

2007-08 School Report Card

Carrolls Elementary School

Carrolls Elementary School • P.O. Box 3, Carrolls WA 98609 • 360-501-1380 • Lead Teacher Kathy Kegler

This report . . .

provides a summary about our school, our goals, and our achievement. More detailed data, as required by the Elementary and Secondary Education Act (ESEA) is available online.

In your Web browser enter
<http://reportcard.ospi.k12.wa.us/>
 Search by zip code, school name
 or district

If you do not have Internet access,
 please stop by any school or the
 district office to review a copy of
 the detailed report.

Our Finances

District Per Pupil Cost

Salaries & Benefits	\$7,954
Supplies & Materials	596
Purchased Services	947
Travel	37
Capital Outlay	7
Total proposed cost	\$9,541

**The above amounts are divided by
 the total district FTE enrollment*

***Actual 2007-08 expenditure
 figures are available after Oct. 31,
 2008, at the Kelso School District
 Business Office. Call 501-1903.*

Our School

Carrolls Elementary School is located seven miles south of Kelso on Old Highway 99 South. Carrolls was a single-school school district for many years. In 1987 the community voted to consolidate with the Kelso School District. As the only public building in the unincorporated community of Carrolls, our school has long been the center of community activity.

Our Mission

We are committed to helping students reach their full potential, become productive members of society, and be lifelong learners.

Perceive It. Believe It. Achieve It.

Demographics

	School	District	State
Enrollment (October 2007)	144	5,242	972,662
Gender			
Males	50.0%	50.9%	51.6%
Females	50.0%	49.1%	48.4%
Ethnicity			
American Indian or Alaska Native	4.9%	6.7%	2.7%
Asian or Pacific Islander	0.0%	1.7%	8.7%
Black	0.0%	1.3%	5.7%
Hispanic	4.2%	9.0%	14.6%
White	88.2%	80.0%	65.8%
Special Programs (% of total enrollment) (May 2008)			
Free or Reduced Lunch	22.6%	44.3%	38.0%
Special Education	11.0%	13.7%	12.9%
Transitional Bilingual	2.1%	3.3%	7.9%
Migrant			1.8%
Unexcused absences Rate (2007-2008)	0.1%	0.6%	0.4%
Teaching Staff			
Classroom Teachers	10	315	58,982
Average years teaching experience	18.3	12.8	12.6
Teachers with at least a Master's Degree	80.0%	69.8%	63.1%

Community involvement

Carrolls Elementary School provides many opportunities for parents and community members to become involved in the school through participation in PTO, student learning improvement team, volunteering to help in classroom, field trips and other school activities. Please call us and let us know how you'd like to help!

HOW ARE WE DOING AT CARROLLS?

Our curriculum at Carrolls is aligned with state academic standards called Essential Academic Learning Requirements. These standards define the skills and knowledge students should master as they progress through school. Kelso students take the Washington Assessment of Student Learning (WASL) in 3rd, 4th, 5th, 6th, 7th, 8th and 10th grades to measure their progress toward achieving these standards. The data to the right shows the percentage of Carrolls students meeting State standards over five years. For the second year in a row, Carrolls has been recognized as being a "School of Distinction" by OSPI (Office of Superintendent of Public Instruction) in Olympia.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics.

States must develop a baseline or starting point for students to achieve proficiency as measured by state math and reading scores. Each year the state must "raise the bar" in gradual increments so that by 2013-2014, all students (100%) will achieve proficiency in each subject area. All tested grades are included in AYP determinations, with each grade being compared to the state target using a Proficiency Index calculated to blend data across grade levels.

Learning Improvement

During the 2006-2007 school year, our staff and learning improvement team established goals in mathematics, reading and science. In math, we worked closely with our math consultant to help students understand and utilize the concepts of geometric shapes. Staff members also participated in district-sponsored math corners workshops. In addition to our basic math curriculum, students regularly worked with the computer assisted learning program, "Math Facts in a Flash" to help them improve their number sense. We also utilized district Classroom Based Assessments (CBA) as well as the MAPS test to determine students' understanding of concepts. Gains were made in several areas; however, we will continue to work in the area of number sense.

Comprehension of literary text was a goal area for reading. Determining literary meaning and purpose were emphasized as well as helping students develop skills for identifying key information. Reading skills taught at school were also reinforced at home with good parental support.

Our science goal was to improve students' ability to use the inquiry method. Staff members worked to help students understand the effect of changing one variable in an experiment. This is definitely one goal area where additional attention will be given during the 2007-2008 school year.

Goals 2008-09

- Students will increase their Science achievement in the combined areas of systems, inquiry and application as measured by the 5th grade WASL by 5% (from 47.8% to 52.8%).
- Students will increase their understanding and application of number sense by 3% (from 59.9% to 62.9%) as measured by the average of WASL number sense scores in grades 3-5.
- Students will increase comprehension in literacy and informational text by 3% (from 72.7% to 75.7%) as measured by the average of WASL reading comprehension scores in grades 3-5.

CARROLLS WASL TRENDS

Year	School	District	State
<i>3rd Grade Reading</i>			
2005-06	90.0	63.3	68.3
2006-07	95.0	69.9	70.9
2007-08	88.9	60.9	70.4
<i>3rd Grade Math</i>			
2005-06	85.7	58.3	64.2
2006-07	80.0	67.4	69.6
2007-08	88.9	66.0	68.3

<i>4th Grade Reading</i>			
2002-03	75.0	68.6	66.7
2003-04	81.0	75.5	74.4
2004-05	94.1	77.0	79.5
2005-06	86.4	80.6	81.2
2006-07	78.9	78.3	76.6
2007-08	78.3	74.9	72.3
<i>4th Grade Math</i>			
2002-03	81.3	55.9	55.2
2003-04	61.9	59.2	59.9
2004-05	88.2	59.4	60.8
2005-06	73.9	65.4	58.9
2006-07	68.4	57.2	58.1
2007-08	66.2	53.7	53.4
<i>4th Grade Writing</i>			
2002-03	62.5	48.8	53.6
2003-04	57.1	57.9	55.8
2004-05	76.5	53.7	57.7
2005-06	70.8	53.3	60.4
2006-07	42.1	49.2	60.2
2007-08	60.9	54.0	62.1

<i>5th Grade Reading</i>			
2005-06	100.0	77.4	76.3
2006-07	75.0	70.2	71.9
2007-08	69.6	72.8	75.3
<i>5th Grade Math</i>			
2005-06	60.0	48.7	55.8
2006-07	54.2	53.9	59.5
2007-08	82.6	61.0	61.0
<i>5th Grade Science</i>			
2005-06	31.3	22.2	35.7
2006-07	16.7	31.8	36.5
2007-08	43.5	37.9	42.9

Made Overall AYP?

Yes