

HOOVER ELEMENTARY SCHOOL

FINAL REPORT
2008-2009

Palo Alto Unified School District

DISTRICT GOAL: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

LANGUAGE ARTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine and use data to develop and differentiate instruction which supports learning for all students. <ul style="list-style-type: none"> ○ For reading: PAUSD Literacy Portfolio–Running Records, DRA, Stieglitz, California Standards Test–English, Language Arts, CAT6, CELDT, classroom assignments and observations ○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program (ERB/WrAP), CELDT, classroom assignments and observations ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year. ● The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading, and in writing. ● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support: <ul style="list-style-type: none"> ○ Literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy) ○ 6-Traits Writing ● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.

- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies, and in the use of technology in writing.
- Teachers will meet by grade level/cluster, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.
- Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

READING

Goal 1a: Data Report

● **What percentage of students made a year's growth or more on the CST-English Language Arts?**

On the basis of the established definition, 90.5% of the students gained a year's progress or more on the ELA in a year's time.

● **What activities were most helpful to ensure that students made at least a year's growth in reading?**

- Kid by Kid process in fall and spring
- Emphasis on comprehension instruction at the third grade
- Small group guided reading across the grades from K-5th. Teachers using the "Grab and Go" books for Guided Academic Language Enrichment (GALE).
- Reading Recovery for individuals and small groups of students in first and second grade
- Participation by kindergarten teachers in the TACKLE group
- Primary and intermediate level Instructional Assistants for Writing/Reading
- Cross-grade collaboration through regularly scheduled observations and meetings throughout the year
- Continue efforts to design and implement schoolwide staff development for reading instruction
- Purchase additional non-fiction leveled books for use in first through fifth grades
- Initiate teacher study groups in small group guided reading/language instruction and word study/vocabulary enrichment
- Support professional development of staff through release time for grade level planning, attendance at conferences, and purchase of professional materials
- Establish a program of Guided Academic Language Enrichment, (GALE), within all classrooms first through fifth
- Provide staff development for small group academic language enrichment instructional strategies
- Students are benefiting from: parent participation in the Student Study Team process, identification for inclusion in the Resource Specialist Program, differentiated instruction within their regular education classes, tutorial support of teachers and Instructional Assistants, after-school teacher led study groups, during school Study Hall, and the after-school Homework Club for VTP children in first through third grade.

- **What results stand out?**

Of the total students in the matched score comparison group, 95% scored at the Proficient and Advanced Levels on the CST-ELA.

- **What are our next steps with respect to this objective?**

- Cross-grade collaboration through regularly scheduled meetings throughout the year
- Planning and implementing schoolwide staff development for small group guided reading instruction
- Purchase additional leveled books for use in third through fifth grades
- Initiate teacher study groups in small group guided reading/language instruction and word study/vocabulary enrichment
- Support professional development of staff through release time for grade level planning, attendance at conferences, and purchase of professional materials
- Continue support for program of Guided Academic Language Enrichment, GALE, within all classrooms first through fifth
- Provide staff development for small group academic language enrichment instructional strategies

WRITING

Goal 1a: Data Report

- **What percentage of students made a year's growth or more on the Educational Records Bureau Writing Assessment Program (ERB/WrAP)?**

With respect to the matched scores on the ERB/WrAP, for 4th-5th grades 89% achieved a year's growth, and for 5th-6th grades 87% achieved a year's growth.

Goal 1b: Data Summary and Next Steps

- **What results stand out?**

A majority of students are scoring at or above grade level. Students continue to benefit from teacher directed daily writing instruction, small group instruction, teacher conferences with students, and Daily Oral Language Grammar programs.

- **What activities were most helpful to ensure that students made at least a year's growth in writing?**

- Instructional Assistants at the primary and intermediate levels work within the classrooms with both individuals and small groups
- 6-Traits of writing taught in kindergarten through fifth grades
- A variety of genres are included in instruction as described in the PAUSD Writing Matrix
- Punctuation, spelling and grammar are incorporated in the daily writing lessons through the Daily Oral Language program
- Small group and 1:1 student/teacher conferences
- Teacher after-school and during lunch tutorials for struggling students

- **What are our next steps with respect to this objective?**

- Teachers will continue cross-grade collaboration through regularly scheduled meetings throughout the year to refine practice.
- Teachers will incorporate the PAUSD Writing Curriculum into their daily teaching of writing.
- Continue efforts to design and implement schoolwide staff development for writing instruction.
- Students will continue to benefit from the support of Reading Academy classes, the Resource Specialist Program, and differentiated instruction within their regular education classes.

Goal 1b: Data Report

- **What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the ERB/WrAP?**

Fifteen (15) students identified as URM had matched scores for ERB/WrAP. The number of URM students with matched scores is small and therefore, it is not appropriate to draw conclusions about the group from these data. Students are monitored on a Kid by Kid basis. We will continue to look at individual students' needs and identify strategies to address those needs.

Goal 1b: Data Summary and Next Steps

- **What results stand out?**

At the beginning of fifth grade, student scores went from fifteen below grade level to only two below grade level.

- **What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?**

- Kid by Kid process in fall and spring
- Regular systematic assessment of writing skills
- Instructional Assistants at the primary and intermediate levels work within the classrooms with both individuals and small groups
- 6-Traits of writing taught in kindergarten through fifth grades
- A variety of genres are included in instruction as described in the PAUSD Writing Matrix
- Punctuation, spelling and grammar are incorporated in the daily writing lessons
- Support within the classroom from the RSP teacher

- **What are our next steps with respect to this objective?**

- Continue efforts to design and implement schoolwide staff development for writing instruction
- Cross-grade collaboration through regularly scheduled meetings throughout the year
- Tutorials in writing for those students not scoring at or above grade level

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, CAT6, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall and the spring to identify students’ strengths and weaknesses, plan prescriptive strategies (<i>tutoring, Math Academy, Math Intervention summer school, classroom aides</i>), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. ● The resource specialist and math specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. ● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. ● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

<p>Goal 1a: Data Report</p> <ul style="list-style-type: none"> ● What percentage of students made a year’s growth or more on the California Standards Test-Mathematics? 94.7 percent of students gained a year’s growth or more on the California Standards Test in Math in a year’s time. ● What do the matched score APIs and state APIs show with respect to overall progress? The scores indicate that a majority, 97%, are scoring at the Proficient and Advanced levels.
--

● **What do assessment results on the MARS test show with respect to the level of achievement and/or progress?**

	Below Standard	Above Standard
Grade 3	1%	99%
Grade 5	9%	91%

Goal 1b: Data Summary and Next Steps

● **What results stand out?**

Students continue to make solid progress with respect to the CST Math Test and the MARS test.

● **What activities were most helpful to ensure that students made at least a year's growth in math?**

The activities thought to be most helpful are:

- Kid by Kid process in August and February
- Districtwide staff development in math, especially the lesson extensions for differentiating the curriculum, "Math Talks" and "Thinking Algebraically"
- Use of math assessments (District benchmark tests, MARS, STAR results) to guide instruction
- Homework Club initiated for VTP students in first through third grades
- Ten students attended District's Math Summer School
- Small group strategic teaching
- Math Instructional Assistants working with small groups

● **What are our next steps with respect to this objective?**

- Staff will articulate the supplementary instructional materials used at each grade level.
- Parents and staff will work together to develop and implement a Math Games lunchtime program for first through fifth grade students.
- A Study Hall Program will be offered to support students during morning recess period.

Goal 1b: Data Report

● **What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the California Standards Test-Mathematics?**

All fifteen students designated as URM were tested in both 2007 and 2008. The number of URM students with matched scores is small and therefore, it is not appropriate to draw conclusions about the group from these data. Students are monitored on a Kid by Kid basis. We will continue to look at individual students' needs and identify strategies to address those needs.

● **What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress?**

With respect to the matched scores of URM students, we are continuing to provide mathematics instruction that is informed through our "Kid by Kid" process, small group and individualized interventions and parent education. The number of students at the Proficient level went from 4 to 5 and the number of students at the Advanced level moved from 4 to 7. The number of students at the Basic level remained at 3 in each year.

Goal 1b: Data Summary and Next Steps

● **What results stand out?**

Students are benefiting from the support of Saturday Math Academy classes, the Resource Specialist Program, and differentiated instruction within their regular education classes as indicated by their levels of achievement.

● **What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?**

The activities considered most helpful are:

- Kid by Kid process in fall and spring
- Student participation in Saturday Math Academy
- Homework Club initiated for VTP students in first through third grades
- Ten students attended district's Math Summer School
- Small group interventions
- Math Instructional Assistants

● **What are our next steps with respect to this objective?**

- Staff will articulate the supplementary instructional materials used at each grade level.
- Parents and staff will continue to work together to develop and implement a Math Games lunchtime program for first through third grade students.
- A Study Hall Program will continue to be offered to support students during morning recess period.
- Initiation of a College Readiness Institute for VTP families and other URM parents

● **What enrichment/challenge activities were provided to GATE and "high performing" students?**

- Differentiated curriculum extension activities (increased breadth, depth, complexity)
- Compacted curriculum
- Independent projects
- Science fair projects

LEARNING ENVIRONMENT

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students. ● District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional and physical health and resilience in students (identify various strategies already in use). ● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. ● The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students. ● The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' personal and interpersonal skills through such things as principal's book club, recognition assemblies. ● Teachers will collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

<p>Goal 1c: Summary</p> <ul style="list-style-type: none"> ● What strategies were successful in fostering social-emotional and physical health and resilience in students? <p>Successful strategies include:</p> <ul style="list-style-type: none"> ○ Kid by Kid meetings held in fall and spring ○ Collaboration across grade levels at staff meetings ○ Inclusive curriculum reflects the cultures of the students ○ Conflict Resolution lessons continue in kindergarten through fifth grades ○ Adoption of the Steps to Respect and Peaceful Playground programs

Goal 1c: Next Steps

- Continue to plan and implement character education lessons in kindergarten through fifth grades
- Establish and implement clear guidelines for before-school, playground, lunch, and after-school norms for behavior
- Inclusion of the "Steps to Respect" program in the second through fifth grade
- Adoption of the Peaceful Playground program
- College Readiness Institute parent education effort for URM parents and students

Site Goal: Summary

● **What activities were most helpful in fostering social-emotional-physical health and resilience in every student as measured by improved student behaviors?**

- Organized and presented several Parent Education evenings devoted to the topic of emotional and social well-being
- Student grade level assemblies held throughout the year
- High visibility of staff during recess and lunch times
- Parent Yard Duty volunteer training sessions held

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● English Language Learners will achieve measurable progress in English language acquisition. ● English Language Learners will improve in their ability to access the grade-level curriculum in English. ● English Language Learners and their families will be integrated into the schoolwide community. 	<ul style="list-style-type: none"> ● The ELD teacher will administer the CELDT to all students whose home language is other than English to obtain baseline and annual data. ● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms. ● The principal and teachers will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

Data Report

- **What progress have ELL students shown on multiple measures (CELDT, California Standards, literacy benchmarks, ERB/WrAP and MARS)?**
The 32 ELL students are achieving across all tested curricular areas. Most students are achieving at the Proficient or Advanced levels in the California Standards tests and at the “At” or “Above” levels of the MARS Test and the ERB/WrAP.

Data Summary and Next Steps

- **What results stand out?**
 - Kid by Kid meetings held in September and February
 - Homework Club initiated for VTP students in first through third grades
 - Tutorials provided for students during Study Hall and by individual teachers
- **What strategies and programs were used to support EL students and their families? What are our next steps with respect to this objective?**
 - Continue to include ELL students in program for English language development as needed
 - Differentiate instruction to support the acquisition of English language skills
 - Continue to support ELL within the classroom using CLAD instructional practices

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> ● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying URM, special education, and ELL students; addressing the social and emotional needs of GATE students; and improving parent communication. ● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity. ● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate. ● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress. ● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- **What strategies and programs were used to support GATE and high achieving students?**
 - Differentiation of the curriculum
 - Ongoing staff development in meeting the needs of GATE and high achieving students
 - Enrichment materials supported by Site Council budget at each grade level.
- **What are our next steps with respect to this objective?**

Continue to differentiate instruction within the classroom to support the needs of GATE and high achieving students.

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> ● District staff will provide staff with training about the specific learning needs of special education students. ● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- **What strategies and programs were used to support special education students?**
 - Kid by Kid meetings held in fall and spring
 - Ongoing SST meetings
 - Parent/Teacher conferences
 - Modification of assignments
 - One-to-one support from Instructional Assistants
 - Support from school psychologist and the counseling intern
 - Regular meetings of the Leadership Team: principal, RSP teacher, psychologist, Speech/Language specialist
- **What accommodations in regular education programs were implemented prior to referral for assessment?**
 - Kid by Kid meetings held in fall and spring
 - Ongoing SST meetings
 - Parent/Teacher conferences
 - Modifications of assignments
 - One-to-one support from Instructional Assistants
 - Support from counseling intern and school psychologist
- **What are our next steps with respect to this objective?**
 - Continue to differentiate instruction within the classroom to support the needs of Special Education students
 - Provide teacher consultation and classroom support through the RSP teacher

MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. ● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level. ● The principal and teachers will create ways to improve parental involvement through increased communication to ensure that parents do not feel disenfranchised.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What strategies and programs were used to support low achieving students? <ul style="list-style-type: none"> ○ Kid by Kid meetings held in August and February ○ Ongoing SST meetings ○ Parent/Teacher conferences ○ Modification of assignments ○ One-to-one support from Instructional Assistants ○ Support from counseling intern ○ After-school Homework Club for first through third grades 	

DIVERSE AVENUES FOR STUDENT SUCCESS

District Strategic Goals	Site Strategies & School Improvement Activities
<p>Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.</p>	<ul style="list-style-type: none"> ● Teachers provided opportunities for students to use their multiple talents to demonstrate learning and understanding of the curriculum (art, music, drama, technology). ● Teachers shared strategies and best practices for providing diverse avenues for students' success in the core curriculum. ● The principal and teachers continued to provide opportunities for student performances (Children's Theater, 5th grade talent show, classroom plays and musicals). ● The principal and teachers provided students with age appropriate leadership opportunities such as Student Council, Cross-grade Buddies, Lunch Buddies, and Student Coaches. ● The principal and teachers provided opportunities for all students to participate in recognition programs within the classrooms i.e. Citizen of the Week, Star of the Week, Geobee Challenge. ● The principal and teachers provided avenues for student community service to include; Stevenson House, Packard Children's Hospital, Veterans' Administration Hospital. ● Non-school hours enrichment program (Noon Games, YMCA Counselors, Chess Club, Languages, Quilting Club, Knitting Club, Geo Club, etc.) were planned, developed, and implemented by staff and parents.
Assessment Questions About Student Achievement Data, Professional Development, & Other School Improvement Activities	
<ul style="list-style-type: none"> ● What diverse avenues for student success were provided that honor the unique talents and abilities of each student? The diverse avenues included: <ul style="list-style-type: none"> ○ Opportunities provided for student performance in theater, dance, music, art, and Student Council, Lunch Time Volunteers, Kindergarten Volunteers ○ Community service to Stevenson House, Palo Alto Veterans' Hospital, World Wildlife Fund, Earth's Birthday Project, and Harvest Food Bank ● Do the opportunities provide a broad range of meaningful experiences? Students participated in a wide variety of noon recess "choice" activities. Among these are: <ul style="list-style-type: none"> ○ 10 Mile Club ○ Geo Club ○ YMCA Sports Program 	

- Student Chorus
- Cooking Club
- Noon Board Games
- Garden Team
- Green Team
- **What leadership opportunities were students provided during the year?**
 - Student Council
 - Lunch helpers
 - 4th grade lunch helpers for kindergarteners
 - Cross-grade Reading Buddies
 - Classroom leadership roles
- **What kind of positive reinforcement and acknowledgement have been provided for all students?**
 - End-of-the-Year Carnival
 - Science Fair Certificates
 - Classroom rewards
 - Principal's "Words of Wisdom"
 - Kinder Families Network
 - Student participation in cultural celebrations throughout the year
- **How successful were the all-school social celebrations?**

Hoover continues to acknowledge and support the importance of educating parents so that they can partner with us in our efforts to educate their children. We also believe that celebrating our diversity as well as our many academic related successes is critical in improving communication and creating a safe and caring environment for staff, students, and parents, To that end, we have provided the Welcome Back Social, International Festival, three Open Houses, a Family Math Night, an Art Gallery Show, an Invention Convention/Science Fair, and multiple community celebrations throughout the school year. The many cultural/social/community building celebrations throughout the year are popular and heavily attended. All students and many parents attend the end of year celebration of the June Carnival.

APPENDIX

2008-09 Demographic and Student Achievement Data Hoover Elementary

2008-09 Enrollment

	Number	Percent
Asian	265	72 %
White, not Hispanic	70	19 %
African American	11	3 %
Hispanic/Latino	15	4 %
Other	7	2 %
Total	368	
Free-Reduced Lunch	18	5 %
Special Education	23	6 %
English Learner (EL)	78	21 %

Source: SASI- August 2009.

Academic Performance Index (API)

2007 BASE	2008 GROWTH	2008 BASE	2009 GROWTH
981	978	973	982

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

MARS- Grades 3, 5 Percent of Students Scoring at Each Level

	Grade 3			Grade 5		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Highest	68	75	57	89	76	71
At Standard	27	24	42	10	17	20
Below Standard	5	2	0	2	6	9
Minimal Achievement	0	0	2	0	2	0

The MARS test is aligned to NCTM standards and is designed to assess students' ability to solve mathematical problems and to explain their thinking.

Education Records Bureau Writing Assessment Program (ERB WrAP) Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2006-07		2007-08		2008-09	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
Stanine 7 - 9	26	56	35	32	53	62
Stanine 4 - 6	50	40	62	64	45	33
Stanine 1 - 3	24	3	3	5	2	5
Number Tested	62	62	63	66	66	66

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing trails.

PAUSD Literacy Assessment Portfolio/Running Records Percent of Students At or Above Grade Level

Grade	2006-07	2007-08	2008-09
K	88	100	95
1	98	93	92
2	100	97	83
3	97	98	93
4	90	52	88
5	97	92	97

The PAUSD Literacy Assessment Portfolio provides strategies and tools to be used district wide in assessing student progress. Running Records are a tool for assessing students' text levels using a series of graded or leveled reading materials.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, <http://www.pausd.org/community/about/sar.shtml>, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: <http://www.cde.ca.gov>.

Hoover STAR Test Results

CST refers to the California Standards Test.

This table shows the % of students scoring at the proficient and advanced levels.

Grade	CST 2006			CST 2007			CST 2008			CST 2009		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
English/Language Arts												
2	27	68	95	18	80	98	19	75	94	25	61	86
3	28	58	86	41	41	82	37	58	95	23	72	95
4	6	92	98	13	79	92	18	78	96	11	89	100
5	14	79	93	6	92	98	21	73	94	15	77	92
Mathematics												
2	17	77	94	13	87	100	12	85	97	14	75	89
3	12	87	99	20	76	96	10	87	97	5	95	100
4	8	89	97	25	67	92	18	79	97	8	92	100
5	17	76	93	13	87	100	15	74	89	23	73	96
Science												
5	43	46	89	32	66	98	33	56	89	18	74	92