

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jim Blanks

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Carden School of Fresno

(As it should appear in the official records)

School Mailing Address 6901 North Maple Avenue

(If address is P.O. Box, also include street address.)

City Fresno State CA Zip Code+4 (9 digits total) 93710-4520

County Fresno

Telephone (559) 323-0126 Fax (559) 323-0980

Web site/URL http://www.cardenschooloffresno.com E-mail j.blanks@cardenschooloffresno.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* _____ E-mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (559) 323-0126

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jennifer Fong-Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	4	11
K	5	4	9
1	3	6	9
2	9	8	17
3	8	7	15
4	9	9	18
5	5	6	11
6	7	9	16
7	5	9	14
8	1	11	12
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	59	73	132

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 31 % Asian
 - 5 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 23 % White
 - 33 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2014	151
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Japanese, Romanian, Hungarian, Punjabi, Filipino, Russian

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	95%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To provide the highest quality education of the whole child using the Carden Method and curriculum and to educate with joy, enthusiasm, dignity, and respect.

PART III – SUMMARY

Carden School of Fresno is an urban school located in north-central Fresno, adjacent to the city's northern east-west thoroughfare. The neighborhood continues to develop with the construction of large office complexes and shopping plazas. California State University, Fresno is less than two miles south of the campus. The surrounding area could be described as middle class.

becomes conscious of his social responsibility; and attains the freedom of a well-adjusted personality.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Carden School of Fresno differs from any other school in its approach to the way in which children acquire knowledge. Miss Carden believed there were three hallmarks to learning: Experience, Identify, and Define. From the very beginning, Carden students learn the sounds, names, and formation of the letters of the alphabet in a way that lays a solid foundation for all academics. The children gain a vast vocabulary as they classify and organize the material studied. The Carden Method © provides an avenue for children to feel success, and thereby attain growth in the areas of self-reliance, initiative, and stamina.

Learning occurs throughout all experiences at Carden School of Fresno. Carden curriculum builds upon each level of skill and knowledge. Guided by the Carden Method © and the school ESLRs, staff members plan learning opportunities through many strategies. With each lesson, students are challenged to attain a depth of comprehension that is developmentally appropriate. In addition to textbooks and other resource materials, students utilize technology, collaborative learning activities, projects, and field trips in the learning process. Teachers across the school use numerous highly effective strategies to ensure the maximum success for their students.

The Carden reading program is designed to enable students to read with expression and comprehension. Reading is taught in small groups, placing students of similar reading abilities together. Reading exercises emphasize the Carden Vowel Chart. The Vowel Chart assists students in sounds out new words and in the spelling of words. Students read and discuss classic stories and one poem is analyzed, learned by heart, and recited each month.

Vocabulary development is emphasized at the lower grade levels to facilitate independent reading. In upper levels, vocabulary is developed to increase the speaking and reading vocabulary of students. Reading workbooks provide children with opportunities to develop reading comprehension. Students read orally at all levels to further enhance vocabulary and develop verbal communication skills.

The purpose of the Carden Spelling Method © is to teach children to listen to a word, break it down into individual sounds, and construct the word sound by sound. They are taught the primary vowel “controls” which govern the pronunciation and spelling of words. Spelling consists of dictation of words and sentences that are often part of a reading lesson. This further develops vocabulary and reading comprehension.

The Carden composition patterns provide writing instruction that teach proper sequence and help students organize their thoughts. Students use a group of sentence patterns to build paragraphs, known as Carden Composition Forms. Additionally, students learn creative expression through journal writing.

In math, students first establish basic number sense through games and manipulatives in kindergarten, where they learn simple arithmetic. From there, they develop skills in addition, subtraction, multiplication, and division – all at increasing levels of complexity and difficulty. By the end of fifth grade, the students can compute three and four digit numbers, can easily complete long division problems, work with fractions, decimals, and per cents, and can conduct simple statistical analysis.

This foundational training benefits the students in sixth grade, when they perform advanced calculations and begin to encounter variables and equations. The middle school math curriculum also incorporates real-life math skills; the students build businesses and sell products during a school Market Day.

Science is a progressive learning system that builds on the children’s natural curiosity and interest in the world. Whether they are learning about bugs and plants in second grade, different types of metals in fifth grade, or life science in seventh grade, the students spend a good portion of the year dedicated to experimentation and learning the scientific method. A key goal is for students to be active learners; although science is supported by lectures and textbooks, greater emphasis is placed on the hands-on experience.

Social science is used throughout the school to help the students understand their place in the world. Students are expected to participate in the learning process and share the knowledge they have gained from in class and out of class experiences. Cultural diversity is studied and celebrated. On a regular basis, students engage in oral questioning, note taking, oral and written summarization, comparing and contrasting, and interpreting data from maps, charts, and diagrams. These activities are planned to make learning a positive interactive experience.

The junior kindergarten program at Carden is designed to teach four-year-old, first-time students how to work in a group, manage their behavior and time, and develop skills that will be useful later in their academic careers. Students are taught in small groups in subjects such as reading and math, with an emphasis on understanding and answering comprehension questions. Students are also given seatwork to complete which helps them develop physical skills such as cutting, pasting, and writing letters and numbers, and personal qualities such as diligence and perseverance. This program prepares them for the teaching style they will encounter at all future grade levels.

2. Other Curriculum Areas:

Additional learning opportunities are available to the students through specialty classes. French classes are a standard part of the curriculum for all grade levels. Latin classes are part of the curriculum for grades 6-8. Language skills are learned and practiced through oral presentation, recitation, written language, and cultural exploration. Mandarin and Spanish courses are offered as after-school programs. Carden School of Fresno has a highly diverse student body and has developed a robust language and cultural program to reflect that aspect of the school.

In addition, French and Latin courses serve to strengthen student skills in core subjects. Vocabulary and grammar lessons are reinforced in these classes, allowing the students opportunities to broaden and deepen their English language skills. All of our 7th and 8th grade students take two languages for the entire year:

French: 3 instruction hours per week

Latin: 1.5 instruction hours per week

We are in compliance with the foreign language requirement.

Art appreciation enhances the curriculum through historical and cultural comparisons that are often integrated with the classroom topics that are being studied. The art program teaches students the basics in artistic expression through drawing and water color painting in grades JK to 6, and expands to acrylic and oil paintings in grades 7-8. Students participate in art class 2-3 times each month. During class, students learn to appreciate the work of the masters, are taught how to analyze and discuss fine art, and are guided by a trained instructor in a studio setting. There, they create their own projects based on what they are studying in class.

The performing arts are also an important component of a Carden education. All grades participate in music theory and instruction, both instrumental and vocal, two or three days per week. Two major school community performances are delivered each year. The music teacher coordinates with each grade to practice and perform in the winter and spring programs. An ensemble chorus meets every Friday to develop the vocal talents of our students in grades 5-8, and piano lessons are available to students and offered by a private instructor. A talent show at the end of each school year highlights the individual talents of the students. Plans to further develop the music program include additional instrument instruction, dedicated music theory classes, and the creation of a school band.

In addition, formal speech and debate classes are included as a standard part of the curriculum for grades 6-8. Each 8th grade student delivers a speech at graduation. Students in grades 1-6 also participate in the Peach Blossom Festival, a community event held at Fresno State which engages students from area schools in performances of poetry recitation.

Computer and technology skills are part of the curriculum from students in grades 1-8. Twice each week, students go to the computer lab, where they learn the basics of typing, spreadsheet creation, PowerPoint slideshow animation, and coding. Carden uses Tynker as its coding educational tool, and students design games, storyboards, and create their own websites.

The overall health needs for Carden students are met in several ways. Students participate in daily organized physical education which provides instruction in movement, coordination, and balance. Classes focus on teamwork and fair play through a series of collaborative team-building exercises and competitive games. Health instruction is part of the curriculum and enhances the students' understanding of their personal physical growth and development. Cross-curricular activities include science experiments that measure the effect of exercise on test-taking, and math assignments that involve building a fictional track and field facility on campus. New vocabulary is learned and reviewed as relating to anatomy and sporting terms.

Various sports teams are available throughout the year. Cross country, basketball, volleyball, and track and field teams are fielded each year. The school also offers training programs in fencing and tennis as part of its after-school program.

Grade level field trips are offered throughout the school year to provide students with hands-on learning opportunities and promote positive relationship-building among peers. These trips promote growth for the students, as they are educated in a setting outside of the usual classroom experience. Overnight field trips for students in grades 6-8 help to foster the students' budding independence. Students learn to problem solve, conquer fears, and develop socially, all within the context of a structured, safe, educational environment.

3. Instructional Methods and Interventions:

The Carden Method © utilizes several strategies to ensure student learning and success. The first and most successful method is the Teaching Table. At the Teaching Table, students work with the teacher in small groups of four or five, going through a reading, spelling, or math lesson. The students are grouped according to reading ability so that the group works smoothly and harmoniously. This allows the teacher to identify weaknesses quickly and provide guided instruction to the students. The small table is the location of the majority of Carden Method © instruction. The teacher reviews past skills, develops new abilities, and continually tests learning through guided questions and practice problems. At the table, the student is guided through all steps of the process, ensuring that there are no gaps in understanding. This produces a student who is not only academically strong but self-confident. The students leave the teaching table with a firm grasp on the day's lesson, and they are prepared to practice their skills during individual seat work.

After learning the skills at the table, the students practice their new skills or review previous techniques by completing individual seat work exercises. This allows the students to develop independence and self-confidence, which comes when they are allowed the space and time to work through problems on their own. The teacher is always available to offer additional guidance or instruction.

Finally, Carden School of Fresno dedicates some time each day to teacher-led, whole class instruction. This allows the teacher to interact with the entire group, answer questions, and build trust and a sense of community within the classroom. Whole class reading is a common practice at all grade levels. The teacher will lead the reading of classic literature, and then will call on students to read aloud. This is done first for enjoyment; corrections are made when students stumble on new vocabulary, but group reading is designed to be a pleasurable activity that furthers the students love of reading and language. The teachers are careful to pace their reading to the abilities of the classroom. Comprehension of the material is tested orally through question-and-answer sessions, or through small writing assignments.

This varied method of instruction connects with eight different learning styles. Students are taught auditorially, visually, by memorization, repetition, sequentially, by association, reasoning, and mental image and keywords. Most important is that they are taught important qualities such as patience and hard work. If a student does not understand his lesson, he is reminded that tomorrow will provide him with a new opportunity to learn. Teachers are reminded also to teach a concept "40,000 times with a smile."

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Throughout the school year, teachers monitor student progress toward the standards and ESLRs in a number of ways, including test, reports, daily assignments, projects, and class participation. Student feedback is an integral part of the assessment process. Teachers adjust class lesson, re-teach a concept or offer test corrections if and when student feedback indicates that there were gaps in the learning process.

Carden Tests evaluate students according to Carden Method © benchmarks. These tests are administered monthly and are used to evaluate student progress. Adjustments can be made in lesson plans to reinforce areas of difficulty.

Student learning is guided by very clear expectations. These objectives are formulated in conjunction with the Carden curriculum and our ESLRs. The school expresses these guidelines in our written curriculum. Specific project-based expectations are written for each class as well. This gives students the ability to understand the project's purpose and strive toward meeting the given objectives.

Carden also provides for the external assessments of all students in grades 1-8 by having them participate in the annual SAT 10 test. The scores are shared with students, parents, and teachers. The data collected from the SAT 10 school-wide assessment is compiled in June and is an integral part of school analysis. The SAT 10 provides unique information about individual students and classes. Evaluation of the data aids in student evaluation and placement and the curriculum planning that takes place over the summer.

The school constantly analyzes data from the assessment process and uses this information to improve the curriculum. Data is used to determine which curriculum areas are in need of improvement. Also, the examination of student work allows for a dialogue about teaching and learning between grade levels and is a valuable way to evaluate the effectiveness of assessments and maintain a culture of continuous improvement.

The allocation of resources is often closely linked to the results of assessments. Areas of need identified in assessments are targeted for resource enhancement. Funds are also allocated for professional development based on assessment results.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Dignity and Respect are the hallmarks of Carden School of Fresno. These two qualities are stressed at all levels, from the junior kindergarten through 8th grade, in all areas of learning, whether in the classroom, music room, art room, playing field, gym, or on a field trip.

Students learn the importance of proper etiquette by greeting teachers appropriately and thanking them at the end of the day. Students are asked to stand and greet new visitors who enter the classroom during a lesson. Classroom discussions allow students to gain appreciation for the ideas of others. Positive character traits are highlighted in the classic literature that is read and analyzed in class. Students are given increasing responsibility and learn that they are accountable for observing school and classroom rules. When behavioral problems arise, students come to understand that it was their choice that created the issue, learn to acknowledge incorrect behavior, and are given an opportunity to make amends. A meditation written by Mae Carden offers students time to reflect on their actions.

The Carden School of Fresno student body is represented by diverse ethnicity and culture, and all are celebrated and appreciated. Students learn the differences in cultures, religions, and ethnicity through the characters in their study of classic literature as well as from classmates and faculty. Each year, the diverse cultures and customs represented by Carden students and families are celebrated in the Multi-Cultural Festival, which features dance, music, and food from around the world.

School community is developed through the Student Council program and activities such as the reading mentoring program. Student Council members (two students each from grades 1-8) serve each year and are representatives of the school. They are responsible for welcoming new students and encouraging their inclusion in the school community, assisting with school tours for new families, and connecting with students across grade levels.

A reading mentoring program pairs students from 5th grade with junior kindergarten and kindergarten students to share books and celebrate the joy of reading together. This supports mentoring and group learning and fosters a sense of community among all grades. In addition, the Carden school uniform promotes unity and school pride.

2. Engaging Families and Community:

Parents play a vital role in the Carden community. Parents, as the primary teachers, set the foundation for the educational experience. Their active involvement in school life is an example of service to students.

Carden School of Fresno abides by a Parent Participation Policy to provide opportunities for family involvement. Each family is required to fulfill at least 20 hours of service for the school. Participation hours encourage parents to be involved in support activities. Parent work to support classroom and schoolwide activities, organize classroom parties, chaperone field trips, manage the weekly Bake Sale or Pizza Friday, and serve in the Parent Club or Board of Directors. The contributions of the parents provide vital assistance and model commitment to the Carden community.

The Parent Club, composed of approximately ten parent volunteers, is crucial for fundraising. Parent Club uses a variety of fundraising activities throughout the school year to support Carden students and faculty. Parent Club sponsored events include the Multi-Cultural Festival, Muffins with Mom, Doughnuts with Dad, the father-daughter Butterfly Ball, and mother-son bowling.

Carden School of Fresno hosts an Evening with the Headmaster at the beginning of each year, not only for new parents but for all Carden families. This event fosters community and gives the parents a chance to meet the faculty in a more relaxed setting.

Communication is vital to the success of the educational process. Regular communication develops the community spirit and creates a positive relationship between the home family and the greater school family. Effective communication with parents is therefore an ongoing priority. Teachers send home weekly informational letters to communicate homework, upcoming events, and projects. There are two parent/teacher conferences each year to discuss student achievement and progress, and the teachers, principals, and headmaster are available by email and appointment to discuss student performance. Either the parent or the school can initiate these forms of communication. Mid-term progress notes are utilized to inform parents of student strengths and identify areas for improvement. Report cards at the end of each quarter outline the student's academic and developmental standing in each subject area.

The school publishes its weekly newsletter, The Carden Lion, which is emailed to families each Wednesday. To promote a better understanding of the Carden philosophy for both Carden and non-Carden families, the headmaster also releases a weekly series titled Ask the Headmaster, in which parent-submitted questions are answered and published.

Carden Method © demonstrations are an opportunity for parents to observe a teaching demonstration to further their understanding of the Carden teaching methods. These demonstrations are led by an experienced Carden teacher or a Carden consultant and are scheduled several times during the school year.

3. Professional Development:

Professional development throughout the school year aims to ensure that teachers are knowledgeable and continually trained in the Carden Method ©. Carden training is provided before the start of the year to new hires as well as returning teachers and staff. To nurture a well-qualified staff, the school provides a mentor system before arrival and a detailed mentoring program for new hires. A Carden master consultant is hired to assist in training and professional development.

Administration and teachers are constantly reviewing, learning new strategies and adapting their programs to meet the needs of all students. Monthly staff meetings take place to discuss school matters and ensure that the school is meeting the academic, social, and emotional needs of the students. Carden staff members have attended over 100 Carden training sessions in the past. Orientation is provided prior to each school year, and information is presented that relates to student learning and support. In addition to Carden training, all Carden staff are CPR-certified.

All staff members attend a week of annual summer training in the Carden Method © conducted by the Carden Foundation. The courses offered are Basic, Advanced, Arithmetic, Nursery, Middle School, French, and Music. The staff is encouraged to take the Advanced Class once three years of experience in the Carden classroom is completed. This two-day class involves an in-depth study of a selection of classic literature in the Carden curriculum, a presentation of composition methods, an exploration of an aspect of mathematics, and a review of Carden philosophy including concepts in teaching methods, classroom management, parent issues, and character development.

Staff members also attend Demonstration Classes for the appropriate grade level and the grade level preceding and following their own. A Carden consultant visits the campus annually to observe teaching practices, provide guidance on best practices, and discuss parent questions and concerns at a Parent Forum.

The headmaster meets with all staff members twice each year to discuss classroom issues and review year-long goals and outcomes. He is available to meet with teachers every afternoon as needed, and visits classrooms on a daily basis. In addition, formal performance reviews are conducted each spring. Finally, Carden School of Fresno utilizes quarterly Staff Appreciation Nights to promote camaraderie among its staff members.

4. School Leadership:

The school leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the ESLRs, empowers the staff, and encourages commitment, participation, and shared accountability for student learning.

Carden School of Fresno's school leadership is organized with the headmaster responsible for the atmosphere, direction, promotion, and facilitation of the school. The headmaster manages the daily operation of the school, and serves as the head of the Board of Directors. He organizes and runs all Board and staff meetings, and serves as a guide for the Parent Club with regard to connecting fundraising events with school culture. The headmaster is supported by two principals, who assist in decision-making as it pertains to curriculum and school policies. A preschool director oversees the licensing requirements and curriculum in the junior kindergarten program. An office manager and administrative assistant oversee daily communications with the parents and operations.

The headmaster is the leader of the school and works closely with the Board of Directors, who serve as his advising team. The headmaster is ultimately responsible for ensuring that the school's program and curriculum are implemented in accordance with the Carden philosophy.

In addition to being leaders on campus, the headmaster and both principals also serve as classroom teachers. This provides them with a unique perspective on issues such as student behavior, learning outcomes, and curriculum planning. There is a high-level of trust among the staff, in part because the administration also serves in the classroom. Teachers are encouraged to voice their opinions and ideas for school and student growth – these take the form of a dedicated Idea Box which is available in the staff room, monthly meetings, both as an entire staff and in smaller, grade level appropriate groups, and through individual conferences. The headmaster spends most afternoons visiting classrooms and observing teacher-student interactions. He is also present at parent drop-off and pickup, and is the master of ceremonies at the winter and spring programs, the school's Awards Day ceremony, and the 8th grade graduation.

Parents are encouraged to contact him for updates, clarification on school policy, or to voice their concerns or ideas about the school. Both email addresses (both his school account and a dedicated inbox for the Ask the Headmaster newsletter) are published each week.

There is a clear delineation of authority at Carden, and the parents are comfortable approaching their classroom teachers, principals, and headmaster for guidance, information, or support. Carden School of Fresno relies on its community atmosphere to make positive changes to the school, and that environment is fostered first by the headmaster.

PART VI * INDICATORS OF ACADEMIC SUCESS

At Carden School of Fresno, the greatest strength of the school is its created community. This begins with a faith and trust in the Carden Method © of instruction and a willingness to adhere to the principles and ideals set forth by Mae Carden. From the staff to the students to the parents, there exists a complete trust in the curriculum and the teaching methods and philosophies. Without this commitment from all parties, the school would be unable to achieve such success.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Please select

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No

3. What is the educational cost per student? \$6870
(School budget divided by enrollment)

4. What is the average financial aid per student? \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	658
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	658.4
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	697.1
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	703.5
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	727.1
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	733.4
Number of students tested	
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	666.2
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	669.2
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	702.1
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	708.7
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	720.5
Number of students tested	13
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	722.3
Number of students tested	
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: