



CDS Code: 19-64964-6022495

www.san-marino.k12.ca.us/~carver

K. L. Carver Elementary School

2006-2007 School Accountability Report Card

3100 Huntington Drive, San Marino, California 91108-2295

2005 National Blue Ribbon School

2004 California Distinguished School

Mission and Program Offerings

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K.L. Carver Elementary School's **mission** is to create and maintain a nurturing learning environment that:

- Enables students to make well reasoned choices;
- Inspires living with integrity and concern for others;
- Cultivates appreciation for lifelong learning; and
- Increases adaptability to change in a diverse, ever changing world.

With 639 students, K.L. Carver Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Carver won the prestigious National Blue Ribbon Award in 2005, an honor bestowed by the U.S. Department of Education. Carver also was named a California Distinguished School in 2004, in recognition of our school's consistent standing in the top ten percent of all California schools based on students' standardized test results and other outstanding factors.

Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Well-trained professionals effectively use high quality instructional materials and technology tools. Students become literate seekers of knowledge who develop competent critical thinking, problem-solving, and communication skills. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education.

All students have equal access to the core and co-curriculum. In both the mainstream and special programs, those students with special needs (English learners, gifted/talented, and learning disabled) receive customized support designed to access the core curriculum in ways best suited to individual learning styles.

Invigorating, creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved. Good citizenship and personal accountability for behavior are an integrated part of every activity.



Student Population

Grade	Enrollment	Asian	African American	Hispanic	White	Other
K	93	61	0	6	26	2
1	119	81	0	4	30	4
2	102	80	0	4	17	1
3	103	69	2	2	30	0
4	96	69	1	4	22	0
5	126	86	0	4	36	0
Total	639	444	3	24	161	7
Percent	100%	68.6	.46	3.7	25.2	1

Safety and Climate for Learning

On the whole, the students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

On the 2006 Healthy Kids Survey, 97% of fifth graders perceived school to be a safe environment. On the same measure, only 3% of the fifth graders reported they'd been hit or pushed in the past year.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was recently updated in 2006. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

A safe school environment is a given at Carver. Suspensions or expulsions are rare.

School/District	2003-2004		2004-2005		2005-2006	
	Number	Rate	Number	Rate	Number	Rate
Suspensions	2	Less than 1%	2	Less than 1%	3	Less than 1%
Expulsions	0	0	0	0	0	0

Local Assessments

The Carver faculty is developing benchmark performance assessments that are aligned to local and state content standards according to the schedule set forth in the District's Accountability Design. Summary reporting systems are additionally in progress. For more information contact the Principal Elizabeth Hollingsworth at (626) 299-7080.

Standardized Testing and Reporting (STAR)

California Standards Tests

These charts represent the percent of students achieving at a level of "proficient" or higher on the California Standards Tests (CST). Scores for all students, as well as results for significant subgroups, are reported.

Subject	Carver All Students			District All Students			California All Students		
Spring CST Year	2004	2005	2006	2004	2005	2006	2004	2005	2006
English/Language Arts	83	86	89	84	87	88	36	40	42
Mathematics	87	90	92	84	85	86	34	38	40
Science (Grade 5 only)	N/A	79	76	81	82	83	25	27	35
History/Social Studies	Not applicable			58	66	74	29	32	33

Subject	Carver White (26.4% of students)	Carver Asian (68.6% of students)
Spring 2006 CST Year		
English/Language Arts	84	92
Mathematics	81	96
Science (Grade 5 only)	64	82
History/Social Studies	Not applicable	Not applicable

Subject	Males	Females	English Learners	Learning Disabled
Spring 2006 CST Year				
2006				
English/Language Arts	88	90	47	65
Mathematics	93	90	100	69
History/Social Science	Not applicable			
Science (Grade 5)	80	72	Less than 10 students	33



National Norm Referenced Test

This data is reported as the percent of students scoring above the 50th percentile on the California Assessment (Survey) Test, Sixth Edition for purposes of NCLB at *grade 3 only*.

“Carver Elementary School Students consistently score in the top 10% of California schools.”

Subject	Carver All Students			District All Students			California All Students		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Spring of the Year									
Reading	82	78	81	85	83	85	43	41	42
Mathematics	93	92	96	92	94	93	51	52	53

“The teachers administer benchmark assessments to measure progress on locally adopted standards.”

Subject	Carver Significant Subgroups	
	Asian	White, Not Hispanic
2006		
Reading	81	84
Mathematics	97	89

Subject	Males	Females	English Learners	Learning Disabled	
Spring of the Year	2006				
Reading	78	86	*	*	*
Mathematics	95	97	*	*	*

- There are less than 10 students in this group, and thus, not reportable.

California Physical Fitness Tests

The Fitness-gram was administered to all fifth grade students, as mandated by the State. This test assesses six major fitness areas, including aerobic capacity (cardiovascular endurance), body composition (percent of body fat), abdominal strength and endurance, trunk strength and flexibility, upper body strength and endurance, and overall flexibility. A number of test options are provided for most of the fitness areas so that all students, including those with special needs, have the maximum opportunity to participate.

Grade in 2006	Carver			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	43.0	51.1	48.9	52.4	48.0	52.0	25	48.9	51.1

Academic Performance Index

The Academic Performance Index, or API, is a scale from 200 to 1000 points that annually measures the academic performance and progress of individual schools in California. Carver has consistently scored significantly above the state's annual target of 800. Although Carver qualifies for the API Awards Programs, the California legislature has not allocated funds.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2003	2004	2005	Comparison Years	From 2003 to 2004	From 2004 to 2005	From 2005 to 2006
Percent Tested	100	100	99	Percent Tested	100	99	99
API Base Score	938	939	947	API Growth Score	946	947	958
Growth Target	A	A	A	Actual Growth	+8	+8	+11
Statewide Decile Rank	10	10	10				
Similar Schools Rank	7	7	6				

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

Carver Elementary is ranked eighth in Los Angeles County in comparison to other regular elementary schools.

API Base Scores				API Growth Scores			
Academic Performance Index reported by Significant Subgroups							
Base Year	2003	2004	2005	Comparison Years	From 2003 to 20004	From 2004 to 2005	From 2005 to 2006
Asian							
API Base Score	954	949	962	API Growth Score	958	962	974
Growth Target	A	A	A	Actual Growth	+4	+13	+12
White							
API Base Score	915	928	922	API Growth Score	932	921	926
Growth Target	A	A	A	Actual Growth	+17	-7	+4

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

Annual Yearly Progress

Carver met
Annual Yearly
Progress
requirements for
NCLB.

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. K.L. Carver Elementary School met the following criteria for all students, as well as for all significant subgroups, and thus was not named for any state or federal intervention programs.

- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing
- Growth in four-year high school graduation rate
- Growth in Academic Performance Index

English/ Language Arts				
	Federal Requirement for 2004	Carver Were the federal requirements met in 2005?	Federal Requirement for 2005	Carver Were the federal requirements met in 2006?
All Students	95% participation on tests with 24.4% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 24.4% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Mathematics				
	Federal Requirements for 2005	Carver Were the federal requirements met in 2004?	Federal Requirements for 2006	Carver Were the federal requirements met in 2005?
All Students	95% participation on tests with 26.5% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 26.5% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes



Texts and other Instructional Materials

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs.

Reading/Language Arts (2003) and Mathematics (2002) and Social Studies (2006) are standards based texts. The Science adoption is scheduled for Spring 2007.

The Board of Education has certified there are sufficient textbooks purchased in compliance with Education Code 60119 and Section 6042.5 on October 24, 2006. For specific information about compliance with the Williams Settlement, use this link:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Class Size



GRADE LEVEL		K	1	2	3	4	5
2004							
Average Class Size		20.5	20.3	19.0	20.2	25.5	29.8
Numbers of Classrooms	2	3	6	5	0	0	0
	2	1	0	1	4	4	4
	0	0	0	0	0	0	0
2005							
Average Class Size		20.5	20.0	17.8	19.5	26.6	24.3
Numbers of Classrooms	1-20	3	4	5	5	0	1
	21-32	1	1	0	1	5	3
	33 +	0	0	0	0	0	0
Average Class Size		19.7	20.2	19.2	18.6	29.3	27.8
Numbers of Classrooms	3	4	5	5	0	0	0
	0	1	1	0	4	4	4
	0	0	0	0	0	0	0
2006							
Average Class Size		18.4	18.2	20.4	16.8	29.8	26.8
Numbers of Classrooms	1-20	5	4	3	5	0	0
	21-32	0	1	2	0	4	5
	33+	0	0	0	0	0	0

Support Services

When there is evidence of concern about a student, the teacher, parent, or student request a Student Success Team meeting to explore the child's needs and develop a plan to support the child.

The personal touch is an important ingredient for the long-range success of our children. A part-time school psychologist is on site to support students as they cope with learning and/or emotional concerns. A full range of learning specialists and designated instructional services are available for children who qualify for special education.

Teacher Credentials

Teachers	2004	2005	2006
Teachers with full credentials in the subject area taught	32	33	34
Teachers assigned outside of subject area taught	0	0	0
Teachers in Alternative Routes to Certification	0	0	0
Teachers with Emergency Permits	1	0	0
Teachers with Waivers	0	0	0
Total number of teachers	33	33	34

Teacher Certification to Instruct English Learners

Certified SDAIE or CLAD	Completed requirement and waiting for CCTC documents	Training or Test is in progress	Yet to begin certification
33	0	0	0

Teacher Academic Preparation

Highest Educational Level of Teachers	Carver	SMUSD
Doctorate	0	3.1%
Master's + 30 units	38%	21.9%
Master's Degree	3%	15.0%
Bachelor's Degree + 30 units	47%	44.4%
Bachelor's Degree	12%	11%
Yet to achieve a Bachelor's Degree	0	0

NCLB "Subject Matter" Compliance Status

Percent of classes in core academic subjects taught by NCLB Compliant teachers.	
Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge.	100%
Was the "Annual Measurable Objective" (AMO) for 2006 met?	YES

Teacher Evaluation

Just as students receive feedback on performance, teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated every other year based on the California Standards for the Teaching Profession.

1. Engaging and supporting all students in learning,
2. Creating and maintaining effective environments for student learning,
3. Understanding and organizing subject matter for student learning,
4. Planning instruction and designing learning experiences for all students,
5. Assessing student learning, and
6. Developing as a professional educator.

When a teacher with ten or more years of successful experience has met the criteria for NCLB compliance in subject matter knowledge, he/she may mutually agree with the supervising administrator to be placed on an alternative evaluation timeline for the evaluation process. This timeline may revert to every other year by the request of either the principal or the teacher at any time.

Professional Development

Professional development is research-based, founded on student needs as matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

The emphasis for the 2006-2007 school year are as follows: (1) differentiated instruction, (2) the science standards, framework and materials adoption; and (3) Visual and Performing Arts (dance). Three Professional Development Days are used to address the above goals and other instructional issues as determined by the elementary leadership team, consisting of teachers and principals. Teachers participate in workshops, conferences, and faculty meetings, and individualized programs (PAR) as appropriate to teacher needs. New teachers have the opportunity to participate in the SB2042 Induction Program, Beginning Teacher Support and Assessment (BTSA).

Opportunities for Parent Involvement

Carver's campus is abuzz with dedicated volunteers who facilitate classroom learning, activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With tens of thousands of reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising through annual gift-wrap sales, Book Fairs, Parent Party, Math-a-thon and the Carver Carnival. PTA monies support additional library and computer lab instructors, Instructional Assistants, our annual Science Fair, and the Art Festival. Carver's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies and field trips. Carver PTA has an active voice in decisions about the school program.

Facilities

10.2 million dollars in bond funds have been spent on new construction and renovation that is still currently in progress at Carver. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. The Carver School facilities are well maintained in a manner that is clean, safe, and functional. For up to date information on compliance with the Williams Settlement see this link.



<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

School Leadership

Leadership and teamwork are emphasized in this tightly knit school family. The site enjoys strong instructional leadership that is shared among administrators and teachers. For example, the Grade Level Chairs and the Principal form an effective leadership team that is intricately involved in every aspect of the instructional and co-curricular programs. The School Site Council (SSC) is an elected body consisting of parents, teachers, administrators, support staff, and students. The forum serves as the foundation for planning, evaluation, and decision-making at Carver.

Principal Hollingsworth is highly experienced, having served as principal of Carver for twelve years.



In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed. Grade Level Chairs lead instructional collaboration among teachers and provide input to the site leadership team. Sensitive to staff input, decisions are very often made by consensus. Students are often vital players as members of Student Council.

Technology

Carver children have access to computer technology in every classroom and in a computer lab on campus. The Carver campus has 185 computers and 50 printers. In addition classes have access to LCD Projectors and other instructional technology.

Every computer has content-filtered Internet access. Use of technology tools is integrated into the core curriculum, as it is appropriate, to the task at hand. Students learn research, information processing, communication, presentation and other technology applications in the normal course of their assignments.

Hardware and software are updated to accommodate instructional needs within the classroom, library and computer lab.

A dedicated half time technology services technician is available to staff and students for purposes of maintenance and support as needed.



Teacher Salaries (FY: Required Reporting Period 2004-2005)

Category	District Amount	Los Angeles County Average	State Average for Districts in the same category
Beginning Teacher Salary	\$34,729	Not Applicable	35,309
Mid range Teacher Salary	53,706		53,828
Highest Teacher Salary	73,800		68,027
Average Principal Salary (elementary)	88,524		82,530
Average Principal Salary (middle)	96,470		85,123
Average Principal Salary (high)	108,838		91,421
Superintendent Salary	129,642		118,587
Percent of Budget for Teacher Salaries	38.8		40.4
Percent of Budget for Administrator Salaries	6.7		5.8

Per Student Expenditures (FY: Required Reporting Period 2004-2005)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	A Revenue Limit	Dollars per Student	Dollars per Student
Revenue Limit	\$4,847	4,927	5,062
Expenditures per ADA	\$6,988	7,172	7,127

Types of Services Funded (FY: Required Reporting Period 2004-2005)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	15,839,470	Certificated Salaries	11,190,921
Federal Revenue	695,723	Classified Salaries	4,377,726
<i>Other State Revenue</i>	482,969	Employee Benefits	4,317,267
Lottery		Books and Supplies	1,293,237
Other	1,814,633	Operating Services	2,165,298
<i>Local Revenue</i>	995,917	Equipment	1,014,384
Parcel Tax		Indirect Support	<27,022>
Rents and Leases	383,598	Other Outgo	133,521
Interest	80,655	Other Uses	82,049
Schools Foundation	1,414,412		
Other Local Revenue	3,758,071		
Total Revenue	25,465,448	Total Expenditures & Transfers	24,547,381

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,180	36,000
1	52,220	50,400
2	52,330	50,400
3	52,330	50,400
4	55,650	54,000
5	55,650	54,000

SARC Contacts

Site Contact

Elizabeth Hollingsworth
Principal
(626) 299-7080
FAX: (626) 299-7064

Carver PTA
Julie Wong Tam, President
(626) 299-7080

District Contact

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CHILD FIND NOTICE

If you know of a child/student (aged 3-22) with suspected disabilities living within the boundaries of SMUSD but not enrolled in a public school, please refer the parent to Judy Mellick at (626) 299-7015. This child may be eligible to receive early intervention or other special education services.

