

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

# Carmel River Elementary School

**ADDRESS:** Monte Verde St. and 15th Ave., Carmel, CA 93922    **PHONE:** (831) 624-4609

**PRINCIPAL:** Jay Marden    **GRADE RANGE:** K-5    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	388	499	557
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	22	24	27
<b>Students per teacher</b>	Number of students per teacher	18	22	20
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	950	688	752
<b>Students per computer</b>	Number of students sharing one computer	3	6	5

### Principal's Comments

At Carmel River School we are dedicated to providing our students with a comprehensive, holistic education. In addition to the curriculum that the regular program provides, our students experience computer lab, physical education, library, science, music, and Lifelab pullout classes. Our Academic Performance Index (API) is 950, which indicates that our school is very high performing. Carmel River School has a rating of 10 (on a scale of 1 to 10) statewide in comparison to all schools in California. It is rated 10 in the similar school ranking, which ranks schools against 100 other schools that have similar demographic features. Our school goals this year are to improve our writing instruction and to differentiate our students' learning experiences to better meet student interest, engagement, and performance levels. Parents provide tremendous support by volunteering in classrooms and raising funds. This partnership between home and school greatly supports school success.

### Major Achievements

- Our Academic Performance Index (API) is 950, which indicates that our school is very high performing. Carmel River School has a rating of 10 out of 10 compared to all schools in California and a rating of 10 out of 10 compared to similar schools.
- Our economically disadvantaged students have kept pace with the schoolwide rise in API scores.
- In almost all subgroups the percentage of students who scored in the advanced range on the language arts and mathematics sections of the California Standards Tests (CST) increased at every grade level.

<b>Contents</b>	
<b>Our School at a Glance</b>	page 1
<b>Student Achievement</b>	page 5
<b>Students</b>	page 12
<b>Climate for Learning</b>	page 13
<b>Teachers and Staff</b>	page 15
<b>Curriculum and Textbooks</b>	page 19
<b>Resources</b>	page 21
<b>Funding</b>	page 22



### **Focus for Improvement**

- This year our staff will receive training designed to improve writing instruction. Several staff development opportunities will focus on implementing our new Carmel Writing Program.
- Other staff development will focus on tailoring instruction to meet the diverse academic needs of our students.
- We will improve our ability to meet the needs of accelerated learners, who compose a significant percentage of our student body.
- We will increase student access to our Lifelab and expand this outdoor education program to create field-based, hands-on scientific experiences for our students.

### 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.

Carmel River’s API was 950 (out of 1000). This is an increase of 28 points compared to last year’s API. About 99 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 RANKINGS:** Based on our API growth score, we receive two rankings. The first compares us to all elementary schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all elementary schools in California, our school currently ranks 10 out of 10.

**SIMILAR SCHOOL RANKINGS:** We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 10 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

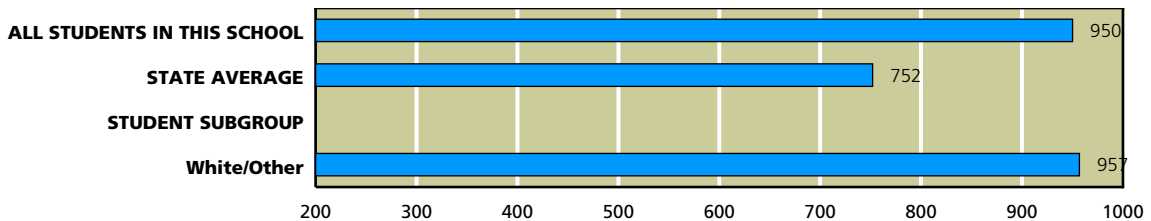
**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required 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 met 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	Yes
Met growth target for prior school year	Yes
API score	950
Growth attained from prior year	+28
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 <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

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?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
White/Other	●	●	●	●

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.

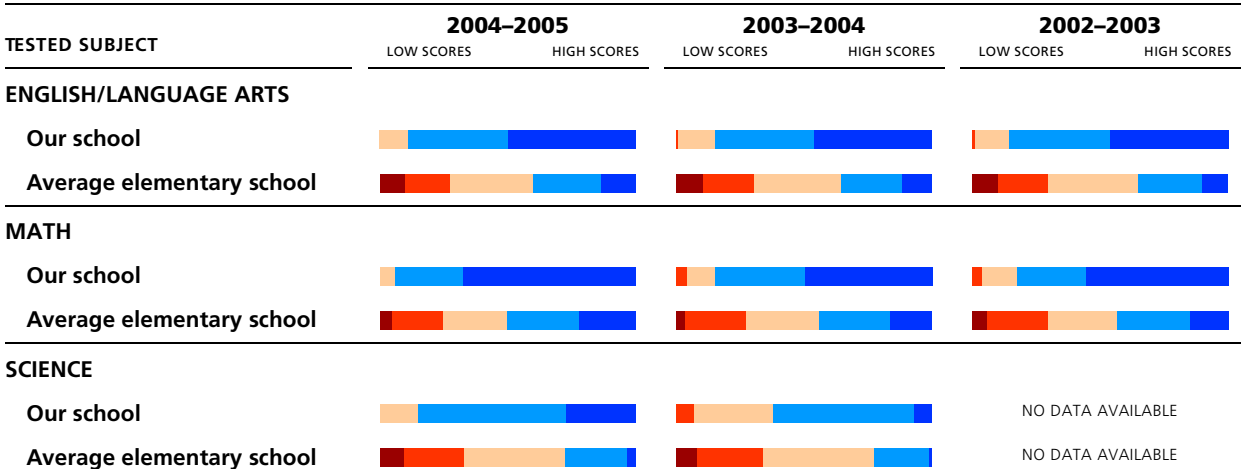
## STUDENT ACHIEVEMENT

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
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	88%	83%	84%
Average elementary school	41%	36%	36%
<b>MATH</b>			
Our school	92%	83%	81%
Average elementary school	50%	45%	44%
<b>SCIENCE</b>			
Our school	84%	62%	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			88%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 47 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):

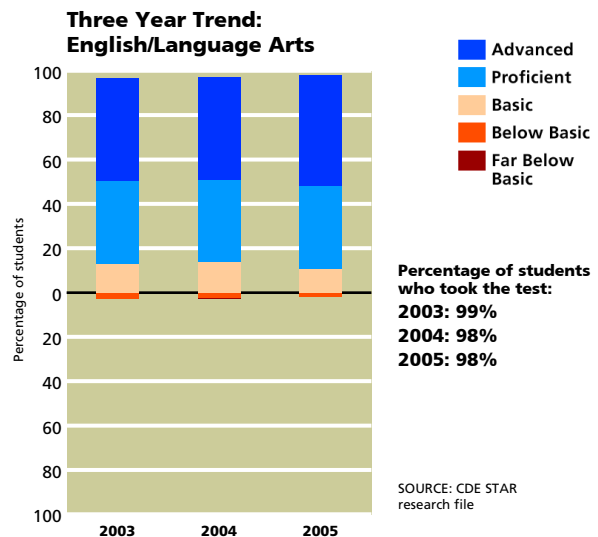
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	127	<b>GENDER:</b> About six percent more girls than boys at our school scored proficient or advanced.
Girls			90%	146	
English proficient			88%	263	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners 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	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			89%	260	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			90%	249	
White/Other			90%	217	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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.  
 NS: 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			92%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 42 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):

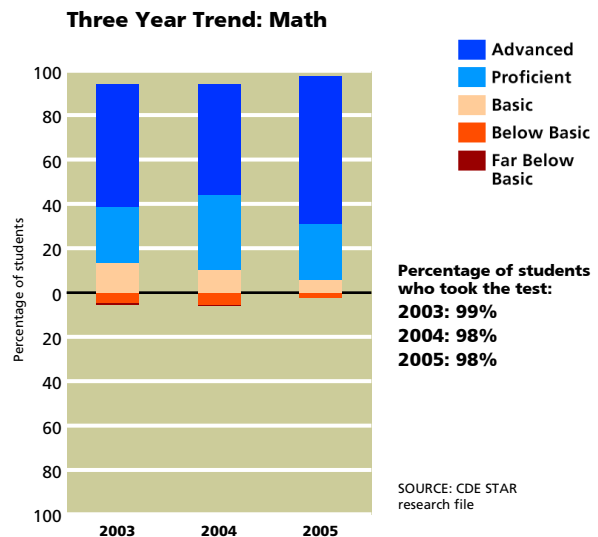
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			92%	127	<b>GENDER:</b> About the same percent of boys and girls at our school scored proficient or advanced.
Girls			92%	146	
English proficient			92%	263	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners 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	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			93%	260	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			95%	249	
White/Other			93%	217	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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.  
 NS: 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 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			84%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 55 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			21%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

**Subgroup Test Scores**

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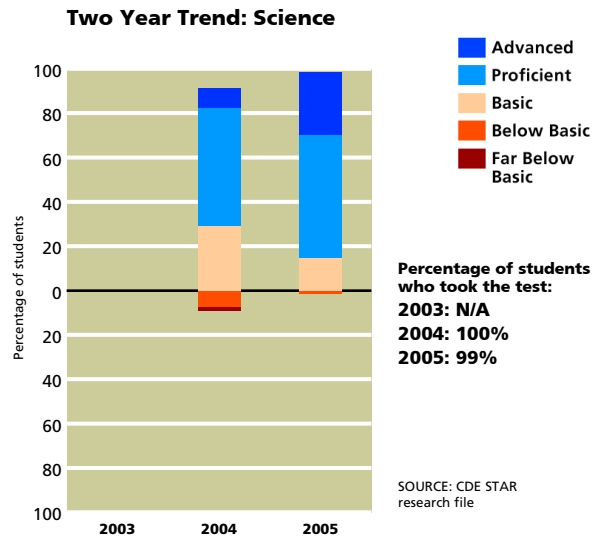
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	37	<b>GENDER:</b> About five percent more boys than girls at our school scored proficient or advanced.
Girls			81%	37	
English proficient			85%	73	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners 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	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			85%	72	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			86%	69	
White/Other			82%	60	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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.  
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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
<b>READING</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	52%	11%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	84%	29%	37%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	44%	13%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	84%	37%	45%
<b>MATH</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	73%	21%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	92%	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 Carmel River, 84 percent of students scored at or above average in reading (compared to 37 percent statewide); 84 percent scored at or above average in language (compared to 45 percent statewide); and 92 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 Carmel River, 52 percent of students scored at the top in reading (compared to 15 percent statewide); 44 percent scored at the top in language (compared to 19 percent statewide); and 73 percent scored at the top in math (compared to 30 percent statewide).

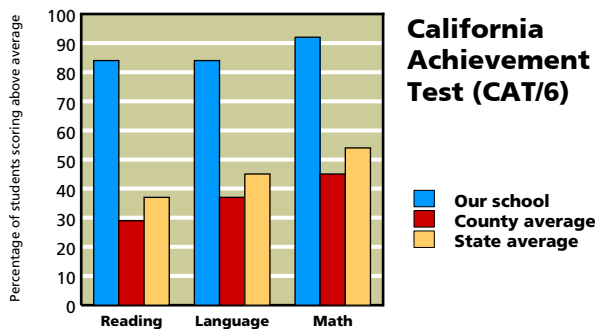
### Our CAT/6 Results Compared

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 use a variety of formal and informal assessment tools. Our language arts, math, social studies, and science programs are aligned with the California Content Standards and include various ongoing assessments to measure student progress. We use the California English Language Development Test to assess students whose native language is not English. Depending on the results, students receive extra language support at school.

We take part in a districtwide writing day, after which we assess student writing using teacher-created scoring systems. We inform parents of the results, and teachers use the data to modify writing instruction if appropriate.



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

Teachers supplement materials with the Accelerated Reader and Accelerated Math programs, which offer individualized instruction based on each student's math and reading abilities. We are on a trimester system and have three report card periods each school year. We encourage parents to attend parent-teacher conferences after the first and second reporting periods, which end in early November and March.

**STUDENTS**

**Students' English Language Skills**

At Carmel River, 96 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the four percent of Carmel River students who were still learning English, 21 percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	54%	68%
English learners	4%	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 15 students classified as English learners. At Carmel River, the language these students most often speak at home is German. 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	27%	96%	85%
Vietnamese	0%	0%	2%
Hmong	0%	0%	1%
Cantonese	7%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	7%	0%	1%
All other	60%	2%	7%

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

**Ethnicity**

Most students at Carmel River identify themselves as White/European American/Other. In fact, there are about 13 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Carmel River. 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	3%	3%	8%
Asian American/Pacific Islander	2%	6%	11%
Latino/Hispanic	7%	70%	49%
White/European American/Other	88%	21%	32%

SOURCE: CBED5 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 Carmel River, six 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	6%	67%	56%
Parents with some college	96%	37%	51%
Parents with college degree	81%	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 96 percent of the students at Carmel River have attended college and 81 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 Carmel River varies across grade levels from a low of 16 students to a high of 25. Our average class size schoolwide is 20 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
<b>Kindergarten</b>	18	20	20
<b>First grade</b>	19	20	19
<b>Second grade</b>	17	20	19
<b>Third grade</b>	16	21	20
<b>Fourth grade</b>	24	28	29
<b>Fifth grade</b>	25	29	30

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

**Safety**

We begin each day with classical music in the hallways and a supervised playground period before school. Staff members supervise the playgrounds at recess. We require students to carry passes in the hallway and require volunteers to wear visitor badges. We evaluate and revise our safety plan annually. Our school safety committee investigates our facilities during the school year, and the district maintenance department responds to our safety needs promptly. We hold monthly safety drills.

**Homework**

Our teachers assign homework four days a week. Assignments range from 20 minutes per night at the primary level to an hour in the upper grades. Teachers either send packets home on Monday to be completed by Friday or require parents to review and sign nightly assignments. Teachers assign monthly projects and expect students to read, or be read to, for 20 to 30 minutes daily.

### 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.

Our discipline policy requires students to demonstrate positive citizenship. We educate students about bullying and harassment through classroom presentations and assemblies. Our goal is to address behavior problems immediately when they arise. Students who misbehave receive “write-ups” or “referrals,” depending on the infraction. We consistently and effectively communicate with parents about disciplinary issues. A group of students act as conflict managers and settle disputes between peers. We promote good behavior using our character education program. This program includes monthly school assemblies designed to promote the character development of each student and the larger school community.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2004–2005	1	2
	2003–2004	N/A	N/A
	2002–2003	1	1
<b>Expulsions per 100 students</b>	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 four 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
<b>Boys in Fitness Zone</b>	14%	46%	22%
<b>Girls in Fitness Zone</b>	27%	51%	27%
<b>Total</b>	21%	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 school year includes 180 days of instruction. Classes begin at 8:30 a.m. and end at 2:50 p.m. Our school has before-school care on site and afterschool care at a nearby child development center.

### 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
<b>Kindergarten</b>	44,395	36,000
<b>Grades 1–3</b>	54,590	50,400
<b>Grades 4–5</b>	56,280	54,000

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

**Principal**

Jay Marden has been principal of this school for three years. Our principal has seven years of experience as a principal and nine as a teacher.

All staff members participate in making decisions using a consensus model. The atmosphere on our campus is collaborative and very positive. We provide the district with input about valuable staff collaboration days. We work together to evaluate our programs, assess our needs, and brainstorm obstacles to our goals and solutions to our problems. Our SSC and PTA are excellent venues for involvement and input.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	21	13	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	0%	11%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	41%	35%	30%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	59%	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, 21 years of experience. About 59 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 41 percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	96%	96%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	5%	4%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	3%	2%
<b>Teachers with waivers</b>	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 Carmel River hold a full credential. None of the faculty at Carmel River 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 Carmel River 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
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	26%
<b>Teachers lacking a full credential</b>	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.

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

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.

**Evaluating and Improving Teachers**

Teachers set individual goals in the fall and revisit them during the year to assess progress. The evaluation of teachers is based on the California Standards for the Teaching Profession. The principal conducts informal observations of all teachers during the year. There is one formal observation period for tenured teachers, two formal observations for second-year probationary teachers, and four for first-year probationary teachers. We closely monitor teacher instruction for effectiveness. New teachers receive support through a district mentoring program. Teachers in need of improvement participate in the Peer Assistance and Review program.

**Staff Development**

This year we are working with a writing consultant to improve our writing instruction. Teachers meet every two weeks at each grade level for a 90-minute collaboration period to discuss instructional strategies, student work, and the effectiveness of our programs. Our certificated staff participate in two staff development days during the school year.

**Substitute Teachers**

We are fortunate to have a group of retired and other credentialed teachers who serve as substitutes. If we cannot find a substitute for a class, qualified teaching aides are available to substitute. The principal is also available to substitute if the need arises.

**Teacher Assignment**

This school year we added five new teachers. The additions included a four-day-a-week science teacher, one first grade teacher, two second grade teachers, and a third grade teacher. Each new teacher arrived at River School with several years of experience. Teachers serve on a variety of site and district committees dedicated to curriculum and other aspects of school and district programs.

### Specialized Programs and Staff

Our music teacher delivers classroom music instruction to all students and instrumental music instruction to third through fifth grade students. We have two part-time PE teachers. We have a librarian, a computer lab technician, and a reading specialist. We have a Lifelab coordinator who teaches outdoor science education standards to students. Our counselor works four days a week, a psychologist and speech language therapist are on site three days a week, and a school nurse is available as needed. Early intervention aides support students struggling with reading three hours a day at the kindergarten and first grade levels. Math and reading aides administer an individualized, computer-based math program in first through fifth grade classrooms and a software-based reading fluency program to identified students for three-hour-a-day assignments.

**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 45 students who qualify for this program. We identify students for our GATE program using district assessments beginning in the third grade. Qualified GATE students in third through fifth grade have the opportunity to participate in GATE instruction one day a week. The GATE teacher is on site three full days a week to assist students in the program.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 29 students who qualify for these **special education** programs. Our Student Study Team meets to discuss the needs of students identified as needing extra support. Team members include our district psychologist, speech and language therapist, special education teacher, principal, counselor, and the referring teacher. We have one special education teacher and one special education aide. The program is based on direct instruction and uses corresponding materials. Speech and occupational therapy are available to students as needed. Students more seriously disabled are transported to the district’s neighboring elementary school, which has a Special Day Class.

**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. Our school has a part-time technical assistant who provides English language instruction to students. The focus of the program is to help students develop listening, speaking, reading, and writing skills in English. Students who successfully exit the program are classified as fully English proficient. These students continue to be monitored by the technical assistant and homeroom teachers.

### 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	1.0
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

Our reading and writing curriculum is based on the California Content Standards in English for each grade level. According to these standards, students will study reading comprehension, word analysis, fluency, vocabulary development; literacy response and analysis; writing strategies and writing applications. Students experience the standards through differentiated (customized) learning experiences that engage, motivate, and challenge our students.

### Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, all students master content standards as represented by six strands in mathematics which include number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. The program balances authentic mathematical learning experiences and learning that seeks to provide solid mathematical foundations necessary for future, more rigorous mathematical courses. All first through fifth grade students participate in a computer-based, individualized math program that plans and corrects student work. Students progress through the program at different rates based on their successes and areas of academic deficiency.

### Science

Our four-day-a-week science teacher provides instruction in a hands-on lab. Our teachers work with the science teacher to reinforce lab concepts and science curriculum in homeroom. Our science curriculum is based 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

Our social studies curriculum is based on the California Content Standards. Students learn what it means to be a citizen of this country and to 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. Our third grade social studies curriculum is field based. Students explore their local community by visiting historical sites and landmarks. They also hike local terrain such as the Pacific coastline and inland areas to learn about the Native Americans who occupied the area in past centuries.

## 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?
<b>SRA/Open Court Reading</b>	2002	Language arts	Yes	Yes
<b>Mathematics by Houghton Mifflin</b>	2002	Math	Yes	Yes
<b>Harcourt Science</b>	2000	Science	Yes	Yes
<b>Harcourt Brace</b>	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 13 buildings, of which six are portables. On an average day, 410 students and staff occupy these buildings. Our facilities are 50 years old but in excellent condition, thanks to a local school bond that passed in 2001. Each classroom and bathroom has been completely remodeled, the library and computer lab have been entirely modernized, and the school has been repainted and received new roofing and windows. Last year the blacktop and playground was resurfaced and painted. A new second-through-fifth-grade play structure has been constructed, and we've installed new sports equipment, including soccer goals for our playing fields. We continue to expand and improve our Lifelab/outdoor education center. We have also constructed a two-lane, synthetic running track around our lower field. We are making landscaping improvements with contributions from the district maintenance and grounds department and our PTA Beautification Committee.

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 22 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**

Our librarian is on site daily and is supported by an aide who works four days a week. The librarian focuses on delivering the information skills curriculum. She reads books to classes, teaches students how to access and choose appropriate reading materials, and teaches researching skills. Students visit the library for a 45-minute period weekly and may also visit the library during recess, lunch, and after school.

**Computers**

We have 115 computers available for student use, which means that, on average, there is one computer for every three students. There are 28 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	3	6	5
<b>Internet-connected classrooms</b>	28	24	28

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

We provide instruction in keyboarding, completing project-based assignments, and Internet research skills. Each classroom has approximately three computers loaded with Accelerated Reader and Accelerated Math software, which allows teachers to individualize instruction for all students. This year specialized aides will administer a computer-based reading program to struggling students. All staff members have access to email and the Internet. A school Web page is accessible and updated regularly.

**Parent Involvement**

Our school has a very active School Site Council (SSC) and PTA, and we encourage parents to volunteer on our campus. In 2004–2005 our PTA allocated funds to enrichment classes, teacher stipends, field trips, curriculum extensions, the Lifelab, and other special programs and events. Parents help coordinate the school's art program and the school Lifelab. Parents play an integral role in coordinating the Fifth Grade Play, Fall Festival, the Holiday Program, the May Festival and promotion ceremonies. Parents who wish to get involved may phone the school office, which will put parents in contact with the PTA president.

**FUNDING**

Our PTA has raised substantial funds through the fall and spring fund-raisers. We do not involve our students in selling products or foods to raise funds. We have received large grants from the Friends of Carmel Unified Schools, Rotary Clubs, Big Sur Marathon, and AT&T in the past school year. The SSC has allocated money to teacher professional development, instructional aides and supplies, a writing consultant, and to funding a track to improve our students' health through exercise as well as a school and home running program.

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
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$25,813,727	N/A	N/A
Expenses per student	\$12,436	\$6,987	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
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
<b>Beginning teacher’s salary</b>	\$39,719	\$35,309
<b>Midrange teacher’s salary</b>	\$62,142	\$53,828
<b>Highest-paid teacher’s salary</b>	\$81,574	\$68,027
<b>Average principal’s salary (elementary school)</b>	\$99,260	\$82,530
<b>Superintendent’s salary</b>	\$132,000	\$118,587
<b>Percentage of budget for teachers’ salaries</b>	37%	40%
<b>Percentage of budget for administrators’ salaries</b>	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.