

# Dr. George Washington Carver Elementary

1360 Oakdale Avenue, San Francisco, CA 94124 (415) 330-1540

Mrs. Emily Wade-Thompson, Principal

S.F.U.S.D.

## 2000-2001 School Accountability Report Card

Fall 2000

### School Description

Dr. George Washington Carver Academic Elementary School holds high expectations for its culturally diverse student population and ensures that learning occurs at an optimum level. A comprehensive curriculum is offered in a structured environment that stresses academic excellence for all students. We accept only our students' best efforts. Our school makes available to students a variety of enrichment opportunities, including: visual and performing arts, instrumental and vocal music, computer, tutoring, 5th grade outdoor education, student council and relationships with UCSF and SFSU. The computer lab is used to develop problem solving, critical thinking and writing skills in addition to computer-assisted instruction. Our Career Awareness Program is one that involves the Bay Area community and our business partner, KPMG, in preparing students for the world of work. School is our business and we are about the business of working together collaboratively to educate our students. Carver has won the following awards:  
 School: California Distinguished School Award, 1989, 1993, 1997  
 School Redbook National Outstanding School Award  
 Students: 1st. Place Winners in Poster Contest and  
 1st, 2nd, 3rd Place winners in Essay & Oratorical Contests  
 Teachers: Teacher of the Year awarded to three teachers  
 Outstanding Paraprofessional Awards  
 General: Letters of Commendation from the Governor, Mayor, Senators, and Congressional Representatives.

### School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:  
 A *Improve the literacy achievement of all students to above the 50th NCE by spring of 2001, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).*  
 B *Improve the math achievement of all students, with particular focus on African American, other nonwhite and Latino students, by Spring 2001.*  
 C *To increase the number of parents/guardians involved in their children's education by building consistent and effective communication between home and school.*

### District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.  
 To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

* All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.	* All individuals are entitled to be treated with respect and dignity.	* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
* All individuals want to learn and to be recognized for their achievements.	* All individuals can learn.	* Parents want their children to attain their fullest potential as learners and to succeed academically.
* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.	* All individuals learn in many different ways and at varying rates.	
	* Each individual learns best in a particular way.	
	* All individuals are both potential learners and potential teachers.	
	* Learning has both cognitive and affective dimensions.	

Grade Span:	K-5	Student Enrollment:	370	LEP/NEP (ELL) <sup>1</sup> :	5.9%
Building (sq.ft.):	45,500	Average Daily Attendance:	94.30%	EDY <sup>2</sup> :	34.1%
Year of Construction:	1974	Optional Enrollment Requests:	55.7%	% of Points Met <sup>3</sup> :	51%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

<sup>1</sup> LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

<sup>2</sup> EDY: Educationally Disadvantaged Youth

<sup>3</sup> % Met: Refers to the objectives to achieve SFUSD goals

## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Dr. G.W. Carver has a full time Counselor and Elementary Advisor who provide counseling to students and on-going outreach services to parents. Home visits are made as needed. Other support services include: a nurse, a speech clinician, Resource Specialist Program (RSP), four English Language Development (ELD) classes, Reading Recovery, a series of parenting classes, student awareness sessions about asthma, puberty and substance abuse, and a primary prevention strategy. Excellent collaborations with community agencies provide further support for students and families. Our Student Success Team (SST) meets twice a week and involves parents in developing strategies and resources to meet students' needs. After school tutoring in reading and/or math is available for grades 2-5.

## Student Attendance and Dropout Rate

*Dropout rate 1997-98 = 6.2% 1998-99 = 1.7% 1999-00 = .5%*

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Carver ES, attendance for the year was 94.3%, excused absences were 4.3%, unexcused absences were 1.4%, and the dropout rate was .5%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Carver's model combines parent outreach, counseling, and collaboration with District, community mental health and social services to maximize student attendance. Our Parent Liaison contacts the homes of each absent student daily, and makes home visits and SARB referrals, as needed. Early intervention is provided to assist families. Students on extended absence receive appropriate homework. Students receive recognition for perfect attendance to acknowledge their effort to arrive on time daily.

## Student Achievement

### \*SAT9\* (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

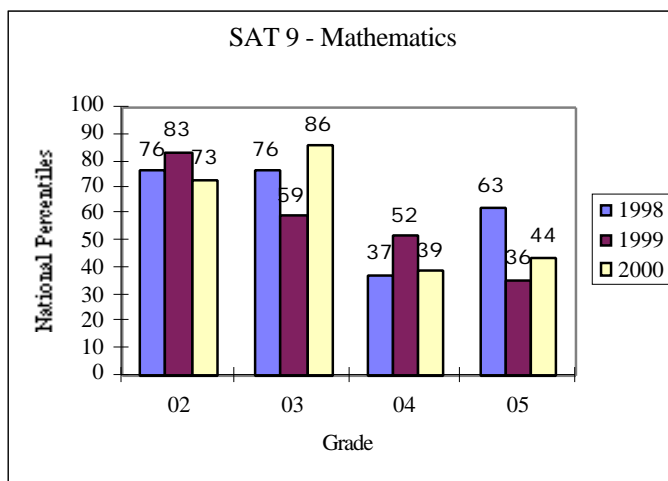
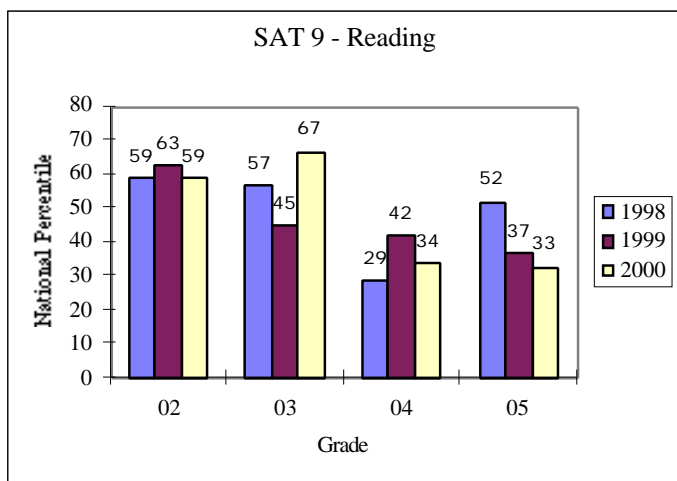
\*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

## Academic Performance Index

Statewide	Similar Schools
2000 Rank 6	9

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "[www.cde.ca.gov/psaa/api](http://www.cde.ca.gov/psaa/api)"



## Ethnic/Gender Diversity

### Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	370	58.9	5.9	0.5	3.5	0.0	0.0	8.9	20.3	1.1	51.9	48.1
Certificated	22	54.5	4.5	4.5	4.5	0.0	0.0	4.5	4.5	18.2	22.7	77.3
Classified	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Paraprofessional	13	61.5	0.0	0.0	15.4	0.0	0.0	0.0	15.4	7.7	15.4	84.6

We have a diverse student body and staff. We foster respect for self and others through the Virtues of Ma'at, the Nguzo Saba, relevant literature and history, responsibility, cooperation and celebration. We use IRISE approaches, research our roots and have many cultural experiences. Also, all parents are welcomed to volunteer, share their cultures, and participate in decision-making at school.



## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Textbooks are purchased for each student at Carver. Supplementary instructional materials are selected to meet the unique needs of our diverse student population. Students have access to quality multicultural literature. Kits are purchased to enhance students' oral language, science and math skills. Audio-visual materials and equipment and computer technology aid learning. The school is equipped with a Mac lab and multimedia library center, and there are 3-8 computers in each classroom. English Language Development classes use District-adopted materials and supplementary aids. Assorted PE/health supplies are available.

## School Facilities and Safety

### *Current Conditions*

We work hard to keep an orderly, safe environment for learning through high expectations and practiced procedures. The school is in good condition overall, with plants and art adorning the interior of the building. A security person is present in the parking area daily. Windows, doors and walls have been replaced.

### *Planned Improvements*

The District continues to make interior and structural improvements in air and water quality, lighting, and electrical preparation for enhanced technology.

### *Needed Improvements*

Playground surface needs improving, and play structures are needed to accommodate more children during play time. Upgraded flooring is needed.

## Parent/Community Involvement

Groups (PAG,SSC,SAC,ELAC) meet monthly to promote involvement, give input on programs and issues, and raise money for various activities (PAG). Handbooks and newsletters inform families of school news and ways to help. Parent/guardians attend workshops like parenting skills and Family Math and writing. Home visits occur frequently. Fathers have formed a Father Hood Club and kindergarten families attend a museum Science Night. Teachers involve parents in class activities. Parents may consult about and borrow materials from the Parent Resource Collection to aid their children's learning at home. All volunteers are honored at an Annual Parent Recognition Night.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефон.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

**San Francisco Unified School District**

**555 Franklin Street**

**San Francisco, CA 94102**

**Attn: Dr. George Washington Carver Elementary School**