

Executive Summary School Accountability Report Card, 2010–11
(Published 2011-2012 School Year)

Nord Country School

Address: 5554 California Street, Chico CA 95973
Principal: Kathy Dahlgren

Phone: (530) 891-3138
Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Nord Country school is a California Charter School located in the far northwestern corner of Butte County. Its charter was granted by Chico Unified School District on May 18, 2005. Nord is distinct from its larger neighbor, Chico, and proudly celebrates its pioneer and farming heritage as well as its sense of being /a close-knit community.

Student Enrollment

Group	Enrollment
Number of students	142
Black or African American	4 %
American Indian or Alaska Native	<1 %
Asian	<1 %
Filipino	--
Hispanic or Latino	45 %
Native Hawaiian or Pacific Islander	--
White	50 %
Two or More Races	--
Socioeconomically Disadvantaged	69 %
English Learners	27 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on
STAR¹ Program Results	
English-Language Arts	46%
Mathematics	56%
Science	36%
History-Social Science	--

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	768
Statewide Rank (from 2010 Base API Report)	4
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Criteria Possible	Total Number of Met 3 of 5
2011–12 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

CUSD, our sponsoring agency, and our insurance carrier inspect the buildings and the playground yearly. There have been no problems reported.

Repairs Needed

No repairs are needed at this time.

Corrective Actions Taken or Planned

No corrective actions are planned at this time.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional
Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,878
District	\$8,101
State	\$8,545

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Accountability Report Card **Reported Using Data from the 2010–11 School Year** ***Published During 2011–12***

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)

School		District	
School Name	Nord Country School	District Name	Chico Unified District
Street	5554 California Street	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95973	Web Site	www.chicousd.org
Phone Number	(530) 891-3138	Superintendent	Kelly Staley
Principal	Kathy Dahlgren	E-mail Address	kstaley@chicousd.org
E-mail Address	kdahlgren@nordcountryschool.org	CDS Code	04-61424-0110551

School Description and Mission Statement (School Year 2010–11)

Nord Country School (NCS) is a free, public California Charter School located in the far northwestern corner of Butte County. NCS is organized as a 501(c)3 not for profit public corporation and provides parents with an expanded choice within the public school system in Chico and the surrounding areas.

The Mission of Nord Country School is to educate students in a small school environment where they are in close association with caring teachers, staff, parents, and community members. Students will receive a quality academic foundation based on core curriculum standards. Students will become self-motivated, lifelong learners who are tolerant of differences and cooperative with others. They will acquire the technological skills and global awareness necessary to succeed in a changing world.

Opportunities for Parental Involvement (School Year 2010–11)

Research shows parent involvement is critical to the success and learning of each child and we strongly encourage parents to volunteer at our school by either helping in the classroom, the garden, or other locations on campus to improve our school and benefit our students. We strongly believe that parents and teachers working closely together can only enhance the education and development of each student.

We have an active and energetic PTO (Parent Teacher Organization), which organizes special events, assemblies and fundraisers to support student learning and the Nord Country School Mission.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	20	Grade 8	--
Grade 1	20	Ungraded Elementary	--
Grade 2	18	Grade 9	--
Grade 3	20	Grade 10	--
Grade 4	25	Grade 11	--
Grade 5	25	Grade 12	--
Grade 6	14	Ungraded Secondary	--
Grade 7	--	Total Enrollment	142

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4 %
American Indian or Alaska Native	<1 %
Asian	<1 %
Filipino	--
Hispanic or Latino	45 %
Native Hawaiian or Pacific Islander	--
White	50 %
Two or More Races	--
Socioeconomically Disadvantaged	69 %
English Learners	27 %
Students with Disabilities	7 %

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			20	1			20	1		
1	20	1			19	1			20	1		
2	19	1			20	1			18	1		
3	20	1			20	1			20	1		
4	16	1			22	1			25		1	
5	11	1			13	1			25		1	
6	11				12				14	1		
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

It is Nord Country School's goal to create a physically, socially and emotionally safe learning environment for all students, staff and parents. We have a Safe School Plan and NCS conducts earthquake, fire and disaster drills as required. Staff members participate in on-going training in disaster preparedness. Diagrams are posted in each classroom for emergency evacuation and each staff member has an emergency staff-parent phone calling tree to use for emergencies.

Key components of our School Safety Plan cover the procedures for traumatic incidents, code reds, evacuations/relocations, bomb threats/bomb emergencies, earthquakes, fires and explosions. The NCS Safety & Facilities Committee, in accordance with Senate Bill 187, updates our School Safety Plan annually and this plan is available for viewing in our office.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	4	3	5	6.6	0.1	8.95
Expulsions	0	0	0	0.7	0.0	.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The playground and field areas are spacious, provide many opportunities for exercise, and have a fully operational automated sprinkler system. The grounds are completely fenced to limit unauthorized access and facilitate supervision of the grounds. Yard supervisors are always on duty before school, during recesses and at lunch time. Access to the main building is funneled through the front office entrance and the office manager maintains a check-in/out system to keep a permanent record of school site visitations.

The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. In general, Nord Country School reflects the beauty of the rural community of which it is a part.

School Facility Good Repair Status (School Year 2011–12)

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			Office walls were painted 2010. Carpet in Rooms 2 and 3 were replaced in 2010.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			Inspections are done monthly.
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			Inspections are done quarterly.
Structural: Structural Damage, Roofs			X		The roof of our main building leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			Inspections are done quarterly.
Overall Rating		X			

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	7	8	8	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100 %	0 %
All Schools in District	99.43 %	.57 %
High-Poverty Schools in District	100 %	0
Low-Poverty Schools in District	100 %	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	
Counselor (Social/Behavioral or Career Development)	--	--
Library Media Teacher (librarian)	.25	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	.15	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	.15	--
Resource Specialist (non-teaching)	--	--
Other	--	--

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data was collected: January 2012

Core Curriculum Area	Textbooks/Publisher/Year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	California Treasures Macmillan/McGraw-Hill 2011	Yes	0 %
Mathematics	California Math Houghton Mifflin 2009	Yes	0 %
	Saxon Math Harcourt 2009	Yes	0 %
Science	California Science Macmillan/McGraw-Hill 2008	Yes	0%
History-Social Science	California Vistas Macmillan/McGraw-Hill 2007	Yes	0%
Foreign Language	--	--	--
Health	--	--	--
Visual and Performing Arts	--	--	--
Science Laboratory Equipment (grades 9-12)	--	--	--

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	---	---	\$7,878	\$41,557
District	---	---	\$5,212	\$65,393
Percent Difference – School Site and District	---	---	151%	64%
State	---	---	\$5,455	\$67,667
Percent Difference – School Site and State	---	---	144%	61%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Nord Country School receives funding directly from the state. In addition to general fund monies, Nord receives Title I funds to provide additional services and materials for students needing extra support. All funds are budgeted and expended according to state guidelines.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	Nord Country School	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,421	\$38,541	\$40,133
Mid-Range Teacher Salary	\$41,200	\$53,749	\$62,416
Highest Teacher Salary	\$49,088	\$84,597	\$80,729
Average Principal Salary (Elementary)	\$66,712	\$95,080	\$106,217
Average Principal Salary (Middle)	---	--	--
Average Principal Salary (High)	---	--	--
Superintendent Salary	---	--	--
Percent of Budget for Teacher Salaries	22 %	41%	39%
Percent of Budget for Administrative Salaries	5 %	5%	5%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	42	46	46	54	56	58	49	52	54
Mathematics	54	63	56	46	47	51	46	48	50
Science	56	67	36	61	64	67	50	54	57
History-Social Science	---	---	---	---	---	---	---	---	---

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	58	51		--
All Students at the School	46	56		--
Male				--
Female				--
Black or African American				--
American Indian or Alaska Native				--
Asian				--
Filipino				--
Hispanic or Latino	33	48		--
Native Hawaiian or Pacific Islander				--
White	60	67		--
Two or More Races				--
Socioeconomically Disadvantaged	40	51		--
English Learners	27	47		--
Students with Disabilities	17	25		--
Students Receiving Migrant Education Services	--	--	--	--

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17	17	22

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	4	2	4
Similar Schools	NA	NA	NA

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-19	+58	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	96	768	8,725	803	4,683,676	778
Black or African American	4	--	324	696	317,856	696
American Indian or Alaska Native	1	--	164	743	33,774	733
Asian	1	--	612	775	398,869	898
Filipino	0	--	53	907	123,245	859
Hispanic or Latino	48	734	1,762	730	2,406,749	729
Native Hawaiian or Pacific Islander	0	--	45	819	26,953	764
White	42	815	5,596	835	1,258,831	845
Two or More Races	0	--	23	762	76,766	838
Socioeconomically Disadvantaged	65	737	3,894	731	2,731,843	726
English Learners	34	703	1,321	681	1,521,844	707
Students with Disabilities	12	550	977	622	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	---	2004-2005
Year in Program Improvement	---	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	36 %

XI. Instructional Planning and Scheduling

Professional Development

Staff development is a crucial part of our school plan. It is one of the reasons why the Nord Country School staff are highly effective and Nord Country School is able to maintain its high level of quality instruction. During the last 3 years our staff has participated in over 425 hours of Professional Development and countless hours of collaboration amongst themselves and professionals from others in the field of education.

Our teachers have received professional development in areas such as Language Arts, Math, English Language Learners, Student Behaviors, and Use of Technology in the Classroom. Professional development topics are selected to align with teachers' designated focus for personal growth and the needs of our students as determined by assessment data and observations. Our Instructional Aides are also encouraged to attend workshops and training to further increase their abilities and knowledge of instructional strategies and student behavior management.