

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
CARMEL UNIFIED SCHOOL DISTRICT

Captain Cooper Elementary School

ADDRESS: Hwy. 1 California St. Rt. 1, Big Sur, CA 93920 **PHONE:** (831) 667-2452

PRINCIPAL: Madeline Franco **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	68	499	557
Teachers	Number of classroom teachers (full-time equivalent)	5	24	27
Students per teacher	Number of students per teacher	14	22	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	767	688	752
Students per computer	Number of students sharing one computer	5	6	5

Principal's Comments

Our school has three full-time, credentialed regular education teachers. Our teaching principal teaches half time, and there is a full-time Spanish-speaking reading and language-acquisition teacher. Three teachers hold a Cross-cultural Language and Academic Development certificate and one is certified for bilingual instruction. Our principal holds a master's degree in special education. Our school has a part-time nurse, a speech therapist, a counselor, a psychologist, and a music teacher. Captain Cooper School is implementing the McGraw-Hill SRA and Open Court texts for language arts, Houghton Mifflin Mathematics, Harcourt Brace Social Studies, and Harcourt Brace Science. Our textbooks are current and in sufficient supply. Other staff members include a school secretary, a PE instructor, instructional aides, a Spanish-speaking technical assistant, a special education instructional assistant, a bus driver, and a custodian.

Major Achievements

- Our second-language learners have shown a minimum of one year's growth on the California English Language Development Test.
- We are especially proud of the time that is spent each day for language instruction for English learners and of the specific time spent in specific subject areas for students whose primary language is English.
- All students have shown improvement in writing based on the Carmel Unified writing assessment.

Focus for Improvement

- Further enhance the new library on site with more books in science-related areas and in books that are written in both English and Spanish.
- Continue to purchase additional computers yearly. Maintain our computer network that connects the classrooms, library, and office.
- Continue to offer afterschool math and reading classes to provide additional academic support for students.
- Continue to implement and train staff with a district consultant for Project Write to better prepare students in writing across the curriculum.

Contents

Our School at a Glance

page 1

Student Achievement

page 4

Students

page 10

Climate for Learning

page 11

Teachers and Staff

page 13

Curriculum and Textbooks

page 17

Resources

page 19

Funding

page 20



Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Captain Cooper’s API was 767 (out of 1000). This is a decline of two points compared to last year’s API. About 100 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

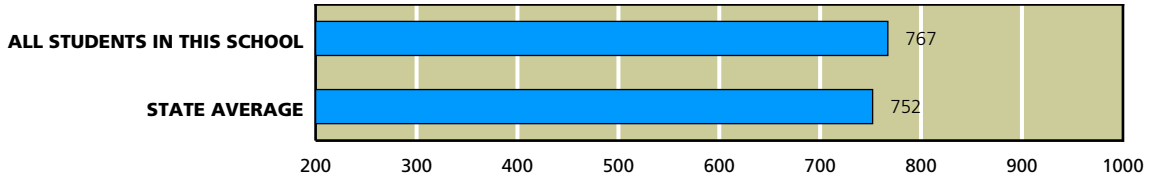
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We did not meet our assigned growth targets during the 2004–2005 school year. Just for reference, 68 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	767
Growth attained from prior year	-2
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

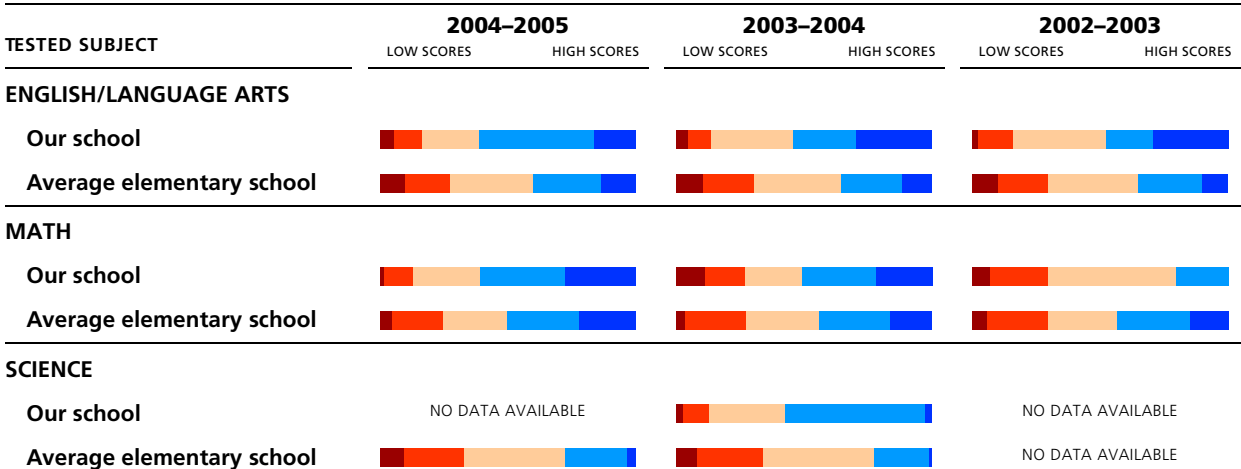
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	50%	54%	48%
Average elementary school	41%	36%	36%
MATH			
Our school	52%	51%	22%
Average elementary school	50%	45%	44%
SCIENCE			
Our school	N/A	57%	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. More information about these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS’ SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			61%	100%	SCHOOLWIDE AVERAGE: About 20 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			30%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

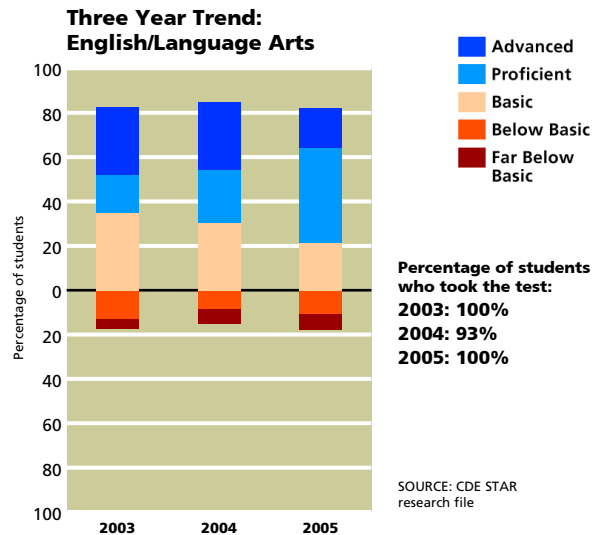
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	NO DATA AVAILABLE		N/A	0	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	24	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			61%	100%	SCHOOLWIDE AVERAGE: About 11 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			50%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

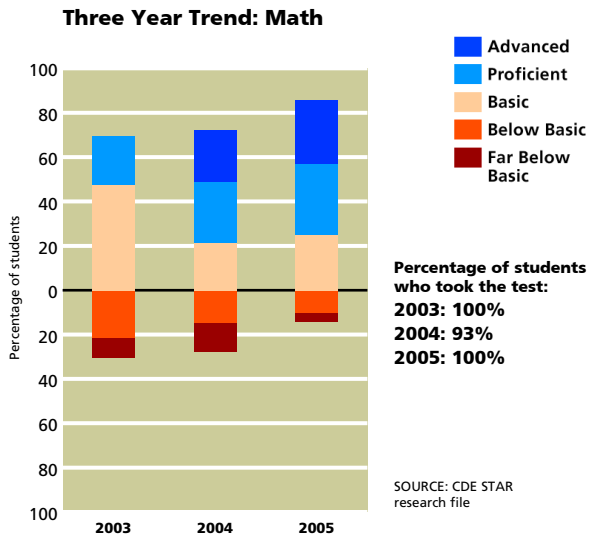
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	NO DATA AVAILABLE		N/A	0	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	24	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			21%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

Subgroup Test Scores

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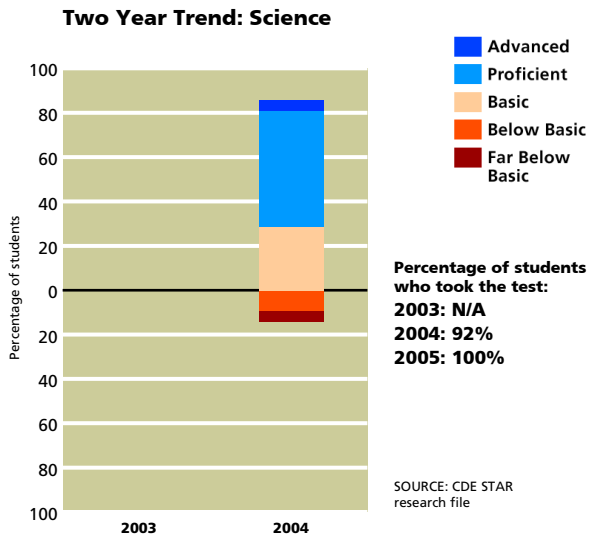
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	GENDER: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	NO DATA AVAILABLE		N/A	0	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	0	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) themselves by going to the CDE's Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	38%	11%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	54%	29%	37%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	38%	13%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	54%	37%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	8%	21%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	69%	45%	54%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Captain Cooper, 54 percent of students scored at or above average in reading (compared to 37 percent statewide); 54 percent scored at or above average in language (compared to 45 percent statewide); and 69 percent scored at or above average in math (compared to 54 percent statewide).

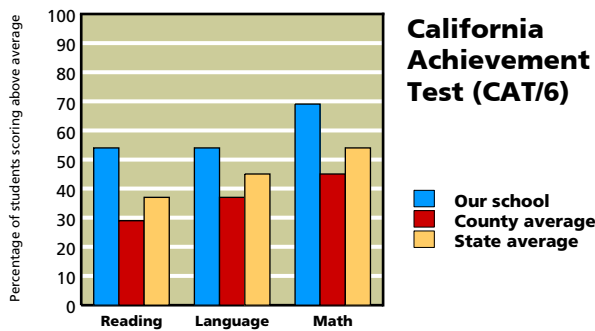
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Captain Cooper, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 38 percent scored at the top in language (compared to 19 percent statewide); and eight percent scored at the top in math (compared to 30 percent statewide).

Our CAT/6 Results Compared

Students take this test only in the third grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.

Other Measures of Student Achievement

Our teachers evaluate students’ skills using oral questioning, written tests, and project-based evaluations. Students learning English are assessed the same way, with the addition of the California English Language Development Test. Teachers meet with parents in November and March to discuss students’ progress. Teachers send report cards home in June. In March we give a kindergarten through grade five assessment that has been developed by teachers in each grade level to see if academic goals have been met for each grade.



SOURCE: Spring 2005 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Captain Cooper, 53 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the 47 percent of Captain Cooper students who were still learning English, none advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	53%	54%	68%
English learners	47%	46%	32%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 32 students classified as English learners. At Captain Cooper, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	96%	85%
Vietnamese	0%	0%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	0%	2%	7%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Ethnicity

Most students at Captain Cooper identify themselves as Latino/Hispanic. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	3%	8%
Asian American/Pacific Islander	0%	6%	11%
Latino/Hispanic	62%	70%	49%
White/European American/Other	38%	21%	32%

SOURCE: CBEDS census of October 2004. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Captain Cooper, 45 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	45%	67%	56%
Parents with some college	48%	37%	51%
Parents with college degree	25%	19%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 48 percent of the students at Captain Cooper have attended college and 25 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like most elementary schools, differ across grades.

The average class size at Captain Cooper varies across grade levels from a low of 11 students to a high of 24. Our average class size schoolwide is 17 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	11	20	20
First grade	9	20	19
Second grade	11	20	19
Third grade	8	21	20
Fourth grade	12	28	29
Fifth grade	13	29	30

SOURCE: CBEDS census, October 2004, and Carmel USD. County and state averages represent elementary schools only.

Safety

We review the school emergency plan annually. We hold staff safety training at the beginning of each year and inform parents of emergency procedures. Classroom teachers train students to deal with hostile intruders, earthquakes, fires, and floods. A supply of emergency equipment is located on site. The school is also equipped with an emergency generator.

Our school and grounds are very safe. Last year we purchased new playground equipment, which is up to current safety standards and is inspected regularly.

Homework

Teachers assign homework four nights a week. Time spent on homework ranges from a maximum of 15 minutes at the kindergarten level to 45 minutes at the fifth grade level. There is a specific policy at both the school and district levels to address specific areas of homework support and procedures. Teachers of upper-grade students assign long-term projects.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

The philosophy of our school discipline plan is that everyone has the right to be safe from physical and emotional harm, and it is everyone’s responsibility to follow safety and school rules. We place great value on being a person of good character. We use student conflict managers to teach students to communicate problems that they may encounter with their peers. We encourage cooperation between home and school to help students develop personal responsibility. There are fewer than three suspensions per year at our school.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	3	2
	2003–2004	N/A	N/A
	2002–2003	1	1
Expulsions per 100 students	2004–2005	0	0
	2003–2004	N/A	N/A
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2004–2005 school year, we had two suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	46%	22%
Girls in Fitness Zone	N/A	51%	27%
Total	N/A	49%	25%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

The regular school day begins at 8:30 a.m. and ends at 3 p.m., with a lunch break from 12 p.m. to 12:45 p.m. We have a total of ten minimum days during the school year. Our school provides the state-mandated 36,000 instructional minutes per year for kindergartners and 54,000 minutes per year for first through fifth graders.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	44,395	36,000
Grades 1–3	54,590	50,400
Grades 4–5	56,280	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Madeline Franco has been principal of this school for four years. Our principal has five years of experience as a principal and 15 as a teacher.

Teachers and the principal take part in the decision making at our school. Our School Site Council, which includes parents, teachers, and administration, along with our Parent Club, play a key role in shaping our students' school experience.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	60%	35%	30%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	40%	65%	70%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 40 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 60 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	96%	96%
Trainee credential holders	Percentage of staff holding an internship credential	0%	5%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Captain Cooper hold a full credential. None of the faculty at Captain Cooper holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Captain Cooper hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 93 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	26%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	4%	4%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to four percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

The districtwide average is one percent, compared to 26 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is one percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	1%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	N/A
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	1%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

Evaluating and Improving Teachers

The purpose of evaluation is to promote quality education by improving instruction. Our school evaluates tenured teachers at least every other year. We evaluate nontenured teachers annually. The criteria for evaluation follows the California Standards for the Teaching Profession.

Teachers at Captain Cooper School collaborate with each other and the principal on a weekly basis.

Staff Development

We offer training seminars throughout the year to our staff and faculty. This year we hired outside facilitators to help us teach writing and to customize instruction. We provide staff with three staff development days each year so they can attend workshops or conferences. Teachers attended training on literacy and second-language acquisition.

Substitute Teachers

We are fortunate to have a pool of highly qualified teachers from our district who serve as substitutes. In some cases teachers will cover for each others' classes to allow teachers to attend a meeting at the school site.

Teacher Assignment

We have two new second grade teachers this year. Two of our staff members serve as mentor teachers for our new teachers and for others throughout the district. Mentors meet weekly with these teachers to discuss instructional issues, talk about upcoming school events, and discuss classroom management, planning, and assessments.

Specialized Programs and Staff

As part of the district’s elementary counseling program, Captain Cooper School has a counselor on site one day each week to support students, parents, and teachers. A speech therapist is also on campus one day a week. A psychologist and a registered nurse serve our students as needed. Students receive support in special education from a Resource Specialist Teacher or an assistant who is at our school three hours a day.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has three students who qualify for this program. We identify students for our GATE program using a district test in the third grade. GATE students have the opportunity to participate in special lessons with a district teacher once a week. We use an individualized learning plan to monitor their progress.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has six students who qualify for these **special education** programs. The Student Study Team meets to discuss student needs. Team members include the principal, special education teacher, classroom teachers, and the parents of the student being discussed. Captain Cooper School has a part-time special education teacher and a part-time aide to cover reading, written language, mathematics, and spelling.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. All teachers at Captain Cooper School are certified in Cross-cultural Language and Academic Development or are certified for bilingual instruction. They provide sheltered instruction in English (classes only for students learning English). A bilingual assistant who speaks Spanish helps our English learners. We encourage the parents of English learners to join our English Language Advisory Committee and participate in our various workshops and programs. Second-language learners receive 30 to 45 minutes a day of daily instruction in English.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students’ needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

We base our reading and writing curriculum on the California Content Standards in English for each grade level. According to these standards, students must be able to read and write by the third grade. By fourth grade most students are able to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade students are writing poems, plays, true-life adventures, and personal journals. As part of our program we also require students to read at home daily.

Math

We base our math curriculum on the California Content Standards for each grade level. According to these standards, elementary school students learn basic numbers and place value, as well as how to add, subtract, multiply, and divide. They also learn math skills such as measurement, rounding, and estimation. Students in the upper elementary grades study geometric shapes, decimals, and fractions. These foundations are crucial to students' success as they begin to study algebra in the sixth through eighth grades.

Science

We base our science curriculum on the California Content Standards for each grade level. According to these standards, students in all elementary grades study physical, life, and earth sciences through lessons, investigation, and experimentation. In the lower elementary grades students study such topics as the elements, the senses, weather, and seeds and plants. In the upper elementary grades they continue to study these topics in addition to energy, the solar system, and chemical reactions.

Social Studies

We base our social studies curriculum on the California Content Standards for each grade level. According to the standards, students in the elementary grades learn what it means to be a citizen of this country and consider the importance of other cultures. They also learn about government and develop an understanding of the difference between recent and distant historical events. Students in the upper elementary grades study California history and US history and geography in greater depth.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
SRA/Open Court Reading	2002	Language arts	Yes	Yes
Mathematics by Houghton Mifflin	2002	Math	Yes	Yes
Harcourt Science	2000	Science	Yes	Yes
Harcourt Brace	2000	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes three buildings, of which two are portables. On an average day, 73 students and staff occupy these buildings. Captain Cooper School is 36 years old and in good condition. A School Site Safety Committee meets four times a year to identify and remedy potential safety hazards.

Thanks to the support of the local school board, our school was completely modernized during the summer of 2001.

The district’s facilities team spent \$0 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was zero percent of the district’s deferred maintenance budget of \$327,738.

The bathrooms in our school contain nine toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Each classroom has an extensive library that provides quality literature for every child. The school has titles in both English and Spanish to support our entire student body. We receive significant library monies to increase the number of books in each classroom. We have a part-time librarian. This year we received grants from several local agencies that have allowed us to begin the addition a separate reference library.

Computers

We have 15 computers available for student use, which means that, on average, there is one computer for every five students. There are 11 classrooms connected to the Internet. There are at least three computers in each classroom. Students in the first through fifth grades use Accelerated Math and Accelerated Reader computer programs daily. Students use the computers for research and to practice their keyboarding skills.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	6	5
Internet-connected classrooms	11	24	28

SOURCE: CBEDS census of October 2004. County and state averages represent elementary schools only.

Parent Involvement

We have an active Parent Club and School Site Council (SSC). The Parent Club welcomes any parent who is interested in helping with fund-raisers and other activities. The SSC is made up of four parents and four staff members who oversee the quality of all aspects of the school program. We also have an English Language Advisory Committee that meets quarterly to hear and address concerns of parents whose children speak primarily Spanish.

A local nonprofit organization, the Big Sur Arts Initiative, helps fund our Children’s Garden instructor and offers several extracurricular afterschool classes throughout the year.

FUNDING

Our Parent Club is our main source of additional funds. We hold a fall fund-raiser, and this year we raised \$3,000. We also hold a spring raffle, and last spring we raised \$5,000. We receive community grants that totaled \$4,000 last year. The Big Sur Arts Initiative partially funds the Children’s Garden instructor and offers several afterschool classes.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$25,813,727	N/A	N/A
Expenses per student	\$12,436	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$23,897,334	N/A	N/A
Expenses per student	\$11,515	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$12,436 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$25,813,727. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,719	\$35,309
Midrange teacher’s salary	\$62,142	\$53,828
Highest-paid teacher’s salary	\$81,574	\$68,027
Average principal’s salary (elementary school)	\$99,260	\$82,530
Superintendent’s salary	\$132,000	\$118,587
Percentage of budget for teachers’ salaries	37%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.