create more space in the classrooms and improve flow through the hallways.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	26	23	1216
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District	---	---
Low-Poverty Schools in District	99.6	0.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor	0.2	20
Media Tech (Librarian)	0.6	522
Media Tech (Computers)	0.6	522
Psychologist	0.6	N/A
School Nurse	0.2	N/A
Health Clerk	0.49	N/A
Speech/Language/Hearing Specialist	1.0	48
Resource Specialist (non-teaching)	1.0	33
TOSA Elementary Intervention	0.4	75

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,140	\$385	\$4,754	\$62,710
District	N/A	N/A	\$4,863	\$72,719
Percent Difference – School Site and District	N/A	N/A	-2.29%	-15.96%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-15.93%	-6.92%

## Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2008-2009, Northwood Elementary School received special funds in the amount of \$ 139,542.00. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$ 3,423.00
Economic Impact Aid	\$ 35,221.00
Gifted and Talented	\$ 221.00
School Improvement Plan	\$ 35,365.00
Title 1	\$ 65,312.00

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$40,814	\$42,065
Mid-Range Teacher Salary	\$72,891	\$67,109
Highest Teacher Salary	\$94,223	\$86,293
Average Principal Salary (Elementary)	\$112,370	\$107,115
Average Principal Salary (Middle)	\$116,909	\$112,279
Average Principal Salary (High)	\$131,659	\$122,532
Superintendent Salary	\$232,875	\$216,356
Percent of Budget for Teacher Salaries	43.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	77	79	81	76	78	80	43	46	50
Mathematics	75	80	82	74	76	78	40	43	46
Science	76	88	93	75	80	83	38	46	50
History-Social Science	0	0	0	60	67	71	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	73	73	*	*
American Indian or Alaska Native	*	*		*
Asian	87	93	96	*
Filipino	89	89	*	*
Hispanic or Latino	59	56	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	83	84	92	*
Male	77	83	97	*
Female	85	82	89	*
Economically Disadvantaged	66	55	*	*
English Learners	55	70	*	*
Students with Disabilities	65	58	*	*
Students Receiving Migrant Education Services	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.6	23.2	55.1

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

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

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	9	10
Similar Schools	7	6	9

"N/A"	means a number is not applicable or not available due to missing data.
"B"	means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
"C"	means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
" * "	means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-9	22	18	928
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	5	11	22	964
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	---
Pacific Islander	---	---	---	---
White (not Hispanic)	-24	38	12	927
Socioeconomically Disadvantaged	---	---	---	---
English Learners	-9	11	22	897
Students with Disabilities	---	---	---	---
<b>"N/A"</b>	means a number is not applicable or not available due to missing data.			
<b>"**"</b>	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.			

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes

Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes
"Yes" Met 2009 AYP Criteria		
"No" Did not Meet 2009 AYP Criteria		

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	N/A	---
Percent of Schools Currently in Program Improvement	N/A	---

## XI. School Completion and Postsecondary Preparation

N/A

## XII. Instructional Planning and Scheduling

### Professional Development

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

Professional development has been a driving force in our continuous improvement efforts at Northwood Elementary. This would account for Northwood's 40-point increase in its Academic Performance Index (API) over the past 3 years (from 888 in 2007 to 928 in 2009). Over the past 3 years, professional development has occurred in the following 4 areas: (1) creating a vertically aligned writing program, (2) nurturing a Professional Learning Community (PLC), (3) putting tools in teachers' toolboxes, and (4) implementing Response to Instruction (RTI). Below is an outline of these four areas of staff development:

#### **Vertically Aligning our K-6 Writing Program:**

Through training in Step-Up-to-Writing strategies for all K-6 teachers, we've created a common language, a common framework, and common assessments in the area of expository writing. The purpose of expository writing is to inform, explain, describe, or define ones' subject to the reader. Expository text is the most frequently form of writing practiced by students in colleges and universities. Teachers have methodically worked with our students on creating well-written expositions that remain focused on a given topic followed by supporting details in a logical sequence. Types of expository writing include: (a) sequencing, (b) descriptive essay, (c) classification, (d) comparison, and (e) cause and effect. Over the past 3 years, 4<sup>th</sup> grade CST writing assessments have seen highly significant growth. In 2007, for example, only 1% of Northwood's 4<sup>th</sup> graders achieved the top score of 8, but by 2009, 22% of Northwood's 4<sup>th</sup> graders achieved the top score of 8. Step-Up-to-Writing strategies have been a rising tide that have lifted all

boats with respect to writing at Northwood.

### ***Putting Tools in Teachers' Toolboxes:***

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), they do well on tasks that require only a hammer, but when given tasks that require different tools, (e.g., a drill, a saw, a screwdriver) they will encounter great obstacles. 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 for every learner in every subject. 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.

### ***Becoming a Professional Learning Community (PLC):***

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 PLC 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.

### ***Implementing Response to Instruction (RTI):***

From a curricular standpoint, we've implemented Response to Instruction (RTI) as a means of improving student performance in the areas of reading fluency, reading comprehension, and vocabulary enrichment. To prepare for the teachers for the implementation of RTI, staff development occurred (and will continue to occur), in the area logistics and curriculum differentiation. Formally, teachers meet several times each month to examine students' performance data and coordinate RTI curriculum. Informally, teachers frequently discuss best practices and student groupings. Pedagogically speaking, RTI is the practice of: (a) providing high-quality instruction matched to student needs (b) using learning rate over time and level of performance to (c) make important educational decisions. Northwood's RTI Core Principles are as follows:

- (1) We can effectively teach all children
- (2) Intervene early
- (3) Use a multi-tier model of service delivery
- (4) Use a problem-solving methodology.
- (5) Use research-based instruction
- (6) Monitor student progress to inform instruction

- (7) Use data to make decisions
- (8) Use assessments for three different purposes: (1) screening; (2) diagnostics; and (3) progress monitoring

Through professional development efforts in the areas of: (a) creating a vertically aligned writing program, (b) putting tools in teachers’ toolboxes, (b) implementing Response to Instruction (RTI), and (c) nurturing a Professional Learning Community (PLC), Northwood has made major strides in our learning programs and student achievement outcomes. Efforts in these areas and a focus on continuous improvement through a focus on results will continue to drive professional development opportunities.

### XIII. National Assessment of Educational Progress

#### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California’s schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

#### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92