

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**  
*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

Official School Name **Carden Heights of Orange**  
(As it should appear in the official records)

School Mailing Address **815 South Esplanade Street**  
(If address is P.O. Box, also include street address)

**Orange** **CA** **92689-5311**  
City State Zip Code+4 (9 digits total)

County **Orange County** School Code Number\* **N/A**

Telephone **(714) 538-0402** Fax **(714) 538-8102**

Website/URL **www.cardenheights.pvt.k12.ca.us** E-mail **BUENACLINTON@AOL.COM**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* **N/A**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **N/A** Tel. ( ) \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

**N/A** Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board **Main Place Christian Fellowship**  
President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

---

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools) **N/A**

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   3   Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	3	2	5	8			
1	11	6	17	9			
2	5	9	14	10			
3	0	7	7	11			
4	6	5	11	12			
5	3	8	11	Other			
6	0	5	5				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>70</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>77</u>   | % White                          |
| <u>10</u>   | % Black or African American      |
| <u>10</u>   | % Hispanic or Latino             |
| <u>3</u>    | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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

7. Student turnover, or mobility rate, during the past year 9%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	6
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	70
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.87
<b>(6)</b>	Amount in row (5) multiplied by 100	9%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 3  
 Specify languages: Chinese, Hindustani, and Spanish

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{0}{0}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. N/A

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	___ Specific Learning Disability
___ Hearing Impairment	___ Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>8</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 1:12 (70 students/6 teachers)

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance*	97%	96%			
Daily teacher attendance*	99%	99%	99%		
Teacher turnover rate*	16%	16%	16%		
Student dropout rate (middle/high)	(1 teacher)	(1 teacher)	(1 teacher)		
Student drop-off rate (high school)					

\*Data for 1999-2001 unavailable from previous owners. 2001-2002 daily student attendance is incomplete.

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

	N/A	
Graduating class size		_____
Enrolled in a 4-year college or university		_____ %
Enrolled in a community college		_____ %
Enrolled in vocational training		_____ %
Found employment		_____ %
Military service		_____ %
Other (travel, staying home, etc.)		_____ %
Unknown		_____ %
<b>Total</b>		<b>100 %</b>

## PART III - SUMMARY

---

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Carden Heights of Orange is a K-6 school located in Orange, California. The mission of Carden Heights is to provide an academically challenging education in a structured and caring environment that strives to develop the whole child.

Established in 1985, Carden Heights was founded by Mrs. Olive Gilmour, a veteran educator from the original Carden private school in Southern California. A 2004 graduating family recently wrote, "As we leave Carden Heights now nine years later, I reviewed notes I kept from an information night with Mrs. Gilmour. That evening she explained that the school's motto was to educate children to reason, to respect, and to be responsible. The Carden approach builds on cause and effect that as you act, so shall you guide; illuminate thus motivate; provide discipline thus courtesy and deference; and encourage reverence thus stature and humility. Three simple words—reason, respect, and responsibility—and their *effective execution* has given our children the tools needed to become the top students in their middle school."

When Mrs. Gilmour passed away in 1998, so did her leadership. The school experienced some transitions, but in the spring of 2001, the school was acquired by the current owners, a couple who operate another Carden School in Yorba Linda. After three years of transitions, student 2001 percentile scores averaged 68 in reading and 76 in math.

Now, the story of Carden Heights can once again be one of remarkable gains as the school remains true to the spirit of Mrs. Gilmour's effective execution of three simple words—reason, respect, and responsibility—and by many accounts going above and beyond her call.

While many local private schools use student evaluations to turn away enrollees, Carden Heights uses evaluations to learn how a child performs academically, and subsequently develops a plan of action designed to help the child experience academic success. We are proud to have implemented an open admissions policy for the community. Students who have earned a 50% or lower on the initial evaluation have experienced significant gains, academically and socially, by the end of the year.

Carden Heights' successful open admissions policy demonstrates our commitment to operate a small school with small class sizes—an average of less than 15 students per class—to ensure that each child receives individualized attention. In addition to a low teacher-to-student ratio, students benefit from specialty teachers in music, art, physical education, and foreign language.

Through tough economic times, Carden Heights has maintained a consistent tuition assistance program. Without any endowment, Carden Heights responds by providing free daycare and other services at reduced fees. In fact, 36% of our student body benefits from some sort of financial aid. The scholarships include reduced-fee tutoring and after-school activities such as volleyball, baseball, arts and crafts, dance, tennis, and chess.

Carden Heights provides many special activities and programs. A "Buddy Program" has been implemented where upper grade students mentor kindergarten and first graders. An annual "Heritage Day" and "Collegiate Day" are examples of creating a well-rounded environment by bringing families together to share food and culture from their heritage; and creating an early interest in higher education where children are encouraged to research, discuss, and wear attire from their favorite college. Community services programs are also featured, such as "Boxes of Love" during the holidays where we receive 100% participation from students and families to help feed local, needy families.

In short, Carden Heights has not only survived challenging transitions, but prospered by increasing academic performance and effectively executing Mrs. Gilmour’s three “R’s”—reason, respect and responsibility.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Carden Heights has used the 1994 edition of the Stanford Achievement Test (SAT-9) for grades second through sixth since the 2000-2001 academic year.. Carden Heights administers the SAT-9 test by providing minimal test taking strategies and with no state-standards instruction. We leave it to the students to use the reasoning tools from the Carden curriculum. That said, we also recognize the contributions of other curriculums and have added the Saxon math book series, as well as the Harcourt series in science.

Our SAT-9 scores demonstrate the success of our curriculum philosophy. The aggregate percentile average in 2004 for mathematics for all grades tested is 95 in math and 84 in reading. The disaggregated test data for ethnic and racial groups (a total of 20% with African-American and Hispanics combined), shows a 2004 average percentile for African-American students of 75 in math and 77 in reading; and 88 in math and 77 in reading for Hispanics. Our highest scoring group, second grade, demonstrates the strong foundation they receive in their kindergarten and first grade years.

Carden Heights is proud of the Carden curriculum which is one of the oldest and long-standing curriculums in the country. SAT-9 standardized testing results clearly indicates that without a curriculum specifically tailored for a standardized test, our students receive the reasoning skills needed to perform well on a third party test. Nonetheless, Carden Heights uses the SAT9 results to improve instruction. A prime example comes as a result of the 2000-2001 SAT9 scores. The school improvement plan called for supplemental math in the form of Saxon and an aggressive reading program that rewarded children on a daily basis for the number of pages read at home. As result, scores increased by 20% in reading and math by 2003-2004 without changing the school’s open admissions policy.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

Carden Heights employs a “shared leadership” model for its curriculum and instruction. As a result, it is the teachers who come together to discuss the assessment data and make recommendations to the principal. Copies of students’ results are given to teachers to analyze for areas of improvement and strength, and to use for grade level and individual planning purposes. School-wide curricular goals are developed. For example, the teachers recognized that while the Carden curriculum is a proven and long-lasting curriculum, especially in language arts, the students nonetheless needed more supplemental math. The teachers recommended the Saxon math book series in the summer of 2001. The SAT9 scores are used as a reference when reviewing textbooks for adoption in an attempt to discern if a textbook clearly addresses areas identified for improvement. After more text book reviews, the teachers recommended the Harcourt series for science because of its strong reading comprehension component.

The school also takes into account percentage increases for individual students. As mentioned, Carden Heights employs an open admissions policy. We analyze SAT9 scores for those students who scored poorly on our internal evaluation to see how far they have progressed year-to-year. We communicate our findings with parents and due to our highly individualized student approach, we are able to focus on specific academic areas through teamwork at both home and school.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Strong communication is key at Carden Heights. Each teacher has their own website to communicate important information about the classroom (e.g., homework and upcoming tests) and the school in general. (e.g., special events). Each time the teacher updates his or her information, parents receive an automatic email informing them that the website has been updated. In addition, student performance is communicated through weekly progress reports (if that frequency is needed), quarterly report cards, and parent conferences held in the late fall and spring. Classroom work and tests are sent in “Friday Folders,” along with the school’s quarterly newsletter. Assemblies are held every other week to honor student achievement and behavioral performance. Furthermore, the school holds a Back-To-School-Night in September and an Open House every February where parents gain a better understanding of the school-wide academic performance. The school-wide data from standardized testing is also shared graphically on our website and through prospective parent information packets.

Parents receive a document outlining their child’s test scores in each topic and subtopic of the test. Included with this document is a brief narrative at the bottom of the report of their child’s performance in comparison to a nationwide sample of students who are the same age and in the same grade. The school also sends a cover letter addressing frequently asked questions, and reminds families of the director’s “open door policy” whereby parents can email, fax, and call (even via the director’s cell phone) and request an appointment and/or receive immediate feedback about test results.

Due in large part to our small environment, teachers, staff, and parents maintain a very cordial relationship. Parents are often seen bringing coffee to teachers in the morning followed by brief discussions about their child. Parents are regularly seen on campus volunteering in organized events, and supporting the teachers in areas such as morning recess and lesson plan paper copying. The strong parental involvement has fostered a comfortable rapport between teachers and parents. As a result, the lines of communication are always open between teachers and parents so that further concerns from either party can be immediately addressed.

Lastly, while Carden Heights maintains strong SAT9 scores, prospective parents who learn about the school also enroll because of our commitment to maintaining a small school with small class sizes, ensuring that every child receives a well-rounded educational and social experience.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Since 2001, Carden Heights has shared its success with its 500-student sister Carden School in Yorba Linda. We have found that a strong music program with performances has a direct positive impact on student confidence. The experience of performing flawless programs in front of large audiences have given our students confidence that can be transferred to overcome test anxiety. Our students have learned to see tests as “performances”—an area they are all too familiar with, including winning auditions to perform at the local Orange County Festival of Arts. Our sister Carden school in Yorba Linda is currently improving their music program, modeled after Carden Heights. Another school modeling their music program after Carden is a non-Carden school, McDowell Private Elementary School in Laguna Niguel, California.

Carden Heights will continue to share its success with other schools, especially schools interested in employing a successful music program and/or open admissions policy for the community. The school’s participation in the Orange County Private School Association is another avenue for sharing information.

## PART V – CURRICULUM AND INSTRUCTION

---

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

Introduction: The Carden Heights School uses the Carden curriculum, developed by Mae Carden (1894-1977). She developed an effective method for teaching reading, as well as a comprehensive elementary curriculum that gives the child the basis for a broad liberal arts education. She developed a distinctive method of teaching reading and spelling based on phonetics. She also wrote student readers and teachers’ manuals for all the elementary grades, and trained teachers in her pedagogical method. She also developed a comprehensive, sequential curriculum for the elementary grades, which covers all subjects in an integrated way. It stresses both mastery of content and the development of analytical thinking and problem solving skills. The Carden curriculum is a highly individualized approach, which strives to meet the needs of each student. Most lessons are taught in small group settings, which enable the teacher to monitor each student’s progress. Integration of subject material enables the child to apply his or her knowledge to a wide range of situations.

Mathematics: While Carden Heights has benefited from a traditional and proven method of education, the school has also recognized other curriculums that accentuate the Carden method of sequential learning. A perfect example is the Saxon math series, which builds upon previous lessons in a sequential manner as opposed to the math unit form where a student learns fractions scattered throughout the year. In fifth grade, for example, students learn *why* the mathematical symbol for pi is approximately 3.14. In all appropriate grades, the reasoning behind mathematical formulas are taught as opposed to memorizing them.

Language Arts: Carden-authored language books that reinforce parts of speech and grammar from lessons are taught. Students acquire the skills necessary to be competent readers, writers, listeners, spellers, and communicators. Phonics, spelling, and vocabulary development are integral parts of the curriculum at all grade levels, but are heavily emphasized in the primary grades. For example, 100% of our kindergartners graduate as basic readers.

Social Studies: Students learn about local, national, and global communities. Students gain an appreciation and acceptance of a variety of cultures. Grade level appropriate field trips and outside visitors are important elements of the program. For example, fourth grade students learn more about Native Americans through a visit by a Ph.D. professor in History from the California State University-Fullerton who brings Native American artifacts and talks about their culture.

Science: Carden Heights uses the Harcourt science book series for first through sixth grade—one grade above public schools. The Science program provides students with scientific literacy and a broader understanding of the scientific method. The school makes efficient use of the Science curriculum by also using it to increase student reading comprehension techniques.

French Language: French, which forms the foundation for approximately 60% of English words, compliments the Carden curriculum in grades kindergarten through sixth. Students learn basic conversational French beginning in kindergarten. In the upper-grades students acquire more vocabulary and learn to conjugate verbs. French has been part of the Carden curriculum since the 1930s. All students participate in 45-minute sessions three times a week.

Computer: Students receive formal instruction in the computer lab for 45-minutes twice a week. General technology knowledge in the areas of keyboarding, word processing, spreadsheets, graphics, Internet, and PowerPoint are taught at appropriate grade levels. A key element of the Computer curriculum is the integration of classroom lessons in the lab. For example, second graders learn how to manipulate words through the bold, underline, italics, and other functions to identify parts of speech of a sentence and therefore

reinforcing their Language Arts lesson.

Physical Education: PE places an emphasis on safety, sportsmanship, motor development, physical fitness, health, and self and team discipline through student participation in a variety of sports and games.

Art: Carden Heights provides 45-minute art lessons once a week with a specialty art teacher. The students learn painting and drawing techniques with tempera paint, watercolor, and pencils. The curriculum also includes study of artists such as Georgia O’Keeffe, Vincent Van Gogh, Winslow Homer, and Paul Cezanne.

Music: The music program has the reputation as one of the best elementary choral music programs in all of Orange County. Basic elements of music theory and note reading are taught starting at the kindergarten level. Students receive 45-minute sessions three times a week by a specialty teacher who participated in the Miss America competition with music/opera as her talent. Students prepare for and perform flawlessly in four major music programs throughout the year: Thanksgiving, Christmas, Easter, and the End-of-the-Year program.

Interwoven into the curriculum is a special emphasis on character education and etiquette. When the children start the day, they look at the teacher’s eye, shake hands, and say good morning to the teacher. While the school is not religiously affiliated, the students participate in a morning prayer and are also thankful for their food before they eat. During lunch, the teachers play soothing music and read aloud to the children. The school’s character education mantra is the Golden Rule. All students learn the importance of the Golden Rule on the first day of class. In addition to the Golden Rule, students learn a different “quote of the month” in which they must demonstrate an activity as it relates to the quote. Quotes include “a grateful heart is a generous heart,” “cherish your parents,” “enjoy the success of others,” etc. Serving others is another key element of the character education program. A prime example of serving others derives from our “Buddy Program” where we pair kindergarten and first grade students with upper-grade students. As a result of a Buddy session, a fifth grader learned that a kindergarten student needed extra help with constructing his letters. The fifth grader took two weeks off of his morning and lunch recess to help the kindergarten student. The kindergarten improved significantly and the fifth grader was awarded during an assembly for his unselfish service to others.

2a. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Students learn the consonants and vowels, and the sounds associated with them—all starting in kindergarten. They also learn the various rules by which the sounds of vowels and consonants change. They acquire the ability to sound out almost any word by themselves. The student also develops the ability to form a mental picture of the word. Carden readers do not contain pictures. Thus a child is expected to form a picture in the mind’s eye of the meaning of each word and of each sentence, and to be able to describe that picture. The teachers works with students individually and in small groups, asking questions and making sure that each child is creating an accurate inner picture of what is being read. The text-only readers also give the children an opportunity to create their own illustrations for the stories.

Children also learn that there is a rhythmic grouping of words in a sentence. Thus when they read aloud a sentence beginning with “In the last days of Rome,” they form a musical phrase. Mae Carden emphasized that this rhythmic phrasing of sentences is essential to reading comprehension.

Students also learn to analyze sentences by picking out the key word—the word that carries the meaning of the sentence—and to emphasize it in reading and speaking. For example, in the, “Jack made the cake,” “cake” is the key word. They also learn to identify parts of speech, for example, the “who-word,” the “what-word,” and the “when-word.” In addition, students learn to summarize sentence, paragraphs, and chapters, and to give a title to groups of sentences. They thus learn to comprehend the meaning of the text and to express it in their own way.

Students also have “end-of-the-book” parties for specific books. After the following grades read a specific book, they have an activity: second grade reads *Old Mother West Wind*; third grade reads *The Wizard of Oz*; fourth grade reads *Robin Hood*, fifth and sixth grade read *Black Beauty*. Fourth grade students, for example, bring to life the story of Robin Hood by participating in archery, rope climbing, a potluck, and dressing up during the “end-of-the-book” party. These types of activities are not only fun and engaging for the students, but it also encourages the children to look forward to the book they will be reading for the following year.

2b. **(Secondary Schools)** Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

N/A

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The mission of Carden Heights is to provide an academically challenging education in a structured and caring environment that strives to develop the whole child. As such, our music program is an area of emphasis that has proven to reinforce the school’s mission, especially by helping to develop the whole child. Knowing that research has shown that frequent participation in music at an early age promotes greater connections in the brain; we have made best efforts to include quality time for music in the schedule. With 45-minute sessions three times a week with a specialty teacher, the children also receive a balance of music education and a challenging academic curriculum.

During music lessons, the children learn how to “warm-up” their voices like professionals through special vocal exercises. The children then begin singing a musical scale while the teacher plays the piano. There is continuity in music theory lesson plans, but different music is introduced each year to allow for greater appreciation of all forms of music. For example, in 2003/2004, the children learned in greater depth the different types of classical music. During the Easter program, the students performed with perfection works by Vivaldi, Mendelssohn, and Handel. Students also learn American folklore and patriotic songs, and recite poetry from other cultures.

Parents have expressed an appreciation of the music program because it has also built the children’s confidence. All students participate in the four major programs throughout the year; thus giving them the experience of performing in front of large crowds. This confidence has a positive impact on the students in other school-related areas. Students have expressed that they feel more at ease during high-pressure situations, for example test taking. They learned how to conquer nervousness and fear through our music program, and they transfer those skills to other areas in their life.

In short, music has proven to support the school’s mission of developing the whole child by providing a structured program with a caring teacher who challenges students to take their musical talents and confidence to a higher level.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The Carden curriculum was created over 60 years ago with the premise that children learn at different rates and through different modalities. As a result, the school teaches in small groups. There are typically three groups. One group is tailored for children who could grasp concepts immediately and therefore could be

challenged more by helping them broaden their knowledge of what they already know (as opposed to only accelerating the subject). A second group includes students who struggle to understand concepts. They need more reiteration and support from the teacher. A third group falls in the middle—they tend to be average students who need more support and challenges in order for them to meet their full potential. The instructional strategy is flexible enough where one student could be in one group for mathematics and in a different group for reading. In all, this instructional method is tailored to the specific needs of the individual child. Small group teaching also allows for quality and in-depth explanations of student work during parent conferences.

Textbooks are supplemented with special literature books, Carden-authored language and reading material, and other resources to meet the needs of the students. Math manipulatives, science experiments, dramatic and oral presentations address multiple learning styles. For example, fifth and sixth grade students present an oral report about a country with PowerPoint slides that they created by themselves.

There is also “way side learning”—learning that occurs outside the classroom. The students’ involvement in extracurricular activities such as summer camp, “Boxes of Love” food drive, “art craft craze,” “wild science experiments,” Astrocamp (a three-day science camp for sixth grade), and drama provides students with additional avenues for learning. This current year, over 60% of second through fourth grade students were eligible for academic opportunities offered through the Center for Talented Youth (CTY) program at Johns Hopkins University. Students who scored at or above the 97 percentile in Reading or Math on the SAT9 test were eligible to participate in this prestigious program.

At the core of all instructional methods is the school’s mission of focusing on the development of the whole child. The school exposes students to a variety of experiences that allow them to consider ideas from different vantage points, share their learning experiences with their peers, and increase their critical thinking skills.

5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

The area our professional development program has most heavily focused on these past three years has been in technology. When the school was acquired in spring of 2001, we found a teaching staff in need of extensive technology training. As a result, teachers have participated in staff development in the areas of word processing, Excel spreadsheets, PowerPoint presentations, and webpage development. Teachers have made great strides since 2001. Teacher improvement in the area of technology has resulted in a new computer curriculum being written and piloted by teachers this current year. In past years, there has been a computer teacher who taught one time a week for thirty minutes each session. This year, the teachers are in charge of providing computer training to students two times a week for forty-five minute sessions. Teachers have taken the initiative to reinforce concepts learned in the classroom through the use of technology. For example, Microsoft Word has been used as an assessment tool for geometry lessons. Third grade students learned in the classroom the difference between intersecting, perpendicular, and parallel lines. The teacher guided the students through Word’s “drawing” and “create table” functions so the students could create the different types of lines they learned and categorize them accordingly. The printed document became the student assessment tool.

Teachers have also updated their own websites on a weekly basis through the use of an Internet technology called SchoolNotes. The teachers have learned to make their website more interactive by changing the background, fonts, and links. Most importantly, they create the content needed on their website to provide parents with up-to-date information about the classroom and the school in general.

To this end, we are continuing to provide the necessary teacher technology training through teacher meetings that are held every other week and the three-day teacher in-service held every summer.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

---

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): Orange County Private School Association, National Independent School Association, Triway League  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes \_\_\_\_\_ No X

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 589 K	\$ 614 1 <sup>st</sup>	\$ 639 2 <sup>nd</sup>	\$ 639 3 <sup>rd</sup>	\$ 639 4 <sup>th</sup>	\$ 639 5 <sup>th</sup>
\$ 639 6 <sup>th</sup>	\$ _____ 7 <sup>th</sup>	\$ _____ 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$ \_\_\_\_\_  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 2366.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_\_\_ greg %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 36 %

## PART VII - ASSESSMENT RESULTS

Grade: **Second Grade**

Test: **Stanford Achievement Test-9**

Edition/Publication Year: **Ninth, 1995**

Publisher: **Harcourt, Brace & Co.**

Scores are reported as **percentiles**.

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	96	94	97
Number of students tested	14	8	12*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	93	95	88
Number of students tested	14	8	12*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\* In 2001-2002, one student took the test but was not included in the total class average. The student received extra time due to a learning disability.

**ASSESSMENT RESULTS (Continued)**

Grade: **Third Grade**

Test: **Stanford Achievement Test-9**

Edition/Publication Year: **Ninth, 1995**

Publisher: **Harcourt, Brace & Co.**

Scores are reported as **percentiles**.

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	98	95	88
Number of students tested	7	13**	15*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	85	83	81
Number of students tested	7	13**	15*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\* In 2001-2002, three students took the exam and were not included in the total class average.

\*\*In 2002-2003, one student took the test and was not included in the total class average.

These students were given extra time to take the test per parent request and/or learning disability.

**ASSESSMENT RESULTS (Continued)**Grade: **Fourth Grade**Test: **Stanford Achievement Test-9**Edition/Publication Year: **Ninth, 1995**Publisher: **Harcourt, Brace & Co.**Scores are reported as **percentiles**.

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	93	84	87
Number of students tested	11	11*	11
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	78	74	78
Number of students tested	11	11*	11
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\*In 2002-2003, one student took the test, but was not included in the total class average. The student received extra time due to a learning disability.

**ASSESSMENT RESULTS (Continued)**Grade: **Fifth Grade**Test: **Stanford Achievement Test-9**Edition/Publication Year: **Ninth, 1995**Publisher: **Harcourt, Brace & Co.**Scores are reported as **percentiles**.

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	93	96	81
Number of students tested	11	5	10*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	88	79	73
Number of students tested	11	5	10*
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\*In 2001-2002, one student took the test, but was not included in the total class average. The student received extra time due to a learning disability.

**ASSESSMENT RESULTS (Continued)**Grade: **Sixth Grade**Test: **Stanford Achievement Test-9**Edition/Publication Year: **Ninth, 1995**Publisher: **Harcourt, Brace & Co.**Scores are reported as **percentiles**.

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	93	87	N/A
Number of students tested	5	8*	N/A
Percent of total students tested	100%	100%	N/A
Number of students excluded	0	0	N/A
Percent of students excluded	0	0	N/A

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	76	80	N/A
Number of students tested	5	8*	N/A
Percent of total students tested	100%	100%	N/A
Number of students excluded	0	0	N/A
Percent of students excluded	0	0	N/A

\*In 2002-2003, one student took the test, but was not included in the total class average. The student received extra time due to a learning disability.