

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

*As of 9/06

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Pinecrest School Northridge
(As it should appear in the official records)

School Mailing Address 17081 Devonshire Street
(If address is P.O. Box, also include street address)

Northridge California 91325-1696
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* (CDS CODE) 19647336982573

Telephone (818) 368-7241 Fax (818) 363-9768

Website/URL www.pinecrestschools.com/northridge E-mail director@pinecrestschools.com

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Lisa Glenn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. () _____

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Jeri Dye Lynch
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 20 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | 3 | 3 | 6 |
| K | 35 | 33 | 68 | 8 | | | |
| 1 | 39 | 27 | 66 | 9 | | | |
| 2 | 32 | 22 | 54 | 10 | | | |
| 3 | 23 | 27 | 50 | 11 | | | |
| 4 | 19 | 28 | 47 | 12 | | | |
| 5 | 22 | 21 | 43 | Other | | | |
| 6 | 17 | 14 | 31 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 365 |

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>80</u> | % White |
| <u>4</u> | % Black or African American |
| <u>9</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 0 %

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

| | | |
|------------|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 2 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 2 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 4 |
| (4) | Total number of students in the school as of October 1 | 384 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0 |
| (6) | Amount in row (5) multiplied by 100 | 0 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

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

10. Students receiving special education services: $\frac{0}{0}$ %
0 Total Number of Students Served

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

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>20</u> | <u>0</u> |
| Special resource teachers/specialists | <u>1</u> | <u>0</u> |
| Paraprofessionals | <u>4</u> | <u>3</u> |
| Support staff | <u>10</u> | <u>0</u> |
| Total number | <u>40</u> | <u>5</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 95% | 98% | 96% | 97% |
| Daily teacher attendance | 98% | 99% | 98% | 99% | 98% |
| Teacher turnover rate | 5% | 6% | 7% | 3% | 3% |
| Student dropout rate (middle/high) | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate (high school) | N/A | N/A | N/A | N/A | N/A |

PART III - SUMMARY

A Narrative Snapshot of Pinecrest School, Northridge

Welcome to Pinecrest School, Northridge, home of the Mavericks. The campus opened in 1957 at the north end of the San Fernando Valley. Pinecrest is an accredited member of the National Independent Private Schools Association (NIPSA). In addition to classroom buildings, there is a sports field, Sport Court, Olympic size swimming pool, a science and computer lab, a library, and two music rooms. Lunch and snacks are prepared in our kitchen and served in the cafeteria. Our cafeteria also serves as a multipurpose room.

Currently there are 365 students enrolled in grades kindergarten through seven. Class size is approximately 18 students per class. Our students come mainly from the immediate area of Northridge and Granada Hills, as well as surrounding towns. They represent a balanced mix of socio-economic and cultural backgrounds.

Teachers are chosen not only for classroom experience and education but also for their enthusiasm, creativity, and love of children. Together, with leadership that is supportive and committed, staff work as a team to personalize each child's learning experience.

The fundamental purpose of Pinecrest School is to provide quality instruction based on the highest academic standards. The learning environment is organized along traditional principles of education enhanced with up-to-date technology. Stress is put on the development of creativity, character, and citizenship. Pinecrest takes to heart that every student is an individual with different needs and abilities. Feeling it essential to be aware of the needs of each student, teachers strive to help them make the most of their abilities at every stage. The Pinecrest ideal then is the intellectual, moral, and physical development of each student.

The Pinecrest academic program consists of prescribed sets of courses in reading, mathematics, science, health, social studies, foreign language, technology, physical education and the arts. A character-building program is also an integral part of the daily routine. The curriculum is designed to have a continuum from kindergarten through sixth grade. For example, the emphasis in social studies is on people and their culture. It begins in first grade with the study of the community we live in and continues in the upper grades with recreating a California Mission, visiting a colonial village, and doing a report on a country of heritage including authentic food preparation and attire. Project-based learning is an important part of the academic program. This method groups students together to learn and work as a team. Tutoring is available in core subject areas including Spanish for those who need it. To broaden student experiences, activities offered after school include piano, karate, tennis, dance, and gymnastics.

To encourage sportsmanship and physical activity, Pinecrest belongs to the San Fernando Valley Private School League whose member schools participate in three seasons of interscholastic sports. This is open to grades four and up. Sports awards are given at the end of the year in a special ceremony to recognize team accomplishments and individual effort and skill. The Physical Education Department works with students each day to promote healthy bodies and build self-esteem. Monthly awards are given for sportsmanship at each grade level.

Admission is based on a student's ability and motivation to do well in the enhanced academic program that we offer. Pinecrest seeks students with a sincere desire to learn in the classroom and who display good citizenship and respect for others. An interview with the child and parent is necessary before a

student will be considered for admittance. We believe that it is very important that the school form a partnership with the parents and student for the optimum learning experience for each child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading/Language Arts and Mathematics

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

The Stanford 10 Achievement Test is a norm-referenced test that Pinecrest administers to students. The norms of this test compare Pinecrest students with other students nationally who took the test at a similar time. Several different types of norm-referenced scores are provided including the national percentiles. When comparing our school scores to the national norms it is found that Pinecrest, Northridge is achieving within the top ten percent in the nation. In reading and math all grades except grade 5 achieved scores in the top ten percent during the 2005-2006 school year. Grade six proudly shows eight percentage points higher than the 10% standard in reading and 11 points higher in the math.

These assessments measure student progress as well as the effectiveness of the instructional program with regard to grade level skills, which relate to standards. Grade-level profiles have these areas divided into Below Average, Average, and Above Average. About 86% of the Pinecrest Northridge students scored in the Above Average range in reading and math in 2006. We continue to work on ways to bring the other 14% to the above average range through curriculum adjustments and evaluation of teaching strategies. Although some students may learn more slowly, no student is excluded from testing. Individual profile data allows us to work with the slower students to maximize their learning potential. Testing data from 2006 shows the curriculum to be in alignment with the standards and the achievement at a high level. We will need to change some approaches for grade five to bring their math and reading scores in alignment with the other grade levels.

Although standardized assessment is an important objective tool used to indicate broad areas of strength and weakness in the curriculum, it is not the only focus point at Pinecrest. The teachers do not plan lessons to teach students how to take the test, but rather teach to meet the standards and exceed them so that each child's potential will be maximized. Whether that instruction involves a fourth grade class putting Mentos in a liter of Coke to see a chemical reaction or a first grade class celebrating the Chinese New Year by making Spring Rolls, the objective will always be to excite the children about learning. Pinecrest has dedicated teachers who are committed to the education of the whole child. The excitement they bring to the classroom stimulates the students to achieve at a higher level which is evidenced in the test results. The sixth grade graduating class has scored in the national top ten percentile for the last three years in reading and math. This tells us that these students are well prepared to go on to Middle School.

2. The Use of Assessment Results

It is believed that all students at Pinecrest should receive timely feedback in their school learning experiences. All classroom teachers complete formative assessments regularly as part of their ongoing assessment of learned concepts. This is part of our curriculum mapping. The mapping includes the California State Standards as applied to our curriculum texts along with enhancements. Teachers meet weekly at grade level meetings to plan ways to execute curriculum effectively. Student progress and differences are discussed regularly to adjust student grouping. Student progress is communicated to parents through weekly folders or corrected work, quizzes, tests, and in some cases a written weekly progress report when necessary. Grades below “C” on a test or quiz must be signed by a parent and returned. In the case of a below average grade, re-teaching and remediation will be done immediately.

Ongoing portfolios are kept on each student to monitor the students’ progress. Writing samples are continually evaluated to judge progress in skill mastery and fluency. A special writing teacher collaborates with the classroom teacher to make sure the upper graders have the necessary grammar and writing principals for essays and written assignments.

Standardized testing is given to all grade levels in early May. The data from this assessment tool is used to help determine areas of strength and weakness in our curriculum. Teachers meet to discuss these test results and to use them to make any adjustments to curriculum that may be needed. Individual needs are examined and plans are formulated to maximize each student’s learning experience.

New entrants to Pinecrest are screened for placement by administering a test, which assesses their skills in the reading, math, and language areas. This enables the school to best place the student to meet their needs.

3. Communication of Student Performance

Communication of student performance is accomplished through many different means. Pinecrest believes that a child’s educational success is best achieved by a working partnership between the school and the parents. Communication between the two is essential. Parents receive written Report Cards at the end of each ten week grading period, as well as an interim five week Progress Report. Parent conferences are scheduled at the end of each reporting period and throughout the year to discuss children’s strengths and areas to be reinforced.

Assignment sheets are sent home at the beginning of each week to let the parents know what the assignments are and to apprise them of any upcoming tests, reports, projects, or activities. The upper graders write their assignments in a daily planner and take home any notices to parents regarding upcoming schoolwork or activities. Parents sign a weekly log of grades in the core subjects. Notes, phone calls, and e-mails are also important in communicating missing work, student information, or areas of concern. Parents are encouraged to contact teachers or administration when they feel the need arises. The Principal has an Open Door policy for students, parents and teachers.

Results of the yearly Stanford Achievement Tests that are given in May are sent to parents with an explanation of how to interpret them. They are encouraged to call or to make an appointment to see the principal if they have questions about their child’s results. Conferences are arranged between parents, the teacher, and principal to go over areas of the test that show a weakness in a particular skill. The parent is shown a plan for improving that weakness. Grade-level scores are posted on our web site and given out in our information packets.

4. Sharing Successes with Other Schools

Both teachers and administrators believe that there are many ways to learn. Student success goes hand in hand with teacher's and administration's willingness to learn new approaches and techniques. This is achieved by sharing with others in-house as well as going to workshops and seminars. Sharing with teachers from other schools at workshops gives each person some new ideas and approaches to take. Meetings with the other Pinecrest Schools and other local private schools provide an ongoing communication between the schools. As part of a private sports league, we also communicate with other schools on a regular basis regarding not only sports but other topics that affect all of us both on an academic and social level. As a member of the Positive Coaches' Alliance, Pinecrest also shares the ideals it has regarding character and sportsmanship.

Principals attend various meetings, conferences and workshops with other administrators. Sharing the successes of others with our faculty helps to further our scope of knowledge and practices as well. The staff has put together a comprehensive curriculum matrix that allows each teacher to see the continuum of the curriculum at every grade level and to align it with California Standards. This matrix is shared with other schools and included in our presentations to parents at Open House. The matrix is always available to be viewed by parents.

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

PART V – CURRICULUM AND INSTRUCTION

1. Pinecrest School, Northridge Curriculum

Pinecrest has a strong core curriculum that gives students a foundation for transitioning from primary to elementary to middle school. The curriculum is aligned with California Standards and meets state frameworks while exceeding national norms. Teachers, administrators, and the Executive Director of Education for Pinecrest Schools review it continuously.

English/Language Arts- Reading, spelling, grammar, and written expression as well as phonics in the lower elementary grades are a daily part of our program. Texts used include anthologies of literature, practice workbooks, writing journals, and supplemental literature texts. Writer's Workshop is also an integral part of the program. Study and research skills are emphasized starting in the fourth grade. Oral communication skills are developed with "Share Time" in kindergarten and demonstrations, oral reports, and debates in the upper grades. Spelling skills are taught one grade level above.

Mathematics- Computation and problem solving are an important part of the math program at Pinecrest. Early on children receive opportunities to develop concepts by using manipulatives. Daily practice exercises help develop skills and mastery of the basic facts needed to compute. Computation skills are then applied to problem solving techniques. Computers and hands on activities are used on a school-wide basis. Grouping is done at each grade level to allow for a more individual approach. Unit tests are given to assess progress as well as quarterly assessments. Math is also integrated into other curricula.

Social Studies- Students experience and study our world, its people, and their communities along with geographical features and physical properties in a hands-on technology based program. Weekly current events are incorporated at each grade level. Outside field trips help to reinforce what is learned at school. Students join with the community in worthwhile projects such as Jump Rope for Heart, The Granada Hills

Holiday Parade, and entertaining the elderly at a local nursing home. The upper grades participate in a History Fair; experience a colonial village at Riley's Farm in Oak Glen, and complete an ancestral project. This project challenges them to come to school in authentic cultural attire, prepare an authentic food dish to share, and provide a detailed report on the government, culture, economy, and geographical make up of their chosen country.

Science- Science on all levels includes observation and experimentation within the curriculum. Critical thinking is encouraged at all levels as well. The upper grades are required to take notes and do experiments with the teacher's guidance. Grades 3-6 participate in a Science Fair in the spring. The scientific method is stressed both in the classroom and the Science Lab. Elementary grade field trips include the Griffith Observatory, a working farm, and a monkey habitat. The intermediate grade trips include the Jet Propulsion Laboratory and the Ocean Institute for hands on aerospace and ocean habitat experiences.

Foreign language- All grades participate in the study of Spanish. Vocabulary is first presented in preschool along with cultural experiences. Oral speaking skills are developed through teacher-student interaction, songs, and games. Art projects that are culturally related are presented to each grade level. Students in grades 4-6 use their learned skills in the area of reading, writing, and grammar. A more concentrated study of the culture is done at the intermediate level.

Art- In addition to weekly art lessons done by the classroom teacher, we have a specialized art teacher that teaches the principals of the visual arts. Creativity and expression are encouraged. Students have been finalists in the Craypas contest sponsored by Crayola and had their work displayed in art galleries.

Music- The younger children participate in singing and rhythm activities. Musical notation is introduced in the primary grades. The fifth and sixth graders learn to play the recorder and tone chimes while basic piano is taught in grade four. Music theory is studied by the upper grades. Musicals are produced each year, which showcase all the grade levels.

Technology- Students go to the Computer Lab each week for instruction and project-based learning experiences. A specialized teacher begins the younger students with a study of the components of the computer and their use. As the children advance they learn to use the keyboard and different word processing programs. Fifth and sixth grade students learn to give a power point presentation and create their own web page. There are also computers in the classrooms that have interactive programs for our social studies and science.

Physical Education and Health- Students participate in P.E. classes taught by specialized instructors. Muscle strength and coordination are developed through exercises and team games. We participate in the Presidential Fitness Program and evaluate student progress according to its criteria and state standards. Olympics are held each spring to allow students to compete and experience the camaraderie among athletes. Health is taught by the classroom teacher and covers nutrition, body systems, safety, and drug awareness.

2. Pinecrest School, Northridge Reading Curriculum

Beginning with Junior Kindergarten, strong emphasis is put on the study of phonics as a primary decoding tool. The development of fluency with the alphabet and in oral reading is a major focus. Through reading selections from published works and their own writings students develop a sight word vocabulary. Pinecrest encourages small group instruction in leveled reading groups in kindergarten and grades 1-3. Teachers focus on practicing decoding and other word attack skills.

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

To expose the students to different kinds of literature, each class visits our library weekly. This library experience will eventually help them develop their reference skills. Classroom teachers encourage reading

outside the classroom with programs such as “The Book It” program sponsored by Pizza Hut. They also give the students a chance each month to order from book clubs. The school sponsors two book fairs each year to give the parents and students a chance to buy inexpensive books for outside reading. Students are also encouraged to keep journals and share creative writing pieces with the class. All of these things help develop a love of reading and the mastery of necessary skills needed to become lifelong readers.

3. Pinecrest School, Northridge Additional Curriculum

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

On a daily basis campus rules of good conduct are stressed along with good manners and awareness of others’ feelings. Good sportsmanship is stressed at P.E. and monthly awards are given for this. Playground time is a primary time to stress kindness to others and respect for each other and for staff decisions. All students participate in the B.E.S.T. program (Building Esteem in Students Today). The ideals of good character are featured each month through this program in the classroom as well as in their home. The character traits covered are Courtesy, Responsibility, Caring/Sharing, Goal Setting, Honesty, Health and Prevention, Conflict, Feelings and Esteem. The program encourages the children to write, read, and role play with each character trait. We encourage the children to help others by working with Student Council on community projects. We have ongoing visits with the Brighton Home for the elderly to bring some cheer to the people who live there. We collect toys and food for the needy at holiday time and help clean up and beautify local areas by trash pick up and planting new trees and flowers. This year pop tops have been collected to help support the families of young cancer patients that stay at Ronald McDonald House.

4. Instructional Methods

A variety of instructional methods are used by teachers to ensure student achievement and the maximum learning experience for each child. The younger student, who has the shortest attention span, is taught with less direct instruction and more manipulative use and practice exercises. Small group instruction, with close and immediate teacher contact, followed by practice of skills works well especially for the younger students. Students at all levels are grouped for the purpose of meeting different learning abilities and maximizing learning.

Hands-on activities are widely used by teachers especially in math and science. Critical thinking is taught and encouraged at all levels. Homework is given each night and used as a follow up in the learning experience.

Ongoing evaluation of student progress is communicated to the parents on a regular basis. Award ceremonies are held monthly to recognize superior academic work, effort, and good citizenship. Additional resources are available for students to work on weak academic areas in a small group situation.

Teachers throughout the grade levels foster cooperative learning experiences. Older students are often paired with younger ones in some type of learning activity. Peer tutoring is encouraged .

Teachers have an ongoing evaluation and discussion of our curriculum matrix. This ensures that students master required concepts and skills and that enhancements are added to give students a broader knowledge and understanding of the concepts they study.

Teachers present lessons that address all learning modalities. We realize that not all children are visual or auditory learners and that tactile experiences play an important part in learning. Children's needs are looked at not only as a group but also individually. If a student displays special needs, the teacher collaborates with the principal and other key staff members to devise a plan to meet those needs.

5. Professional Development

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

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

Administrators are also encouraged to attend professional development workshops. These are beneficial in teacher observations and in leading curriculum discussions as well as giving teachers support and guidance. The desire to improve and be the best we can benefits our students and parents who are supportive of our goals. The value of this collaboration is shown in the test results.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): N.I.P.S.A., (National Independent Private Schools Association)
Accredited through 2012. Additional accreditation with WASC will occur in 2007.

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| \$ <u>7055</u> K | \$ <u>7295</u> 1 st | \$ <u>7295</u> 2 nd | \$ <u>7295</u> 3 rd | \$ <u>7505</u> 4 th | \$ <u>7505</u> 5 th |
| \$ <u>7600</u> 6 th | \$ <u>7600</u> 7 th | \$ _____ 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ _____ Other | | | | |

4. What is the educational cost per student? \$ 7100
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ N/A
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

Part VII- ASSESSMENT RESULTS

PINECREST SCHOOL, NORTHRIDGE ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS (Without Subgroups)

Stanford Achievement Test 10
2003 Edition Form A
Harcourt Assessment Inc.

Scores are reported as percentiles.
No students are excluded from the test.

*** SAT 9 prior to 2005-2006**

| | 2005-2006 | 2004-2005 | 2003-2004 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month | May | May | May |
| Grade 6 | | | |
| Reading | 86 | 88 | 99 |
| Mathematics | 89 | 85 | 99 |
| Number of students tested | 19 | 27 | 17 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 5 | | | |
| Reading | 70 | 80 | 98 |
| Mathematics | 76 | 84 | 98 |
| Number of students tested | 55 | 40 | 53 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 4 | | | |
| Reading | 89 | 79 | 97 |
| Mathematics | 80 | 85 | 98 |
| Number of students tested | 48 | 50 | 60 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |

| | | | |
|----------------------------------|-----|-----|-----|
| Grade 3 | | | |
| Reading | 90 | 74 | 88 |
| Mathematics | 88 | 80 | 93 |
| Number of students tested | 55 | 61 | 62 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 2 | | | |
| Reading | 93 | 74 | 79 |
| Mathematics | 92 | 74 | 75 |
| Number of students tested | 52 | 68 | 72 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 1 | | | |
| Reading | 79 | 92 | 96 |
| Mathematics | 83 | 91 | 94 |
| Number of students tested | 62 | 68 | 64 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade Kindergarten | | | |
| Reading | 91 | 92 | 93 |
| Mathematics | 73 | 79 | 84 |
| Number of students tested | 78 | 64 | 83 |
| Percent of total students tested | 100 | 100 | 100 |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |