2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

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

School Mailing Address 555 Southpark Road
(If address is P.O. Box, also include street address.)

Highlands Ranch	Colorado	80126-3107
City	State	Zip Code+4(9 digits total)

County Douglas State School Code Number* 6406

Telephone (303) 387-6525 Fax (303) 387-6526

Web site/URL www.1.dcsdk12.org E-mail elizabeth.morris@dcsdk12.org

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

Date

Principal's Signature

Name of Superintendent Dr. Jim Christensen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Douglas County School District Tel. (303) 387-0100

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Kristine Turner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

45	Elementary schools
7	Middle schools
	Junior High Schools
8	High schools
11	Other
71	TOTAL

2. District Per Pupil Expenditure: 6416

   Average State Per Pupil Expenditure: 6661

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban are
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 6 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	16	15	31		**7**			0
K	48	45	93		**8**			0
1	53	44	97		**9**			0
2	44	55	99		**10**			0
3	48	44	92		**11**			0
4	66	48	114		**12**			0
5	53	42	95		**Other**			0
6	45	49	94					
TOTAL STUDENTS IN THE APPLYING SCHOOL								715

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
10 %	Asian or Pacific Islander
2 %	Black or African American
10 %	Hispanic or Latino
77 %	White
100 %	**TOTAL**

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

7. Student turnover, or mobility rate, during the past year 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	715
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 5 %

36 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, French, Tagalog, Vietnamese, Korean, Russian, and Chinese

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 49

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: 8 %

55 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.

3	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impairment
0	Deaf-Blindness	15	Specific Learning Disability
0	Emotional Disturbance	24	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
2	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	27	12
Special resource teachers/specialists	11	6
Paraprofessionals	14	4
Support Staff	8	4
Total number	62	22

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

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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	95	%	93	%	93	%	94	%
Daily teacher attendance	93	%	94	%	93	%	95	%	96	%
Teacher turnover rate	8	%	10	%	8	%	8	%	10	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Northridge, an elementary school in Highlands Ranch, a suburb of Denver, Colorado, is an academically high performing four track school that has a 'no excuses' attitude towards our responsibility of providing a challenging, exciting, and safe school experience for our students. Our NCLB 'highly qualified' teaching staff, students, and parents share the conviction that personal constancy of purpose and a dedication to continuous improvement are required for meaningful progress. Northridge is a school of quality with a focus on high expectations. Our focus is to remove obstacles that impede success for our community of learners, provide quality instruction, and deliver a challenging curriculum for all children. Our mission is to create an environment where students are physically and emotionally safe and challenged to reach their highest academic achievement in an atmosphere of continuous improvement. Our school goal is that 100% of the 715 students, pre-K through sixth grade, are proficient or advanced in all contents areas.

We provide a variety of resources that meet the needs of our population of ethnically, culturally, and socio-economically diverse children. In order to provide these students comprehensive access to the standards-based curriculum the following programs are in place: English as a Second Language for English Language Learners, Instructional Support Services for both significant and moderate needs special education students, and a self-contained gifted/talented program as well as a regular classroom gifted/talented facilitator. The Response to Intervention model is fully implemented throughout the school. Retired teachers are employed as intervention specialists for targeted students, Intervention and Progress Teams meet weekly for strategic individual student intervention planning. Our research based curriculum delivery system has critical thinking and data driven instructional practices at its core. We offer Spanish to all students in grades one through six and offer twice the physical education of other elementary schools in our system while integrating technology and P.E. through our Dance, Dance Revolution equipment and the utilization of Tae Bo for full body movement and balance. Our state of the art fine arts program offers vocal music, band, orchestra, and visual art classes. School-wide musicals, choirs, and band/orchestra concerts offer community wide performances where the students showcase their talents. Audio Enhancement amplification systems are in every classroom, a school wide technology lab, mobile laptop carts, a school wide wireless network, LCD projectors, document cameras, interactive Smart boards, and clicker systems are utilized to engage students and enable staff to provide the most current instructional resources available. On-line educational resources: Discovery Channel United Streaming, Everyday Math games, PD 360 online professional development and other Internet educational resources extend our technology in the classroom and into the home.

Student leadership opportunities include Dream Team ambassadors, TV news, yearbook, newspaper, and tech team. Academic competitions: Fermie Math, Continental Math League, Scripps Spelling Bee, Science Fair, National Geographic Geography Bee, and Knowledge Masters engage students in the competitive aspect of learning. Off track enrichment and tutoring opportunities are available through our math camp, karate, art club, and Key Learning Labs which includes robotics, rocketry, chess, and more. Student choice lunch recess for intramurals includes outdoor play, logic games, chess, book studies, and silent, sustained reading opportunities. On-site childcare provides before/after school and off-track services that provide tutoring, physical activities, technology opportunities, and field trips.

Parents and the community are an integral part of students' progress throughout the educational process at Northridge. Both parents and community members are welcome at Northridge and encouraged to contribute their time and talents to the betterment of the school and their community's children. We enjoy an excellent ranking as one of the top ten schools in the state of Colorado and have been designated a John Irwin School of Excellence, the highest state award, for the past five years. We are especially proud of our children who have met the challenge and continue to reach their highest academic potential in an atmosphere that is mentally engaging, fun, safe, and exciting.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Northridge Elementary School has achieved significantly high levels of success consistently for the past five years and continues to raise the percentage of proficient and advanced students at all grade levels. Our reported results are from the Colorado Student Assessment Program (CSAP), a criterion referenced test. Colorado defines success on each content area as levels of proficiency on grade level standards. The four measurements are unsatisfactory, partially proficient, proficient and advanced. Additional CSAP details are available at http://www.cde.state.co.us/cdeassess/index_assess.html.

The attached data represents several areas that deserve recognition and some areas that may require additional clarification. When reviewing the data, it is immediately evident that Northridge is a high performing school by recognizing that the level of proficient and advanced students range from 100% proficient to no less than 90% proficient in all grades levels and all content areas. Given these high levels of proficiency, an additional area needing recognition is the schools advanced percentages as they compare to the state averages. Our students perform up to 47% higher than the state averages in the advanced category. The following data sample provides specifics: 72% advanced in sixth grade math vs. 25% state, 54% advanced in sixth grade writing vs. 11% state, 50% advanced in sixth grade reading vs. 12% state, 69% advanced in fifth grade math vs. 30%, 39% advanced in fifth grade writing vs. 10% state, 28% advanced in fifth grade reading vs. 9% state, 33% advanced in fifth grade science vs. 13% state. In addition to these specific areas of success, our students continue to show significant growth over the last five years, particularly in the sub-groups of special education services, low socio-economic-status, limited English proficiency, and ethnically diverse.

Several contributing sub-groups need to be recognized in the high level of proficiency that are not of large enough populations by grade level to be disaggregated in the attached tables. Northridge is a district English as a Second Language (ESL) site with 37 students currently classified as Limited English Proficient (LEP) or Non English Proficient (NEP) whose CSAP scores are included in the grade level percentages. Northridge also serves as a site for both mild/moderate and significant support needs special education services as defined by IDEA and these students' results are included in the overall grade level proficiencies ranging from 100% proficient to 90% proficient. The fact that these sub-groups are included in these high levels of proficiency is a testament to the talents of the learning specialists in these disciplines ability to move these student populations to the proficient level. This often requires two or more years of growth in a single year. Critical analysis of the school's annual yearly progress goals for the identified sub-groups shows the rapid closure of gaps for these students. Since the inception of the state's practice of reporting growth in sub-groups, Northridge has consistently closed the gaps of all targeted student groups; in 2005 and 2006, 14 of 14 group categories and in 2007, 18 of 18 group categories. These target areas are determined by the state's assessment team and are used in the states calculation of annual yearly progress or AYP. Due to these successes Northridge has received the John Irwin School of Excellence designation every year since the 2002-2003 school year.

An important realization is the recognition of diversity seen at Northridge as a suburban school site. Northridge has similar populations of Asian and Hispanic students, both comprising 10% of the total population, combined with 77% Caucasian and the remainder from other representative ethnicity classifications. Critical analysis of the assessment data reveals evidence of best practices instruction, focus on individual learner needs, aligning resources, and maintaining a relentless pursuit to motivate learners to find success. All stakeholders involved in the school community: parents, teachers, educational assistants, students and administrators, share in the synergy to move all students to extraordinary levels of academic performance.

2. **Using Assessment Results**

The professional development in analyzing data is a focus at Northridge which is discussed in detail in the professional development section is two-fold. The first of which is implementing best instructional practices with a guaranteed and viable curriculum at the core and more significantly for this section is the use of formative and summative assessment data to focus individualized

instruction. Pre-assessment is a fundamental practice for all teachers at Northridge to determine whether or not a specific unit should be addressed for the entire class or only for a specific group showing deficiency. This provides the teacher the ability to compress curriculum content for students and affords the opportunity to introduce content that has not yet been mastered. Teachers are trained to use the DRA2, Star Math, Star Reading, CSAP data and curriculum based measurements to tune their instruction to areas needing direct instruction and not on redundant content already mastered through previous experience and home support.

By using assessment data in this prescriptive fashion, Northridge teachers are able to pace their whole group instruction on areas that benefit the greatest number of learners while also affording them the information necessary to efficiently implement interventions for struggling and advanced learners. Our steady and measurable increase in proficiency is the outcome of this pursuit to use assessment data to utilize the limited time present in classrooms for the continued growth of all learners. Teachers meet weekly in multi-grade level and multi-disciplinary teams to discuss progress monitoring assessment data and determine whether or not their interventions are proving successful over time. This professional learning community (PLC) practice of using data to drive decisions has proved amazingly beneficial for student learning.

3. **Communicating Assessment Results**

The parents and community are made aware of the overall success of the school on the School Annual Report (SAR), the state school report card, goal setting conferences, back to school nights, school and teacher newsletters, NRE website, local newspapers, the Colorado Department of Education website and at district leadership functions. When students know their parents and the community at large will see their group and individual performance showcased they take ownership in the performance. This has been and continues to be Northridge's belief and subsequently is an integral part of the student's academic success. Currently Northridge is the highest performing school in the Douglas County School District and is ranked 10th out of 1,867 schools in the state of Colorado. This elite level of success for a demographically diverse suburban school deserves to be shared and we do share it on a regular basis. Additionally, this successful communication has produced powerful results: we maintain a waiting list for open enrollment both in and out of district students, teachers at other schools are requesting transfers to Northridge, families are moving into the neighborhood to attend Northridge, private school families are electing to enroll their children at Northridge.

At the classroom level, teachers communicate formative and summative assessment results directly to their students. For example, teachers use writing rubrics to assess students work and compare their scores with the students' self-assessment on the same rubrics. This provides opportunities for rich dialogue with the students to identify weaknesses and propose solutions stretching their understanding of high quality writing. They also use the math boxes and unit assessments found in the Everyday Mathematics resources to answer questions in various areas of mathematics covered in the past. Once these assessments are scored, the teacher returns them with a self-service reflection instrument that the students complete. This assessment tool has proven highly successful in communicating areas needing re-teaching to the teacher as well as providing the student self reflection opportunities that affirm their strengths and point out areas needing remediation. Other assessment communication tools are utilized for reading, science, social studies, and behaviors that are based on the same premise of allowing the students to identify their errors and propose solutions.

4. **Sharing Success:**

Northridge staff members share our successes with Douglas County and other state schools via a variety of venues. The principal is a McREL balanced leadership trainer and provides Northridge examples in trainings, the assistant principal presents action research and formative assessment implementation at state leadership conferences highlighting Northridge's use of these techniques, and many teachers lead and attend university, district, and state professional development seminars and share Northridge successes and practice with others. Our building resource teacher was chosen to represent the state of Colorado with International Educators to Japan and had the opportunity to share successes and strategies with Japanese educators and school leaders from around the world.

It is our belief that 'success breeds success.' Celebrations with teachers and students, in both individual and group settings, highlight multiple areas of successes in and out of school. For example, we celebrated that 100% of sixth grade students were proficient or advanced in reading, 96% were proficient or advanced in math, and 96% were proficient or advanced in

writing. Other teachers lead their students to 100% proficiency in reading, writing and math. These significant accomplishments were recognized among the teaching staff at faculty meetings and were shared with other district schools at leadership summits held by the superintendent. In addition to these assessment data driven presentations, the administration also holds faculty meetings in an ad hoc fashion to provide accolades for teachers and students whenever an accomplishment deserving recognition arises.

To achieve the 'success breeds success' paradigm on a daily basis, Northridge students share their thinking when in class. This critical thinking practice has provided the diverse learners in the classroom an opportunity to recognize each others strengths and engages the students in their lessons. When students are held accountable for their own learning and given an opportunity to share their background knowledge or newly acquired understanding with peers, they are much more involved. This is occurring in kindergarten through sixth grade and supports the Douglas County School District End Statements for teaching critical thinking and responsible citizenship.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

'If individuals do differ from one another and if we want to reach as many of them as possible, it makes little sense to treat everyone in a one-size fits all manner. Rather, we need to understand the specific minds involved in an educational encounter; and insofar as possible, we should base our education on that knowledge' as stated by Gardner and Veeneman in 1999. Northridge's comprehensive, balanced curriculum is aligned to this mantra, the Colorado Department of Education standards, and the Douglas County School District Essential Learning Elements. We have incorporated research based curriculum delivery systems to maximize student learning and 'best practice' teacher instruction. McREL research suggests that effective schools provide a 'guaranteed and viable curriculum'. That is, they offer a well-articulated curriculum and ensure that it is taught in every classroom. Northridge Elementary School fully embraces these research-based philosophies and has fully integrated these programs to achieve a guaranteed, viable curriculum for all students.

Our Everyday Mathematics delivery system is a results-oriented program that enables children in elementary grades to learn and retain more mathematical content and promotes becoming life-long mathematical thinkers. These rigorous mathematics program goals are organized by strand and extend across all grade levels. They include strands of: number and numeration, operations and computation, data and chance, measurement and reference frames, geometry and patterns, functions, and algebra. The content in each grade provides all students with a balanced mathematics curriculum that is rich in real-world problem-solving opportunities. Ideas and strategies for differentiating instruction meet the needs of varied learners. Multiple assessment options include ongoing oral and written tests, open response, and self-assessment opportunities. Technology options are also available through the internet for teacher and student use and on CD-ROM. This program also provides a built-in home-school component to support remediation and extension. Students also have the opportunity to participate in academic competitions: Math Olympiad, Fermie Math, Continental Math League, Scripps Spelling Bee, Science Fair, National Geographic Geography Bee, Destination Imagination, and Knowledge Masters. Additionally, students are assessed using Star Math for independent progress monitoring of grade level content.

The literacy curriculum delivery system is comprised of two components, writing taken from the National Literacy Coalition's Every Child a Writer and reading from Macmillan/McGraw-Hill. These programs provide methodology for differentiating instruction through small and whole group lessons and utilizing effective instructional management to successfully implement differentiated instruction in the classroom. Instruction is targeted to specific student needs as identified by data; students interact easily, discussing concepts and sharing ideas with one another; students receive constructive feedback; teachers evaluate students' comprehension and tailor instruction to reinforce difficult concepts. Instruction is robust, differentiated, and responsive to each student's specific needs. Both the students and teachers evaluate writing through the use of rubrics that are specific to standards and essential elements that track improvement on an 'on-going' basis. Both programs provide prescriptive, targeted strategies for varied students from at-risk to the highest achieving.

A comprehensive, hands-on science curriculum is utilized at Northridge. The specific content areas are accessible by grade level from Discovery Works by Houghton Mifflin. Social studies units, taught from kindergarten through sixth grade, cover: family, community, U.S. government, state history, geography, and the western hemisphere using Harcourt-Brace texts.

Foreign language (Spanish), art, vocal music, band, orchestra, technology, and physical education classes follow the district developed curriculum for their respective areas. This curriculum incorporates the Colorado State Standards as well as the national standards. Refer to the section additional curriculum area: liberal arts for specifics and special opportunities for students.

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

'No subject of study is more important than reading.all other intellectual powers depend on it.'
-Jacques Barzun

Our learning culture embraces this belief and subsequently the focus is on reading to learn and reading for meaning. James Popham calls it 'purposeful reading.' To acquire reading skills, students are given multiple, daily opportunities to read, reread for higher-order purposes, and discuss their reading and critical thinking on the material. According to Mike Schmoker, 'Close, strategic reading is one of the most powerful and enjoyable ways to develop the ability to think critically and evaluate information. Students should therefore have abundant daily opportunities to carefully read and reread texts for intellectual purposes with a pen in hand'. Designed on the premise that reading for acquisition and understanding information and ideas in literature, math, science, and social studies at all grade levels, teachers emphasize the use of text books, electronic resources, and supplementary readings as instructional tools. Instructionally, you will see whole group, guided reading, shared reading, literature circles, and independent reading. We explore a number of instructional strategies surrounding the most fundamental skill of reading by analyzing, evaluating, and then synthesizing connections in the text.

We teach a systematic knowledge of the reading process, such as familiarity with the alphabetic principle and prerequisites for learning to read while providing hands-on opportunities to make conceptually based word studies and task for developmental needs in phonics, spelling, and vocabulary acquisition. We match assessment to instruction and use assessment information to organize flexible reading groups for our students. Teachers have expertise in the use of formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency, and comprehension. Instructional methods are presented in four categories of literacy development: oral reading fluency, comprehension, word knowledge (phonics, spelling, decoding, and vocabulary), and writing. Most importantly, reading, writing, and talking is at the heart of our authentic literacy instruction. Students read the latest and greatest in children's literature to motivate reluctant readers, and develop individualized multi-genre and multicultural reading opportunities. The role of motivation is given consistent attention through school wide Accelerated Reader quiz goals, library/media initiatives, and classroom incentive programs.

3. **Additional Curriculum Area:**

Liberal arts are an integral curriculum component at Northridge Elementary offered by certified teachers. Music, art, Spanish and technology are all scheduled into the master calendar. In addition to regular music class, students can choose to participate in an all school musicals and/or choir. Currently, all fifth and sixth graders are researching, creating, editing, and using their voices to produce I-movies and/or pod-casts of their favorite artists. Complimenting the regular art class, students have the opportunity to be involved in an after-school art club. Educational technology is embedded in a combination of strategies, scheduled time in the technology lab and integration into classrooms. Both models utilize the talents of our certified technology teacher through co-teaching and supporting the classroom teachers. Band and orchestra are offered to fifth and sixth graders, as an elective during the school day. The instrumental music teacher offers jazz ensembles and string quartets for extension opportunities. In reacting to current data on physical fitness of children in the US, Northridge added an additional PE teacher. Students are involved in Fitness Fridays where they practice the events from the Presidential Fitness Award. Spanish is available to all students, kindergarten through sixth grade. We believe the earlier kids start learning a language the higher the probability that they will retain the new language. This is our first year of implementation and it is a combination of direct teacher instruction, video iPods, native speaker audio formats, and pod-casts, which meet the five national standards.

4. **Instructional Methods:**

'Teaching had 6 to 10 times as much impact on achievement as all other factors combined' (Marzano, 2003). In light of this research, Northridge Elementary School utilizes a wide

variety of instructional methods to develop educational programs focused on differentiation to improve students' learning and engagement. Each student is evaluated to determine individual developmental levels in reading, writing, and math using informal, curriculum-based, criterion referenced tests. With the support of retired teachers as instructional specialists, special education teachers, our gifted/talented facilitator, and following the Response to Intervention model, instruction is differentiated for all students. Instruction is provided in whole groups, small flexible groups, and individually, based on students' instructional levels, interests and identified instructional scaffolding that is needed. Language arts instruction includes an explicit, multi-sensory approach. Instruction in reading occurs at the students' instructional levels and focuses on teaching students strategies for decoding, comprehension, and fluency. Phonemic awareness is also emphasized and students segment, blend, and manipulate sounds. Teachers and students analyze writing pieces using the Every Child a Writer rubric to identify strengths and weaknesses in students' style, focus, organization, content, and mechanics. Instruction is tailored to the students' needs depending on their anchor scores. Math is approached with the same diversity and flexibility as language arts. Students use manipulatives to visualize and understand concepts. The continuous review and reinforcement of concepts, along with cooperative problem solving, ensures that all students have the requisite skills to be successful in the global community. All of this is accomplished with students' unique learning styles in mind, enabling students to reach their fullest potential. Strategic professional development opportunities include movement through Learning in Motion, Brain Mapping, Response to Intervention, Assessment for Learning, as well as wellness through diet and exercise. These peripheral strategies help broaden instructional methods beyond core instructional practices to tap into varied learning modalities to provide access to success for all students.

5. **Professional Development:**

According to Andrew Porters research published in 2001, 'What gets taught is the strongest single predictor of gains in achievement'. Subsequently, the goals of staff development at Northridge are to gain new knowledge, support and learn from one another, and to create tangible resources in order to impact student achievement. Our vision is for 100% of students to be proficient or advanced in all areas and we use current research on instruction to meet this expectation. We spend the majority of our time in staff development working on writing (instruction and assessment), technology, varied reading genres including poetry, grading, Response to Intervention (RTI), and critical thinking (target, purpose, and questioning). Decisions at Northridge are based on data that guide staff development. We are focused on continuous quality improvement and we continue to reflect and revise in order to improve and guide our instruction. When we collaborate and analyze data, we ask the following types of questions: What does the data tell you about your students and your teaching practices? What will you do with the data? Who will you share it with? What will you continue doing, and what will you do differently? What support do you need? The data that we use to make decisions are the Colorado Student Assessment Progress (CSAP), writing anchors, Developmental Reading Inventories (DRA), STAR reading and math, Measures of Academic Progress (MAP), McGraw Hill unit and summary tests, Everyday Math unit tests, and staff anecdotal notes and information. In addition, we have data on staff members regarding previous trainings, areas of interests, and required trainings, which also guides our staff development.

Embedded staff developments takes place two to three times monthly by grade level and/or multi-grade levels. There are additional meetings for new teachers both to the profession and the building, depending on the needs of the staff. Staff development has been provided by the building resource teacher, the gifted and talented coordinator, principal, assistant principal, building and district technology coordinators, ESL teacher, district math coordinator, grade level teachers, and national consultants. By having so many different people leading staff development, NRE builds capacity and leadership at all levels.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	90	90	90	67
% "Exceeding" State Standards	23	10	15	17	21
Number of students tested	106	88	89	106	95
Percent of total students tested	100	100	99	98	99
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	90		100	
% "Exceeding" State Standards	38	30		30	
Number of students tested	13	10		10	
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	82				
% "Exceeding" State Standards	18				
Number of students tested	11				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	95	91		
% "Exceeding" State Standards	64	59	52		
Number of students tested	105	91	88		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	100	70			
Number of students tested	13	10			
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	82				
% "Exceeding" State Standards	55				
Number of students tested	11				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	87	91	81	80
% "Exceeding" State Standards	15	17	15	9	13
Number of students tested	98	84	106	99	88
Percent of total students tested	99	100	98	99	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	80		93		
% "Exceeding" State Standards	30		14		
Number of students tested	10		14		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	88	83		
% "Exceeding" State Standards	50	46	45		
Number of students tested	98	84	106		
Percent of total students tested	99	100	98		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	90		86		
% "Exceeding" State Standards	70		57		
Number of students tested	10		14		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	94	87	91	88
% "Exceeding" State Standards	28	24	23	27	25
Number of students tested	90	104	97	85	111
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard		100		80	
% "Exceeding" State Standards		42		20	
Number of students tested		12		10	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	94	89	88	87
% "Exceeding" State Standards	69	65	64	48	52
Number of students tested	90	104	97	85	111
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		92			
Number of students tested		12			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 6 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	93	89	86	87
% "Exceeding" State Standards	50	30	38	36	22
Number of students tested	104	100	79	121	89
Percent of total students tested	100	100	97	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	100			80	
% "Exceeding" State Standards	50			30	
Number of students tested	10			10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard				50	
% "Exceeding" State Standards				20	
Number of students tested				10	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	86	87	83	76
% "Exceeding" State Standards	72	54	62	47	41
Number of students tested	104	100	79	121	90
Percent of total students tested	100	100	97	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	100			80	
% "Exceeding" State Standards	100			50	
Number of students tested	10			10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard				30	
% "Exceeding" State Standards				10	
Number of students tested				10	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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

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

Subject Reading (LA) Grade 3 Test CSAP

Edition/Publication Year 2001-2006 Publisher CTB/McGraw Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
Total Score	90	90	90	90	67
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					