

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 at <http://www.cde.ca.gov/ta/ac/sa/>. 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 at <http://dq.cde.ca.gov/dataquest/> 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 school's contact information.

School		District	
School Name	Hooker Oak K-8 School	District Name	Chico Unified School District
Street	1238 Arbutus Ave.	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95926	Web Site	www.chicousd.org
Phone Number	(530) 891-3119	Superintendent	Kelly Staley
Principal	Sue Hegedus	E-mail Address	kstaley@chicousd.org
E-mail Address	shegedus@chicousd.org	CDS Code	04-61424-6003008

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

This section provides information about the school, its programs and its goals.

In the Spring of 2004, the School Board voted to have Hooker Oak School institute a pilot K-8 Open Structured Classroom program. At the same time, the neighborhood boundaries were disbanded. Hooker Oak K-8 School is housed in a 66 year old building in a family neighborhood in Chico.

The Open Structured Classroom Program (OSC) at Hooker Oak K-8 School is a District and State of California Alternative School of Choice which serves pupils from all over Chico. The eighteen classes are self-contained and multi-aged. Instruction is delivered in an integrated, thematic instructional strategy. Parent involvement is a key element in the Open Structured Classroom Program. The Open Structured Classroom Program has existed in Chico Unified School District for 36 years.

The "Hooker Oak School Mission" represents the goals and philosophy of the school and can be summed up by its opening paragraph: "We believe that our role is to create a safe school which is primarily concerned with treating children as unique individuals. We strive to create in each a positive, realistic self-concept; a positive attitude toward learning; individual and societal responsibility; and fundamental mastery of basic skills."

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Parents are an integral component of Hooker Oak's educational program. Parents are encouraged to invest time in their child's classroom. This investment is written into the commitment agreement when students are enrolled in the Open Structured Classroom program. Active parents are a common sight at the school.

The OSC Parent Advisory Board is a parent support group with the specific function of assisting the Open Structured Classroom. Parent involvement is facilitated by the activities of Parent Volunteer Coordinators (PVCs) in both programs.

Parents are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. They frequently assist the teachers in clerical roles and with small groups of students in the classroom. The School Based Coordinated Program funds the employment of a small cadre of classroom aides who are parents of Hooker Oak students.

Representative parents are elected to serve on the School Site Council which directs and monitors the school's categorical programs and budget. Contact the main office for more information.

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	68
Grade 1	57
Grade 2	63
Grade 3	52
Grade 4	57
Grade 5	56
Grade 6	44
Total Enrollment	452

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	Group	Percent of Total Enrollment
African American	2.88	White (not Hispanic)	78.76
American Indian or Alaska Native	1.77	Multiple or No Response	7.30
Asian	0.88	Socioeconomically Disadvantaged	31.00
Filipino	0.22	English Learners	1.00
Hispanic or Latino	7.96	Students with Disabilities	8.00
Pacific Islander	0.22		

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	20.0	3			19.7	3			19.7	3		
K-3	18.5	6			19.7	7			20.0	8		
3-4	19.8	6			18.7	7			27.3		4	
4-8	24.5	2	4		30.3		3		33.3		1	2
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

There is a School Safety Plan in the principal's office, which is kept as a reference tool. It includes directives and procedures in the event of the following situations: traumatic incident, imminent danger (code red), evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

Fire drills are conducted monthly, and earthquake and Code Red drills, quarterly. All staff are refreshed annually as to their responsibilities in the event of an emergency.

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	7.9	2.3	4.9	7.6	4.0	6.6
Expulsions	0.5	0.0	0.0	0.6	0.7	0.7

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

Hooker Oak School was constructed in 1948; the third wing was added in 1958. In 1989 the main building underwent extensive reconstruction. An automatic sprinkling system was installed in 1991. The school has seven portable buildings on campus. The entire school is air-conditioned.

Adult supervision of the facilities is provided in the morning in the multipurpose room for the breakfast program. During the recess times, the playground is supervised by staff members and parent aides. After school, students may be on the playground under the supervision of their parents or by the staff of the CARD After-school program if they are enrolled in that program. The student delivery and pick-up area is supervised after school.

Gated fences that are maintained in a closed, latched, and locked condition enclose the school campus. Signage is posted at all gates notifying all visitors to check-in at the main office and be identified with a visitor's pass. This expectation is enforced campus-wide and adults without a visitor's pass are requested to get one from the office.

The classrooms are all from 850 to 950 sq. feet in floor space and provided with sink, counter-top, and storage facilities. The resources of adequate electrical and communication systems as well as reasonable display areas support the educational focus and purpose of the school. Although the school is over fifty years of age, the building is kept clean and in good repair. Defects and problems are reported and responded to by staff in order to maintain a safe and clean environment.

The field and hardtop area is well designed for maximum use for both free-play at recess and to support the school's Physical Education program. A separate kindergarten play area is provided and supervised to allow the smaller students a more protected and appropriately secure area. The continued development of the physical facilities has been the focus of the parent group.

The staff has a room used as a staff work room and meeting room. This room is provided as a work-preparation room which is equipped with a multitude of teaching literacy resources.

The support staff is focused to provide a clean and safe facility. A schedule for cleaning and safety inspection/correction is maintained and ongoing. Although an older facility, pride is taken to present the school as a quality institution.

Classrooms and common areas are attended to regularly in order to maintain the elimination of trash and cleaning of the floor surfaces as well as sanitation of the restroom areas. Periodically the countertops, desktops and sink areas are cleaned. The outside areas are kept clean by efforts of staff and student leadership groups. Exceptional situations such as severe storms or damage from inclement situations are responded to in a timely manner by both school and district staff.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained ceiling tiles in Rooms 6, 13. Tiles will be over painted with stain block paint. Missing floor tile at entry in Room 16. Floor tiles will be replaced. Work Orders #37836, 37838.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Room 6 facet gooseneck has a hole in it, needs replacing. Gooseneck will be replaced. Work Order #37839.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Speech room roof leaks at right north west corner. Leak will be repaired. Kindergarten back over hang at wall. Leak will be repaired. Work Order #37836.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	22	22	20	685
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

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	3	0	0
Total Teacher Misassignments	3	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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	95.6	4.4
High-Poverty Schools in District	51.1	48.9
Low-Poverty Schools in District	95.9	4.1

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
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)		---
Other		---

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.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
 K-6 Harcourt – Reflections
 7-8 Glencoe – Discovering Our Past

2007 Science
 K-5 Macmillan – California Science
 6-8 Prentice Hall – Focus on California Science

2009 Math
 K-6 Everyday Math: The University of Chicago Mathematics Project: McGraw Hill, Wright Group
 7-8 McDougal Littell – Concepts and Skills 2001

2002 Reading/English
 K-6 Houghton Mifflin – A Legacy of Literature
 7-8 McDougal Littell – Language Arts

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	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading is the state adopted textbook for the District.	0
Mathematics	Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Everyday Mathematics is the state adopted textbook for the District.	0
Science	Meets State Guidelines	0
History-Social Science	Meets State Guidelines	0
Foreign Language	Foreign Languages not taught at Hooker Oak.	0
Health	Meets State Guidelines	0
Visual and Performing Arts	Meets State Guidelines	0

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,097.45	\$3,124.18	\$4,973.27	\$66,372.51
District	---	---	\$4,990.77	\$61,998.00
Percent Difference: School Site and District	---	---	0%	7%
State	---	---	\$5,512.00	\$65,905.00
Percent Difference: School Site and State	---	---	-11%	1%

Types of Services Funded (Fiscal Year 2008-09)

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

Hooker Oak also receives supplemental funding for specific purposes: A School Based Coordinated Program budget (state funds) supports our school improvement effort. These monies pay for classroom aides, instructional materials, and staff development. These funds are budgeted and monitored by the elected School Site Council. Our active parent organization also provide funds for Hooker Oak students.

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,541	\$40,786
Mid-Range Teacher Salary	\$53,749	\$65,726
Highest Teacher Salary	\$84,597	\$85,230
Average Principal Salary (Elementary)	\$95,639	\$106,548
Average Principal Salary (Middle)	\$105,262	\$112,237
Average Principal Salary (High)	\$112,826	\$121,617
Superintendent Salary	\$170,000	\$191,155
Percent of Budget for Teacher Salaries	42.5	40.6
Percent of Budget for Administrative Salaries	4.7	5.3

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 in grades two through eleven, and 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 for grades three through eight and science in grades five and eight 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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	57	61	59	51	52	54	43	46	50
Mathematics	45	55	55	45	47	46	40	43	46
Science	39	58	66	45	57	60	38	46	50
History-Social Science	56	56	35	42	45	50	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	
Hispanic or Latino	54	50		
Pacific Islander				
White (not Hispanic)	59	56	65	25
Male	57	57	73	53
Female	61	53	58	19
Economically Disadvantaged	42	39	52	
English Learners	*	*		
Students with Disabilities	38	29	*	*
Students Receiving Migrant Education Services	*	*		

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.4	23.5	23.5

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 at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	6	7
Similar Schools	3	1	2

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	-25	27	10	823
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-26	31	11	826
Socioeconomically Disadvantaged	-47	66	-17	739
English Learners				
Students with Disabilities				

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	29.2

XI. 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.

Curricular improvement is an integral and ongoing process at Hooker Oak and is coordinated with District direction and effort. Hooker Oak staff members have participated in the following CUSD curriculum committees: District Curriculum Council, English Learner Task Force, and Students with Disabilities Task Force. These committees and task forces develop district curricular frameworks and teaching guides which are based upon State content standards. Like textbook selection, these frameworks are on a seven-year cycle. At the site level, Professional Learning Communities carry the main responsibility for curricular development, which is driven by the school plan and District direction. Teachers who have been designated as subject area resource persons play a leadership role on the component committees.

During the current school year the staff will continue to focus on mathematics instruction and on writing, and plan for how to use these in the classroom; implement the current adoptions, Houghton-Mifflin Language Arts and the new math series of Everyday Mathematics, and focus on integration with the existing curriculum; and explore and implement intervention strategies in language arts and math for students needing support in these areas. Staff is also engaged in the present year with the task of defining each of the Open Structured Classroom elements as a rubric for present and future teachers to implement in all classrooms.

At Hooker Oak, a match between the written curriculum, daily classroom instruction and assessment of student learning is emphasized. With other schools in Chico Unified School District, Hooker Oak utilizes a "multiple measures" approach to assessment. Student achievement is evaluated based on the classroom curriculum as well as on the nationally-normed California Standards Test. Results of all assessments are transferred to the District office, where the collected data is aggregated, disaggregated, and analyzed. The data provides important information about student progress, curriculum implementation and school accountability.

XII. 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 – All Students

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 – All Students

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