

REVISED MARCH 22, 2005

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 Mrs. Elizabeth Hollingsworth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name K L. Carver Elementary School
(As it should appear in the official records)

School Mailing Address 3100 Huntington Drive
(If address is P.O. Box, also include street address)

San Marino California 91108-2238
City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number 19 64964 6022495

Telephone (626) 299-7080 Fax (626) 299-7086

Website/URL http://www.san-marino.k12.ca.us/~carver/ E-mail lizhollingsworth@mac.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 February 1, 2005

Name of Superintendent* Mr. Jack Rose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Marino Unified School District Tel. (626) 299-7000

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.

(Superintendent's Signature) Date February 1, 2005

Name of School Board
President/Chairperson Mr. Andrew Barth
(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 February 1, 2005

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)

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$6,776.00
- Average State Per Pupil Expenditure: \$6,881.82

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. 10 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	0	0	0	7			0
K	47	35	82	8			0
1	49	52	101	9			0
2	55	34	89	10			0
3	55	61	116	11			0
4	67	66	133	12			0
5	51	56	107	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							628

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

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|----------------------------------|
| <u>27</u> | % White |
| <u><.5</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>70</u> | % Asian/Pacific Islander |
| <u><.5</u> | % American Indian/Alaskan Native |
| 100% | Total |

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: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1 (2003-2004)	628
(5)	Subtotal in row (3) divided by total in row (4)	.0429
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 7 %
41 Total Number Limited English Proficient

Number of languages represented: 5

Specify languages: Mandarin, Cantonese, Vietnamese, Dutch, Japanese, Spanish

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 9

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: $\frac{9}{56}$ % Total Number of Students Served

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

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u> </u>

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>1</u>	<u> </u>
Classroom teachers	<u>29</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>4</u>
Support staff	<u>5</u>	<u>19</u>
Total number	<u>40</u>	<u>24</u>

12. Average school student -“classroom teacher” ratio: 20:1 in grades K-3 / 27:1 in grades 4-5

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	98 %	98 %	98 %	98 %	97 %
Daily teacher attendance	97 %	97 %	97 %	97 %	97 %
Teacher turnover rate	4 %	4 %	11 %	11 %	7 %
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

PART III: Summary

K.L. Carver Elementary School is located in San Marino, a suburb east of Los Angeles in Southern California. The former home of the Gabrielino Indians, and later the Henry E. Huntington Ranch, has evolved into a neighborhood of single-family homes nestled in the oak-rich foothills of the San Gabriel Mountains. Carver School opened in its present location in 1952 and is one of two elementary schools in our small District. We pride ourselves on the caring relationships we develop with our students and their families.

The culture of Carver School is one of strong, academic achievement in a nurturing environment. Carver's dedicated principal knows every child's name through her campus activities and exhibits a leadership style that motivates teachers and students to excel. What distinguishes our school is the balance of academics, character building, age-appropriate activities, and personalized attention. Our exceptional P.E. program employs character-building strategies to teach the importance of ethics and character. Respect is modeled and expected by all, from the principal to the grounds crew.

Together, our principal and teachers have worked as partners to create a vibrant standards-based learning environment in which every child's unique strengths are recognized and celebrated. At Carver the teaching spirit is one where *all teachers are responsible for all children*, ensuring fair and consistent consideration for every student, across all settings throughout the school. We accomplish our **mission: to create a collaborative environment that fosters lifelong learning for all children, to inspire students to reach their highest potential, and to empower them to achieve their goals.**

In every conceivable way, Carver embraces and celebrates divergent abilities, cultures, and ethnicities. By recognizing and accepting diversity, Carver students learn to see beyond themselves and gain a heightened awareness of the world around them. Carver students participate in service learning opportunities, benefiting an orphanage and disaster victims, among others; they plant and cultivate campus gardens, gain business acumen by helping in the Carver Student Store, and address campus issues through a democratic process of student council.

High academic standards and achievement are a hallmark of Carver. Our strong API score of 946 in 2004 represents a 13 point increase—*our fifth consecutive year of consistent gains*. We believe our success in implementing the California academic standards is due in large part to Carver's strong academic culture, the close rapport between students and our innovative teachers, and the tight bonds between teachers and families. Our district supports an average class size of 20 students in grades K-3, and 27 students in grades 4-5. Through every grade, technology instruction is integrated into curriculum-related assignments with both in-class computing and computer lab instruction. The Carver student becomes a highly literate individual who is an effective writer and communicator, critical thinker, and problem solver who can combine these skills with technological expertise to attain personal goals in a culturally diverse world. As our teachers have implemented a standards-aligned curriculum, our students have gained ground every year.

Our community takes pride in Carver's achievements; and we are especially appreciative of their generous financial support—through parcel taxes for teaching salaries, a construction bond for modernization, and the San Marino Schools Foundation's unfailing donations to the district. But we see this pride best in the tens of thousands of volunteer hours clocked each year by members of the Carver P.T.A. and our families. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. In a campus always abuzz with dedicated volunteers who facilitate classroom learning, activities, and events, all are welcome and recruited. Language and experience are not barriers—we value every contribution of time and energy parents can make.

At the time of its founding, Carver chose for its mascot "The Pioneers." Today, Carver still shows a courageous, invincible spirit. Like those adventurous early Western Settlers who trail blazed new paths to uncharted destinations, we foster our children's independent curiosity and love of discovery, exploration and innovation. Through the collaborative efforts of administrators, faculty, staff, parents and classmates, we strive to develop and inspire students to become Pioneers of the future.

Welcome to Carver School!

PART IV.1: Indicators of Academic Success

K.L. Carver Elementary School is proud of having an historically strong academic program, supported by an extensive network of teachers, administrators, parents, and community members. On both nationally normed tests and state criterion referenced assessments, our students’ performance has consistently placed Carver School in the top ten percent of public schools in California, reflecting the strong academic achievement of our students.

In California, the Student Testing and Reporting System (STAR) reports achievement data for students in grades 2-11 for all public schools in the state. STAR is comprised of two measures: (1) the California Standards Test (CST), which is a criterion referenced test aligned with the state’s academic standards; and (2) the California Achievement Test (CAT/6), which is a nationally norm referenced survey test. STAR assessment results for K.L. Carver Elementary School and the State of California can be found online (<http://www.cde.ca.gov/ta/>).

Carver students’ assessment results on the CST show how thoughtful planning of curriculum leads to continuous improvement and success. The California Department of Education reports CST results in five performance levels: advanced, proficient, basic, below basic, and far below basic. Students demonstrate meeting the standards when they perform at, or above, the proficient level. *In 2004, a significant percentage of Carver students met and exceeded state standards, performing at proficient or advanced levels on the CST:*

- In 2nd grade, 86% of students in language arts, 94% in math
- In 3rd grade, 78% of students in language arts, 94% in math
- In 4th grade, 84% of students in language arts, 89% in math
- In 5th grade, 86% of students in language arts, 73% in math

CAT/6 is a nationally norm referenced test introduced in 2003, with results reported in percentile bands. All schools in California strive to perform at or above the 50% percentile, demonstrating mastery of standards. *In 2004, a significant percentage of Carver students performed at or above the 50th percentile on reading and math sections of the CAT/6:*

- In 2nd grade, 86% of students in reading, 97% in math
- In 3rd grade, 79% of students in reading, 94% in math
- In 4th grade, 79% of students in reading, 88% in math
- In 5th grade, 82% of students in reading, 93% in math

At Carver School, we ensure that our students are tested; our student participation rate on the STAR assessment in 2003 was 99.8% and in 2004 was 99.6%. We are especially proud of the achievement of students in our smaller subgroups (English language learners and students with disabilities) whose achievements reflect consistently similar gains to our school-wide population.

The Academic Performance Index (API) is California’s system for ranking schools statewide according to results of student performance on STAR tests. The API uses a numeric index ranging from 200 to 1000. A school is considered high achieving if its API is over 800. Carver School’s API scores are consistently high and show the steady growth of our students. Carver’s API score was 946 in 2004, which was an increase from 938 in 2003.

We are delighted by our students’ success on the proficiency levels of the CSTs and the growth of our school-wide API scores, while we also continue to focus on character building and life skills competencies in addition to academics. Carver students, across the grades and over the years, sustain scores at the top of the rankings in the critical areas of literacy and mathematics.

PART IV.2: K.L. Carver Elementary School uses assessment data to understand and improve student and school performance.

Carver teachers systematically examine and use student assessment results to ensure progress toward achievement of academic standards. Early in the fall, our teachers and staff analyze California's STAR results at the school level and evaluate specific program strengths and weaknesses, set annual goals, and revise instruction as needed. Teachers in grades 3-5 analyze cohort scores from the STAR results. For example, 4th grade teachers receive class-matched data for their students' STAR results and they analyze each student's growth from 2nd and 3rd grades. We set high goals for all students and closely track the progress of at-risk and special needs students.

Throughout the year, Carver teachers continually monitor student progress, using state assessment information, district math assessments and school-based authentic assessments. Assessment tools include quarterly math anchor tests, school-wide writing samples, grade level rubrics, publishers' tests, daily student performance, reports, projects, and teacher observations. Teachers use assessment information to plan and adjust curriculum and teaching practices on a regular basis. Grade level team meetings, release time, and professional development days are used to analyze student achievement data and make instructional decisions.

Carver teachers also use state testing data to analyze and track performance of individual students over time. The principal, resource specialist, and classroom teachers identify each student who is performing at, or below, basic levels of proficiency. Individual plans for intervention are made and include input from the previous year's teacher.

The School Site Council (SSC) relies on assessment data, including STAR results, as they develop the School Improvement Plan to reflect areas where growth is needed. The SSC develops and monitors school-wide goals that will most impact student achievement. This team of parents, teachers, and staff work together using assessment data to understand and plan improvement of student and school performance.

PART IV.3: K.L. Carver Elementary School communicates student performance, including assessment data, to parents, students, and the community.

In the fall, the school district communicates local assessment results from California's STAR system in a mailing that includes performance data for individual students and the district. The Assistant Superintendent hosts meetings where parents learn to interpret their child's performance in relation to the standards. The local English and Chinese language newspapers also report STAR results and praise Carver's ranking on the state's Academic Performance Index. Carver's School Accountability Report Card is published annually and communicates test results and other relevant data to the community.

Additional communication between home and school takes many forms and plays a vital role in each student's success. Each Friday, students take home their completed, corrected work from the week and Carver's weekly publication, the *Friday Flash* (newsletter providing important information to parents and teachers). The PTA's monthly *Carverette* newsletter highlights curriculum topics and school events. The Carver Handbook, given to each family at the start of the school year, outlines school policies and expectations. Teachers, staff, and parents may subscribe to a weekly email notification of school activities and upcoming events. All of these publications can be accessed on Carver's website (<http://www.san-marino.k12.ca.us/~carver/>).

Teachers communicate regularly with parents regarding student performance. Formal conferences are held at the end of the first quarter, and parents review work samples and receive detailed feedback of their child's progress. Through email, notes, and phone calls, informal communication takes place between teachers and parents on a continual basis. Report cards are sent home at the end of the second, third, and fourth quarters. Teachers and staff are committed to keeping parents connected with our school.

PART IV.4: K.L. Carver Elementary School has shared and will continue to share its successes with other schools.

Carver School's faculty and staff work closely with other district schools to share successes and strengthen instructional strategies. The faculty upholds a long-standing tradition of ongoing, frequent collegial dialogue and collaboration. Grade level meetings allow teachers to share and compare student work and plan strategies to meet the needs of all students. Cross grade level sharing occurs during school staff meetings, team meetings, and during all professional development activities. Teachers serve on district committees to develop curriculum and monitor our accountability system in alignment with academic standards. These committees are a vital way in which we articulate our successes with other schools in the district.

Carver's principal enthusiastically shares best practices during district Leadership Council meetings. She also attends monthly meetings with a cadre of administrators from other local districts, where curricular achievements are discussed.

Several members of the Carver faculty are involved as both mentors and beginning teachers in the California *Beginning Teacher Support and Assessment* and the *Peer Assistance Review* programs. Both programs rely on experienced teachers to mentor others by sharing information, strategies, and materials. Beginning teachers find sharing with experienced teachers to be an excellent opportunity for discussing similar problems, concerns, and successes.

Carver School provides many opportunities for teachers in training programs to complete assigned observations and fieldwork in our classrooms. Each year we have pre-service teachers participate from Point Loma University, Pacific Oaks College, California State University-Los Angeles, and others. Schools have an open invitation to visit Carver, often sending teachers to observe in our classrooms or support programs. Through hosting these fellow educators, we not only share our successes, but we also develop collegial relationships with others. The Carver faculty and staff will proudly continue to share our experiences and practices with other interested schools for our mutual benefit.

PART V.1 K.L. Carver Elementary School’s core curriculum engages students with significant content based on high standards.

Carver School's strong academic program is based on rigorous standards. In core instruction areas, students practice standards-based materials chosen to support real-world learning and growth. Materials meet California standards in the areas of language arts, math, social studies, science, physical education, technology, and visual & performing arts, while still focusing on the more individualized needs of our student population.

Language Arts: All students read from the state recommended standards-based Houghton Mifflin series and varied supplemental materials (see section V.2a “Reading”). Selected curriculum gives students the opportunity to achieve proficiency in writing, and each grade level has specific writing prompts for portfolios to guide assessment. After successful piloting in our 4th grade, *Step Up To Writing* was selected for school-wide use. Speaking skills are practiced from K-5 with strong content assignments and high levels of expectation. By 5th grade, students give increasingly longer presentations; during Famous Americans Week, they dress in costume and present first-person narratives from historical figures to the younger classes.

Math: Instruction is based on the Harcourt Brace series, a standard-aligned state text, and supplemental materials. Students receive a strong core instruction to acquire skills. Teachers provide other math experiences to reinforce learning (see section V.3 “Math”).

Social Studies: Social Studies uses a standards based curriculum from the Houghton Mifflin series, augmented at every grade level with speakers and community-based field trips, encompassing the greater Los Angeles area. Third grade teachers developed curriculum devoted to San Marino history from 1600 to the present, and students visit historical points of interest. One outstanding local resource is the renowned Huntington Library and Gardens.

Science: Science curriculum is based on standards, and taught through McMillan-McGraw Hill publications, hands-on experiments, and supplemental materials. The core curriculum spirals through the grade levels, reinforcing concepts through hands-on bi-weekly lessons in our well-equipped science lab. Our science paraprofessionals teach the scientific method, allowing students to use tools such as spring scales and graduated cylinders. Field trips and visiting scientists enhance our program.

Physical Education: All students participate in half hour daily P.E. classes in grades 1-5, taught by our full-time credentialed P.E. teacher. Our standards based program provides 300 minutes per 10 school days, far exceeding the state mandates. In 2004, 80% of our 5th graders passed at least 5 of 6 mandated physical fitness tests. Several P.E. units are integrated with academics including Character Counts, astronomy activities, horseshoes, muscles and bones. Of course our exceptional P.E. curriculum builds our students’ physical health, but also addresses emotional and social health and well being, allowing for a higher level of academic performance.

Technology: Our district’s technology curriculum identifies specific computer skills to be mastered at each grade level. In our state-of-the-art computer lab, students in all grades, K-5, learn these skills in weekly lessons taught by our Computer Lab Director. Activities are integrated with classroom lessons, ensuring both computer literacy and support of core curriculum.

Visual & Performing Arts: Each class attends monthly art lessons with our paraprofessional art teacher in our spacious art center. Students learn art history through exposure to great art and artists of the world, and develop an appreciation of art as they use various mediums to produce their own artworks. Art lessons are also integrated with each grade level’s core curriculum in their own classrooms. All students have works displayed at the annual evening Art Festival. Our PTA funds workshops through the Los Angeles Music Center in which our students participate with visiting artists in hands-on productions in drama, dance, mime, folk music, and opera. Many 5th graders participate in the band program, and 2nd graders learn to play the recorder. Winter and spring choral productions involve all students.

Teachers integrate multiple areas of curriculum in daily classroom lessons. Students’ scores on standardized tests consistently reflect the quality of instruction.

Part V.2a: K.L. Carver Elementary School's Reading Curriculum

Carver school has an exceptionally effective reading curriculum, which clearly addresses the California standards at every grade level and provides standards-based material to each student, including those in our English Language Development (ELD) and Resource Specialist programs. Our school adopted the Houghton Mifflin Reading series—the better fit of the two state-adopted texts to the needs of Carver students. Teachers received training for both Houghton Mifflin Reading and *Step Up To Writing*, a program adopted to strengthen the writing component of our program. In an effort to elevate children's understanding in all subjects, and their real-world applications, teachers learned strategies to teach expository text more effectively.

Our curriculum fosters a love of reading, encouraging and rewarding students' progress. Students participate in reading incentive programs such as: Accelerated Reader which is accessed in the computer lab, library, and every classroom; the PTA Reading Incentive Program; and individual classroom reading awards. Daily class time is devoted to students reading individually and with others, and school-wide special days are designated for cross-grade reading (Book Day, Comfy Day, Dr. Seuss Day). Carver supports national programs, such as *NEA Read Across America*, Pizza Hut sponsored *Book-It Program*, and *Scholastic Inc.'s Reading Program*. Students are also given opportunities to distinguish themselves in myriad ways, including bookmark and poetry anthology contests. All Carver students are empowered to become highly literate individuals.

Carver School's Library, built purposefully in the center of campus to be the easily accessible and welcoming heart of our school, is a central hub for students. All 628 students visit the library weekly, borrowing from the impressive 12,000+ book collection of fiction and non-fiction titles. The library is open all day during school hours, including recesses, and two days a week after school. Students are read to by parents, the principal, and 5th grade students weekly in our special reading room. Library materials reflect the cultures of our school's population, and include an impressive video collection and teachers' resource materials.

Part V.3: K.L. Carver Elementary School's math curriculum relates to essential skills and knowledge based on our school's mission.

Carver School has an outstanding math program, which reflects our school-wide mission that all students be given many opportunities for success and empowered as life-long learners. We adopted the Harcourt Math series to provide challenging standards-based math curriculum with a text that includes *reteach*, *practice*, and *challenge* levels in order to address each student's needs. Multiple approaches help students acquire and retain skills, including *Marcy Cook Math Labs*, *Math on the Wall*, and *Problem of the Day* assessments. Our teachers encourage hands-on learning, supplying manipulatives at all grade levels to supplement rote learning with real-world problem solving.

The District Accountability Design Team developed math anchor assessments to be administered three times per year from K-5, to assess our students' math skills and knowledge. To reach each child individually, our speech therapist and ELD teacher assist students with math vocabulary and help them to process story problems. Saxon materials supplement math instruction in grades 1 and 5. Essential skills and knowledge are acquired through a sequential curriculum, with a spiral review at regular intervals.

Carver School's mission also urges a collaborative environment for teachers. Using our text for diagnostics, our teachers have worked extensively in grade level teams to help map the mathematics curriculum and to revise math benchmarks. Together, Carver teachers attended five in-services devoted to promoting the California standards math program. Teachers were trained in problem solving techniques, vocabulary development, and sequential skills, including algebra. Today, our teachers still meet to dialogue and create lesson plans reinforcing and implementing what they learned with consistent strategies across grade levels. Teachers have also created curriculum based on our challenging San Marino Unified School District standards.

Part V.4: K.L. Carver Elementary School teachers use a variety of instructional methods to improve student learning.

At Carver, our staff works diligently and creatively to meet the individual needs of all students as they strive to meet and exceed standards. A wide variety of strategies come into play; whole class instruction, small group instruction, student pairs, and individual instruction. Grouping of students is both homogeneous and heterogeneous, with teacher-directed lessons and peer tutoring in classrooms. Teachers use proven questioning strategies and response techniques, which allow them to receive immediate feedback on student understanding. Materials are carefully selected to best serve all our student population, meeting the needs of English learners, learning disabled students, and students of different ethnicities. Teachers are trained to use a variety of inclusion strategies, enabling all students to have access to regular core curriculum.

In classrooms, units of study are revised and modified as needed to meet the needs of all students, with attention to reaching at-risk students. Teachers work together with specialists to form a *Student Success Team*; specialists include the Resource Specialist, the English Language Development Teacher, Special Day Class Teacher, Psychologist, Speech & Language Pathologist, Adaptive P.E. Specialist, and Occupational Therapist. Interventions are documented to include action plans; if it is evident that a student needs more help, a referral for special testing is generated to identify sources of assistance. An Individualized Educational Plan may be discussed with parents and staff, to focus on child specific needs that help move a student to grade level ability. Close one-on-one instruction and ongoing collaboration between classroom teachers help us meet the individual needs of each student.

Carver provides for the needs of its high ability students in the regular classroom through the implementation of differentiated instruction, curriculum compacting, content acceleration, tiered assignments, flexible grouping, independent study, leadership opportunities, and enrichment activities. Through the use of varied instructional methods, Carver strives to ensure the best possible learning experiences for every child.

Part V.5: K.L. Carver Elementary School's professional development program positively impacts student achievement.

Teachers in the district are provided with staff development opportunities to learn how to implement the state adopted standards based materials. The district annually provides two mandatory staff development days, with a third optional day. Recently, staff members used these days for activities such as designing math anchor assessments, analyzing state standards and frameworks, and receiving language arts training. Motivational guest speakers, such as Jim Trelease and Rick Morris, have helped teachers to positively impact student achievement with new and exciting techniques. Professional development is connected to the school plan and is based on site priorities and individual learning needs of teachers.

Teachers have school-sponsored opportunities to attend conferences. Specialized training is provided for teachers with particular needs; for instance, new teachers receive training in the referral process for students who are not meeting standards. There is opportunity for new teachers to participate in *Peer Assistance Review* and the *Beginning Teacher Support and Assessment*, California's mentoring programs. The district offered training that focused on instructional strategies for second language students. Teachers have received CPR and first aid training, to maintain a safe environment for students.

We structure time for teachers to work together to make instructional decisions, determine timing and yearly pacing for units of instruction, and analyze student achievement data. Formal and informal meetings take place regularly; eight faculty meetings per year are designated as grade level team meetings, and two meetings are reserved for cross-grade level articulation. Grade Level Chairmen and principal meet monthly to maintain a continuous dialogue regarding the school program and make key decisions about school policies, procedures, and curriculum. Our collaborative culture and ongoing analysis of student performance drive the direction of professional development, all focused on positively impacting students.

K.L. Carver Elementary School
State Criterion Reference Assessment Results

California Standards Test
English Language Arts – Grade 2

English Language Arts – Grade 2	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	April	May
Publisher	ETS	ETS	Harcourt	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996	9 th Ed., 1996
SCHOOL SCORES				
Enrollment	116	127	81	99
<i>Number of students tested</i>	<i>116</i>	<i>127</i>	<i>79</i>	<i>95</i>
Percent of total students tested	100	100	98	96
Number of students alternatively assessed	0	0	0	0
% At Advanced	49	49	34	43
% At or Above Proficient	86	85	80	86
% At or Above Basic	97	96	99	98
% Below Basic	2	2	1	2
% Far Below Basic	1	2	0	0
SUBGROUP SCORES				
1. Asian				
% At Advanced	52	56	40	44
% At or Above Proficient	89	91	82	90
% At or Above Basic	99	100	92	99
% Below Basic	1	0	4	1
% Far Below Basic	0	0	4	0
<i>Number of students tested</i>	<i>75</i>	<i>88</i>	<i>53</i>	<i>70</i>
2. White (not Hispanic)				
% At Advanced	38	33	26	36
% At or Above Proficient	79	70	69	77
% At or Above Basic	97	93	96	95
% Below Basic	3	7	4	5
% Far Below Basic	0	0	0	0
<i>Number of students tested</i>	<i>38</i>	<i>32</i>	<i>23</i>	<i>22</i>
STATE SCORES				
% At Advanced	12	12	9	10
% At or Above Proficient	35	36	32	32
% At or Above Basic	65	68	63	61
% Below Basic	22	19	22	24
% Far Below Basic	13	13	15	15

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test English Language Arts – Grade 3

English Language Arts – Grade 3	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	April	May
Publisher	ETS	ETS	Harcourt	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996	9 th Ed., 1996
SCHOOL SCORES				
Enrollment	120	96	118	100
<i>Number of students tested</i>	119	96	114	97
Percent of total students tested	99	100	97	97
Number of students alternatively assessed	0	0	0	0
% At Advanced	41	39	44	40
% At or Above Proficient	78	78	81	77
% At or Above Basic	95	94	94	91
% Below Basic	4	3	3	7
% Far Below Basic	1	4	4	1
SUBGROUP SCORES				
1. Asian				
% At Advanced	46	46	43	46
% At or Above Proficient	81	79	79	86
% At or Above Basic	94	95	92	96
% Below Basic	5	3	4	3
% Far Below Basic	0	2	4	1
<i>Number of students tested</i>	82	64	83	68
2. White (not Hispanic)				
% At Advanced	33	26	39	30
% At or Above Proficient	69	78	82	60
% At or Above Basic	96	91	96	81
% Below Basic	3	9	0	18
% Far Below Basic	0	0	4	0
<i>Number of students tested</i>	30	26	28	23
STATE SCORES				
% At Advanced	9	10	11	9
% At or Above Proficient	30	33	34	30
% At or Above Basic	61	63	62	59
% Below Basic	22	21	23	24
% Far Below Basic	17	16	16	16

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test English Language Arts – Grade 4

English Language Arts – Grade 4	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	April	May
Publisher	ETS	ETS	Harcourt	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996	9 th Ed., 1996
SCHOOL SCORES				
Enrollment	107	114	110	105
<i>Number of students tested</i>	<i>106</i>	<i>113</i>	<i>107</i>	<i>105</i>
Percent of total students tested	99	99	97	100
Number of students alternatively assessed	0	0	0	0
% At Advanced	64	59	62	50
% At or Above Proficient	84	85	89	83
% At or Above Basic	96	97	98	95
% Below Basic	4	3	1	2
% Far Below Basic	0	0	1	2
SUBGROUP SCORES				
1. Asian				
% At Advanced	67	61	68	51
% At or Above Proficient	89	84	91	85
% At or Above Basic	97	96	97	94
% Below Basic	3	4	1	3
% Far Below Basic	0	0	1	3
<i>Number of students tested</i>	<i>73</i>	<i>82</i>	<i>81</i>	<i>74</i>
2. White (not Hispanic)				
% At Advanced	69	50	45	14
% At or Above Proficient	84	85	77	10
% At or Above Basic	96	100	100	4
% Below Basic	4	0	0	0
% Far Below Basic	0	0	0	0
<i>Number of students tested</i>	<i>27</i>	<i>26</i>	<i>22</i>	<i>28</i>
STATE SCORES				
% At Advanced	16	15	14	11
% At or Above Proficient	39	39	36	33
% At or Above Basic	73	74	71	66
% Below Basic	18	18	19	21
% Far Below Basic	9	8	11	13

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test English Language Arts – Grade 5

English Language Arts – Grade 5	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	April	May
Publisher	ETS	ETS	Harcourt	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996	9 th Ed., 1996
SCHOOL SCORES				
Enrollment	120	112	111	126
<i>Number of students tested</i>	<i>119</i>	<i>112</i>	<i>108</i>	<i>120</i>
Percent of total students tested	99	100	97	95
Number of students alternatively assessed	0	0	0	0
% At Advanced				
% At or Above Proficient	66	46	41	30
% At or Above Basic	86	84	75	63
% Below Basic	95	97	94	93
% Far Below Basic	2	2	4	5
	3	0	2	2
SUBGROUP SCORES				
1. Asian				
% At Advanced	62	48	43	30
% At or Above Proficient	83	88	75	64
% At or Above Basic	93	99	92	93
% Below Basic	2	1	5	5
% Far Below Basic	4	0	3	2
<i>Number of students tested</i>	<i>90</i>	<i>84</i>	<i>72</i>	<i>86</i>
2. White (not Hispanic)				
% At Advanced	71	42	34	33
% At or Above Proficient	92	71	74	63
% At or Above Basic	100	96	100	93
% Below Basic	0	4	0	7
% Far Below Basic	0	0	0	0
<i>Number of students tested</i>	<i>24</i>	<i>24</i>	<i>35</i>	<i>30</i>
STATE SCORES				
% At Advanced	16	10	9	7
% At or Above Proficient	40	36	31	28
% At or Above Basic	71	72	70	66
% Below Basic	16	18	20	22
% Far Below Basic	13	11	9	12

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test Mathematics – Grade 2

Mathematics – Grade 2	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Enrollment	116	127	81
<i>Number of students tested</i>	<i>116</i>	<i>127</i>	<i>80</i>
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
% At Advanced	78	76	45
% At or Above Proficient	94	92	80
% At or Above Basic	99	98	94
% Below Basic	2	2	6
% Far Below Basic	0	2	0
SUBGROUP SCORES			
1. Asian			
% At Advanced	79	81	54
% At or Above Proficient	95	93	85
% At or Above Basic	4	100	98
% Below Basic	0	0	2
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>75</i>	<i>88</i>	<i>54</i>
2. White (not Hispanic)			
% At Advanced	71	70	30
% At or Above Proficient	86	90	73
% At or Above Basic	94	97	90
% Below Basic	6	3	9
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>38</i>	<i>32</i>	<i>23</i>
STATE SCORES			
% At Advanced	23	12	16
% At or Above Proficient	51	36	43
% At or Above Basic	76	68	68
% Below Basic	20	19	24
% Far Below Basic	5	13	8

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test Mathematics – Grade 3

Mathematics – Grade 3	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Enrollment	120	96	118
Number of students tested	119	96	117
Percent of total students tested	99	100	99
Number of students alternatively assessed	0	0	0
% At Advanced	73	61	53
% At or Above Proficient	94	89	84
% At or Above Basic	97	96	95
% Below Basic	3	3	4
% Far Below Basic	0	0	1
SUBGROUP SCORES			
1. Asian			
% At Advanced	78	73	58
% At or Above Proficient	96	94	85
% At or Above Basic	98	99	97
% Below Basic	1	2	1
% Far Below Basic	0	0	2
<i>Number of students tested</i>	82	64	85
2. White (not Hispanic)			
% At Advanced	58	52	41
% At or Above Proficient	88	91	85
% At or Above Basic	94	100	96
% Below Basic	6	0	4
% Far Below Basic	0	0	0
<i>Number of students tested</i>	30	26	27
STATE SCORES			
% At Advanced	21	19	12
% At or Above Proficient	48	46	38
% At or Above Basic	73	71	65
% Below Basic	23	23	26
% Far Below Basic	4	7	9

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test Mathematics – Grade 4

Mathematics – Grade 4	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Enrollment	107	114	110
<i>Number of students tested</i>	<i>107</i>	<i>113</i>	<i>110</i>
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
% Advanced	67	51	45
% Proficient	89	89	85
% Basic	96	99	95
% Below Basic	5	1	1
% Far Below Basic	0	0	0
SUBGROUP SCORES			
1. Asian			
% At Advanced	56	52	54
% At or Above Proficient	96	89	90
% At or Above Basic	100	100	98
% Below Basic	0	0	1
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>74</i>	<i>82</i>	<i>85</i>
2. White (not Hispanic)			
% At Advanced	50	50	12
% At or Above Proficient	85	92	64
% At or Above Basic	93	96	100
% Below Basic	8	4	0
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>27</i>	<i>26</i>	<i>25</i>
STATE SCORES			
% At Advanced	18	18	13
% At or Above Proficient	45	45	37
% At or Above Basic	73	72	67
% Below Basic	24	21	26
% Far Below Basic	3	7	7

K.L. Carver Elementary School

State Criterion Reference Assessment Results

California Standards Test Mathematics – Grade 5

Mathematics – Grade 5	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Enrollment	120	112	111
<i>Number of students tested</i>	<i>119</i>	<i>112</i>	<i>108</i>
Percent of total students tested	99	100	97
Number of students alternatively assessed	0	0	0
% At Advanced	34	31	41
% At or Above Proficient	73	80	75
% At or Above Basic	96	96	94
% Below Basic	4	4	4
% Far Below Basic	0	0	2
SUBGROUP SCORES			
1. Asian			
% At Advanced	40	38	33
% At or Above Proficient	77	90	65
% At or Above Basic	96	98	89
% Below Basic	4	1	11
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>90</i>	<i>84</i>	<i>72</i>
2. White (not Hispanic)			
% At Advanced	16	12	8
% At or Above Proficient	54	54	50
% At or Above Basic	96	96	81
% Below Basic	4	4	19
% Far Below Basic	0	0	0
<i>Number of students tested</i>	<i>24</i>	<i>24</i>	<i>36</i>
STATE SCORES			
% At Advanced	12	10	7
% At or Above Proficient	38	35	29
% At or Above Basic	65	61	59
% Below Basic	25	26	31
% Far Below Basic	10	13	9

K.L. Carver Elementary School

Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Reading – Grade 2

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Reading – Grade 2	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	86	84	90
Enrollment	116	127	81
Number of students tested	116	127	77
Percent of total students tested	100	100	95
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	88	89%	*
Number of students tested	75	88	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	84	78%	*
Number of students tested	34	32	*

*Not included in California's State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School
Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Reading – Grade 3

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Reading – Grade 3	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	79	78	90
Enrollment	120	96	118
Number of students tested	119	96	117
Percent of total students tested	99	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	82	80	*
Number of students tested	82	64	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	73	85	*
Number of students tested	30	26	*

*Not included in California’s State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School

Assessments Referenced Against National Norms

**California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Reading – Grade 4**

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Reading – Grade 4	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	79	77	94
Enrollment	107	114	110
Number of students tested	106	113	108
Percent of total students tested	99	99	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	78	78	*
Number of students tested	73	82	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	89	77	*
Number of students tested	27	26	*

*Not included in California's State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School

Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Reading – Grade 5

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Reading – Grade 5	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	82	88	87
Enrollment	120	112	111
Number of students tested	119	110	107
Percent of total students tested	99	98	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	80	90	*
Number of students tested	90	84	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	88	83	*
Number of students tested	24	23	*

*Not included in California's State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School
Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Mathematics – Grade 2

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Mathematics – Grade 2	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	97	84	92
Enrollment	116	127	81
Number of students tested	116	127	78
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	99	95	*
Number of students tested	75	88	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	76	78	*
Number of students tested	38	32	*

*Not included in California’s State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School
Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Mathematics – Grade 3

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Mathematics – Grade 3	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	94	92	94
Enrollment	120	96	118
Number of students tested	119	96	117
Percent of total students tested	99	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	100	95	*
Number of students tested	82	64	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	76	92	*
Number of students tested	38	26	*

*Not included in California's State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School

Assessments Referenced Against National Norms

California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Mathematics – Grade 4

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Mathematics – Grade 4	2003-2004	2002-2003		2001-2002
Test administered	CAT/6	CAT/6		SAT-9
Testing month	May	May		April
Publisher	ETS	ETS		Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002		9 th Ed., 1996
SCHOOL SCORES				
Total Score: Percent scoring At or Above 50 th NPR	88	88		96
Enrollment	107	114		110
Number of students tested	107	113		109
Percent of total students tested	100	99		99
Number of students alternatively assessed	0	0		0
Percent of students alternatively assessed				
SUBGROUP SCORES				
1. Asian: Percent scoring At or Above 50 th NPR	96	82		*
Number of students tested	74	88		*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	89	88		*
Number of students tested	27	26		*

*Not included in California's State Assessment reporting system as of January 20, 2005

K.L. Carver Elementary School

Assessments Referenced Against National Norms

**California Achievement Test (CAT/6)
Survey Test Scores (2003, 2004)
Stanford Achievement Test (SAT-9) Scores (2002)
Mathematics – Grade 5**

- Scores are reported here as Percentiles.
- California Department of Education required the SAT-9 test in 2001-2002, but changed to the CAT/6 Survey Test in 2002-2003. CAT/6 and SAT-9 results reported here are not of comparative value.

Mathematics – Grade 5	2003-2004	2002-2003	2001-2002
Test administered	CAT/6	CAT/6	SAT-9
Testing month	May	May	April
Publisher	ETS	ETS	Harcourt
Edition/Publication Year	6 th Ed., 2002	6 th Ed., 2002	9 th Ed., 1996
SCHOOL SCORES			
Total Score: Percent scoring At or Above 50 th NPR	93	88	92
Enrollment	120	112	111
Number of students tested	119	111	109
Percent of total students tested	99	99	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian: Percent scoring At or Above 50 th NPR	92	92	*
Number of students tested	90	84	*
2. White (not Hispanic): Percent scoring At or Above 50 th NPR	96	78	*
Number of students tested	24	23	*

*Not included in California's State Assessment reporting system as of January 20, 2005