

Dr. George Washington Carver Elementary

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

Mrs. Emily Wade-Thompson, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

School Description

Dr. George Washington Carver Academic Elementary School holds high expectation 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: performing arts, instrumental and vocal music, computer, and tutoring. 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 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 Essays & Oratorical Contests
 Teachers: Teacher of the Year awarded to three teachers
 Outstanding Paraprofessional Awards
 Principal: Milken Family National Educator Award
 General: Letters of Commendation from the Governor, Mayor, Senators, and Congressional Representatives.

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.

School Priorities

For each goal there is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the achievement level of all students especially focusing on African American, Latino and ELL to above the 50th NCE by spring of 1999 and Special Education by spring 2000. 2) Improve the writing achievement of all students. 3) To increase the involvement of parents/guardians by engaging them in their children's education through building consistent and effective communication between home and school.

Philosophical Tenets

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

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| <ul style="list-style-type: none"> * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. * All individuals want to learn and to be recognized for their achievements. * 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. | <ul style="list-style-type: none"> * All individuals are entitled to be treated with respect and dignity. * All individuals can learn. * 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. | <ul style="list-style-type: none"> * 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. * Parents want their children to attain their fullest potential as learners and to succeed academically. |
|--|--|---|

Grade Span:	K-5	Student Enrollment:	391	LEP/NEP ¹ :	8.2%
Building (sq.ft.):	45,500	Average Daily Attendance:	98.9	EDY ² :	31.2%
Year of Construction:	1974	Optional Enrollment Requests:	39.4%	% of Points Met ³ :	78.22%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % of Points Met: Refers to the set of District objectives to achieve District 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 Adviser, both funded through the Consent Decree. Both provide counseling to students on a daily basis, as well as on-going out-reach services to parents. Other support service include: a nurse, a speech clinician, 4 Lang. Dev. classes, substance abuse counseling, and a site-based Primary Prevention Program.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = 6.5% 1996-97 = 7.3% 1997-98 = 6.2%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Carver ES, attendance for the year was 98.9%, excused absences were 5.5%, unexcused absences were 1.1%, and the dropout rate was 6.2%. 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 community mental health and social services. Early intervention is provided to assist families.

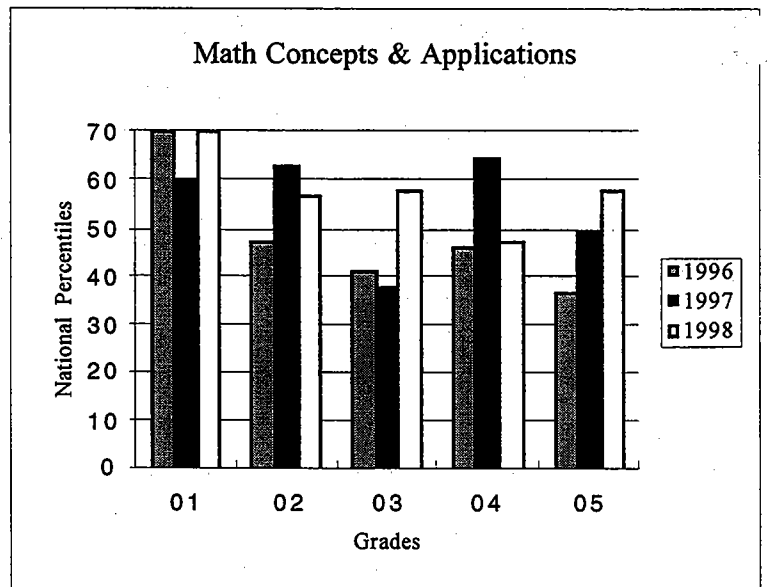
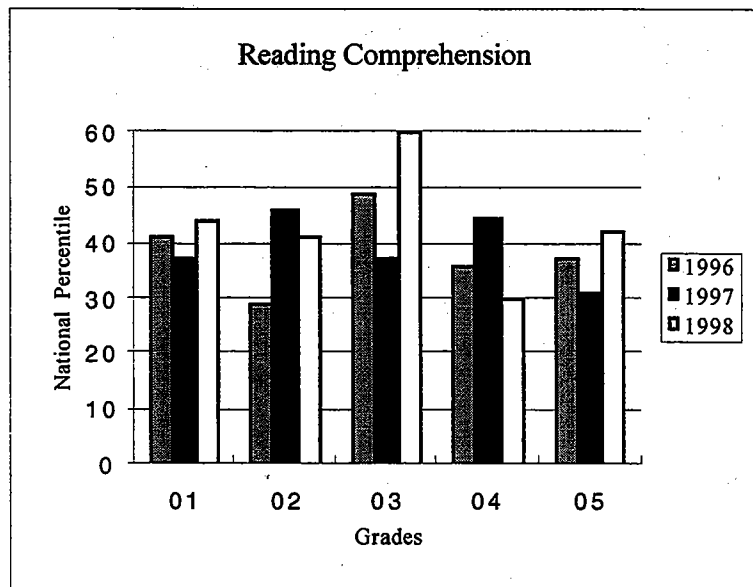
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
391 Students	49.4	9.2	0.5	5.4	0.3	0.0	13.0	20.2	2.0
24 Certificated	37.5	0.0	0.0	8.3	0.0	0.0	0.0	0.0	54.2
4 Classified	75.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0
11 Paraprofessional	63.6	0.0	0.0	18.2	0.0	0.0	0.0	9.1	9.1

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

	1995-96	1996-97	1997-98
School Suspension rates:	.5%	0%	.5%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Carver ES, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Carver follows regulations in the Student Behavior Handbook and articulates behavioral expectations to parents, guardians, and students through on-going communication with the home.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	20.3	20.0	20.0	43,200
1	**	24	19.30	20.0	20.0	20.0	50,400
2	**	24	18.92	19.7	19.8	20.0	50,400
3	**	25	20.79	21.5	19.5	20.0	50,400
4	32.2	30	25.54	23.3	22.7	27.5	54,000
5	32.2	30	26.65	25.0	22.0	28.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

Staff development activities at Carver are planned, implemented and evaluated on an ongoing basis for the purpose of enabling staff to effectively deliver curriculum and instruction which is rigorous, challenging and responsive to students' needs. Some of the programs in which teachers have participated are: Science, Math, Cooperative Learning, Effective Teaching Strategies and Tribes, and Technology.

Quality of School Instruction and Leadership

At Carver, the planning, implementation and evaluation of the school program reflects a focus on student learning and achievement. Students are challenged with a clear, consistent and rigorous program enabling each individual to reach his/her potential. The principal, staff and parents work as a team to improve and maintain the educational program through clinical supervision, cognitive coaching and conferencing. Carver received the 1989 and 1993 California Distinguished School Award. Some teachers have received the outstanding teacher award. The principal received a National Outstanding Educator Award for 1990-91.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Substitute Teachers

During the 1997-98 school year, the Carver ES teacher attendance rate was 98%.

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. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

At Dr. George Washington Carver, textbooks are purchased for each student. Additionally, a variety of supplementary instructional materials are selected to meet the unique needs of our diverse student population. Students have access to high quality multicultural literature and science materials in classroom libraries and the school library. Kits are purchased to enhance students' oral language skills.

School Facilities and Safety

Current Conditions

The school is in good condition overall. Plants adorn the interior of the building. The district continues to make necessary improvements.

Planned Improvements

Some windows need replacing. Benches need refinishing.

Needed Improvements

Ventilation needs to be improved. Playground surface needs improving. Play structure needed for Kindergarten.

Parent Involvement

School support groups (PAG, SSC, SAC, BAC) meet monthly to encourage involvement and give input on educational issues and/or financial support as needed for various educational activities (PAG). Business persons volunteer in classes. Letters to the home inform families of student learning. Parents/guardians attend conferences and workshops, like Family Math, Parenting Workshops, and Family Reading. Meetings for limited-English-speaking parents are held with translators. Children and Parents Succeeding program involves parents in the classroom.

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 телефону.

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

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San Francisco, CA 94102

Attn: Dr. George Washington Carver Elementary School