

**2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal _____ Ms. Mary A. Donielson _____

Official School Name _____ California Elementary School _____

School Mailing Address _____ 1125 Bainbridge Ave. _____

_____ West Covina, CA 91790-4856 _____

Tel. _____ (626) 939-4800 _____ Fax _____ (626) 939-4805 _____

Website/URL _____ california.wcusd.org _____ Email _____ mdonielson@wcusd.org _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____

Name of Superintendent _____ Dr. Richard Vladovick _____

District Name _____ West Covina Unified School District _____ Tel. _____ (626) 939-4600 _____

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

_____ Date _____

Name of School Board President _____ Mr. Steven Cox _____

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

_____ Date _____

PART II – DEMOGRAPHIC DATA

1. Number of schools in the district:

9	Elementary schools
3	Middle schools
0	Junior high schools
2	High schools
14	TOTAL

2. District Per Pupil Expenditure: \$7,123.64

Average State Per Pupil Expenditure: \$7,028.31

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 2 Yrs. 10 months Number of years the principal has been in her position at this school
2 Yrs. If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
K	33	34	67
1	42	40	82
2	35	35	70
3	40	35	75
4	44	29	73
5	41	25	66
Total Students			433

6. Racial/ethnic composition of students in the school:

8% White
4% Black or African American
64% Hispanic or Latino
23% Asian
1% American Indian/Alaskan Native

7. Student turnover, or mobility rate, during the past year: 19.24%

(1)	Number of students who transferred to the school after October 1 until the end of the year	38
(2)	Number of students who transferred from the school after October 1 until the end of the year	43
(3)	Subtotal of all transferred students (sum of rows (1) and (2))	81
(4)	Total number of students in the school as of October 1	421
(5)	Subtotal in row (3) divided by total in row (4)	.1924
(6)	Amount in row (5) Multiplied by 100	19.24%

8. Limited English Proficient students in the school: 21.5%

93 Total Number Limited English Proficient

Number of languages represented: 6

Languages: Spanish, Mandarin, Cantonese, Vietnamese, Tagalog and Ilocano

9. Students Eligible for free/reduced-price meals: 57%

248 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{10\%}{42}$ Total Number of Students Served

The number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act are:

Autism	2
Orthopedic Impairment	1
Deafness	0
Other Health Impaired	0
Deaf-Blindness	0
Specific Learning Disability	12
Hearing Impairment	0
Speech or Language Impairment	23

11. Number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>2</u>	<u>6</u>
Total number	<u>25</u>	<u>16</u>

12. Student-“classroom teacher” ratio: 20.6:1

13. Attendance Patterns of teachers and students:

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily Student Attendance	96.33%	96.27%	96.1%	96.17%	99.2%
Daily Teacher Attendance	96.5%	96.5%	96.5%	96.5%	96.5%
Teacher Turnover Rate	10%	10%	10%	10%	10%

PART III – SUMMARY

Children are in the spotlight at California Elementary School in West Covina, California: we pull together for student success! The impact that a close-knit community has on its members is a foundation of immeasurable strength in its ability to nurture the best in each person involved. California Cubs are nurtured by such a community of caring and collaborative staff that strives to bring out the best in each child. Standing sturdily since 1956, California Elementary offers an inspiring gateway to this loving community with its freshly clipped lawns and warm russet brick embraced by the elegant arms of a stately pine tree. Sidewalks strewn with blowing leaves, laughing children, and bustling teachers further project a powerful vision of a school bolstered by tradition, yet committed to growth and change. This tradition of unified vision inspired the current PTA slogan: **Pulling Together for Student Success**. This slogan represents the spirit of our school community and our vision statement: “California Elementary School strives, through a unified effort between staff and community, to nurture students to become lifelong learners who embrace responsibility, effective collaboration and self-discipline.” Our graphic emblem, a grinning bear pulling a school wagon loaded with books and binders, reminds all of the potency of collaboration and what it creates: success! We strive to provide students with the academic and personal skills necessary to become fully functioning members of society.

California Elementary School is one of nine elementary schools in the West Covina Unified School District, in the rambling suburb of West Covina, in Los Angeles County in the state of California. The school is comprised of grades K through five with an enrollment of 433 students. Our school participates in class size reduction, which consists of twenty students or less per class for grades K through 3, since its initiation in 1997. Our school was recognized as a California Distinguished School in the year 2001 – 2002. California School was rated a “10” in the California API Index, in the subcategory of similar schools. The API, Academic Performance Index, is a California Public School rating system on which our school has improved a total of 189 points in the past three years!

Our culturally and ethnically diverse population is currently 57.14% economically disadvantaged, which has grown from 55.79% just six months ago. The rural land of the past, which sprouted rows of citrus and walnut trees, has evolved into a diverse suburban community. The school population is comprised of 64% Hispanic, 23% Asian, 8% Caucasian, 4% Black/African-American, and 1% Native American, of whom 21% are limited English proficient. The two major language groups are Spanish and Chinese (Cantonese and Mandarin). Our population includes 10% Special Education with two special day classes and 56 Gifted and Talented students.

A vigorous family nurtures its members in many ways. Raising children well is a joint effort undertaken by dedicated people. They work to provide for not only the child’s basic needs, such as food and shelter, but for his or her higher needs as well. This includes their emotional and intellectual well being. California Elementary School makes community involvement happen, and this ensures well-rounded children.

PART IV: INDICATORS OF ACADEMIC SUCCESS

Show the school's assessment results and how they are interpreted.

The Academic Performance Index (API) is the cornerstone of the statewide accountability system for California public schools, established through the Public Schools Accountability Act (PSAA) in 1999. We qualify for the No Child Left Behind – Blue Ribbon Award because more than 40% of our students come from a disadvantaged background and we show dramatic improvement for all student groups as shown by our disaggregated data. A school's score on the API was determined by Standardized Achievement Test (SAT 9) scores only until 2001, when the California Standards Test in English/Language Arts was added. The California Standards Test in math was added in 2002. The API is a numeric index that ranges from a low of 200 to a high of 1000. California School has shown significant growth and improvement in the past three years, due to the collective efforts of teachers who review test data throughout the school year and work together to devise a plan for success. In 1999 – 2000, our base API was 609, and grew to 692; in 2000 – 2001, we increased to 744; and in 2001 – 2002, we escalated to 793. Our statistically significant subgroups are Hispanic, Asian, and economically disadvantaged. For the first time, the baseline puts chief emphasis on tests specifically geared toward California's high standards. The statewide and similar schools rankings show how each of the schools in California are performing academically in comparison to all other schools in the state (statewide ranking) and in comparison to other schools in the state that are similar in size and in student population (similar schools ranking). Both ranking systems range from a low of 1 to a high of 10.

	API Base	API Growth	Actual Growth	Statewide Rank	Similar Schools Rank
1999-2000 Growth	609	692	+83	6	6
2000-2001 Growth	692	752	+60	7	8
2001-2002 Growth	752	793	+41	8	10

The Standardized Testing and Reporting (STAR) Program, created by the State Board of Education, features these components:

- California Standards Tests, produced for California public schools
- Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement

The California Standards Tests are criterion-referenced tests. The scores are average scaled scores and show the percent of students who scored at each performance level (i.e. advanced proficient, basic, below basic and far below basic). Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests.

The SAT-9 is a norm-referenced test that measures each test-taker's score against the performance of students in a norming group. One example of our school's improvement is shown on page 12. This chart shows that 81% of our second graders in 2001-2002 scored at or above the 50th percentile, based on the norm. Our significant subgroups in second grade showed noteworthy improvement. 77% of Hispanic children scored at or above the 50th percentile, 72% of economically disadvantaged scored at or above the 50th percentile, and 80% of Asians scored in this range.

The school uses assessment data to understand and improve student and school performance.

As part of our commitment to working collaboratively to meet student needs, we use staff and grade level meetings as opportunities to review and analyze test results. California School follows a district-prescribed timeline for testing using multiple measures. Growth targets are identified using state API scores, however, California School aims higher as part of its pledge to excellence. Teachers also use data from the Standardized Achievement Test (SAT-9), and reading, writing, and math standards assessments. We have enhanced our quarterly reading assessments this year to include the Critchlow Verbal Language Scale, the Fry Oral Reading Test, and the Flynt/Cooter Reading Inventory Comprehension Test. California School used data from its previous reading assessments to put these new, more relevant analyses into place. Each teacher then records the results on a Student Assessment Profile sheet; school-wide results are then disaggregated to inform teachers of grade-level and school-wide student growth.

Student progress is monitored throughout the year. Tools such as report card grades, publishers' chapter and unit tests, district writing samples, checklists, portfolios, and teacher-developed evaluations are used. Interventions for students performing below grade level include leveling, modified instruction, early intervention, tutoring, and summer school.

Students are made aware of expectations in many ways, such as the posting of the grade level standards in each classroom, rubrics that explain reasons for scoring, and written feedback regarding their performance. Suggestions for improvement are given through individual conferences with the teacher and oral and written comments on their work.

The School Communicates student performance, including assessment data, to parents, students, and the community.

The importance of communicating with parents and other members of our community about the results of our educational efforts is emphasized at California School. Successful education means that not only staff, but community involvement is accentuated. Children need familial support to recognize the value of education. During November parent-teacher conferences, the results of each child's Sat-9 test are discussed. At Back-To-School Night, parents receive copies of the grade level curriculum and content standards. Descriptors on the report cards provide additional examples of performance expectations. Parents are informed of student progress through work samples, chapter and unit tests, portfolios, and report card grades. Additional parent-teacher conferences are held throughout the year as needed. Parents are notified in a timely fashion through Student Success Team meetings and other types of communication if their child is at risk of not meeting grade level standards.

Students are made aware of expectations in many ways. One example of this is the posting of state grade level standards in each classroom. Teachers score writing based on rubrics and explain the reasons for the score. Students receive frequent feedback on their performance, as well as suggestions for improvement through individual conferences with the teacher and oral and written comments on their work.

School-wide results are reported in the School Accountability Report Card sent to all families, school and district newsletters, newspapers including the *Los Angeles Times*, and on the Internet. Individual student results are sent to families with an explanation of how to interpret results. California School provides translators as needed.

The school communicates its successes with other schools.

California School is a community of learners dedicated to involving all its members in education. As part of the West Covina Unified School District, our school is also committed to

sharing our strengths with other schools. The report from the California Distinguished Schools Visitation Team emphasizes that the following are our strengths:

Areas of Particular Strength:

Strong emphasis on literacy throughout the school as evidenced by

- Two and one half hours of uninterrupted literacy in the morning
- Standardized instruction with Open Court and Mountain Language
- Leveling of class size according to reading abilities
- Use of additional school personnel to lower the class size at grades 4 and 5
- Extended hours of library availability to students (recesses and lunch)

Implementation of the Full Day Kindergarten Program

Second Step Behavior Program implemented to teach conflict resolution skills

Staff Collaboration

- Looking at Student Work Program
- Assessing student work and developing instruction to match data

Mary Donielson, our dynamic, consensus-building principal whose relationship with her staff reflects her win-win philosophy, has shared these strengths at principals' meetings. Teachers collaborate with peers and colleagues at district-wide in-services. We welcome and mentor other schools, including those from other districts, who visit our bustling classrooms to witness and garner ideas from our teachers. Principals and teachers from Covina Valley and Azusa Unified School Districts have visited California School to get a bird's eye view of our programs in action. They were very positive and eager to implement these programs at their own schools.

PART V – CURRICULUM AND INSTRUCTION

All students are engaged with significant content, based on high standards.

California School strives to go above and beyond in its efforts to nurture the school community. Our Language Arts curriculum, which is based on rigorous California state standards, is implemented by using *Open Court* reading and *Mountain Language*. Students in K through 3 are exposed to an intensive step-by-step phonics program related to the literature that builds strong oral language proficiency, which leads to increased comprehension and writing skills. All grades are enhanced by the full-day kindergarten, which began in the 2001 – 2002 school year. Students in grades 4 and 5 are delighted to participate in a program rich in literature. The fourth grade includes in their social studies related selections of multicultural biographies that appropriately reflect the population at our school. One example of this is the story of Cesar Chavez, the Hispanic founder of the American Farm Workers Union. Another story features Elias Sifuentes, a native of Mexico who worked his way up from dishwasher to restaurant owner. In the fifth grade, there are opportunities to tie in stories of the Revolutionary War to augment United States history. Some examples of the selections here are *The Midnight Ride of Paul Revere* by Longfellow and *The Preamble to the Constitution of the United States*. Science is given generous consideration as well. In fourth grade “Wood from the Hood” is an environmentally friendly unit for students living in the Los Angeles area.

Our math program, *Saxon Math* is also based on rigorous state standards. The staff collaborated together during Looking at Student Work sessions when implementing *Saxon Math* to ensure a high caliber program would be used. Teachers developed pacing guides to ensure that all standards were being covered in an efficient, effective manner. *Saxon Math* is used in all grades; *Mountain Math* supplements it in grades 4 and 5. In grades K through 3, there is a Daily Math Meeting, which is a daily enrichment activity that is part of this program, comparable to *Mountain Math*. Each *Saxon Math* lesson has three parts: the Daily Meeting/*Mountain Math*, Daily Drill, and the Lesson. The daily drill quizzes the students daily on addition, subtraction, multiplication or division facts, according to grade level.

Saxon Math incorporates literacy into its curriculum; there is a rich variety of oral language involved during Math Meeting, and students write word problems daily. *Saxon Math* reaches all of Gardner’s Multiple Intelligences: body-kinesthetic, linguistic, musical, logical-mathematical, spatial, intrapersonal and interpersonal. For example, first graders learn the “doubles rap” and the “count-by-ten rap” to master addition facts. Second graders learn to count by fours by touching their toes, knees, waists and heads as they count from 1 to 4. Manipulatives such as pattern blocks and wrap-ups as well as partner collaboration are a daily part of this math program.

Harcourt Brace publishes our social studies and science programs, and offers substantial opportunities for subject matter enhancement for our students. To make their study of California and American history more meaningful, third, fourth and fifth graders do research on their family heritage. They do presentations, including photographs and hands-on demonstrations of items from their culture of origin. Fifth graders do state and colonial job reports, and fourth graders do mission and explorer reports, using mapping and graphing. These are also orally presented.

In addition to Harcourt Brace, California School uses the state-approved and standards-based Hands-On Science Program to connect students to science concepts. Focusing on investigation and experimentation, a content standard for all grade levels, students in various grade levels complete science projects, choosing a topic related to their specific grade level standards. First graders study life processes by hatching and inspecting silkworms and butterflies.

Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

California teachers believe that change is vital to improvement. They believe that if you do what you’ve always done, you’ll get what you’ve always gotten. California School wants continuous improvement to prepare students for the rapidly changing world. The school community met former Superintendent Dr. Steven Fish’s challenge with a positive attitude and shining success. His challenge was to come up with school-wide reform programs to better meet the needs of our students in academic and affective areas. Working collaboratively for the needs of all students, reading programs were investigated. The staff chose *Open Court* because of its alignment with District standards and its historic success ratio with all learners. Working as a team at every grade level, the staff implemented the entire *Open Court* program and supplemented it as needed. The enthusiastic principal purchased materials, from easels and chart paper in first grade to language mechanics books in upper grades. Class size reduction was systematically employed in grades 4 and 5 as well; groups of students were reduced from 32 to approximately 20 with the aid of a certificated facilitator and an RSP/At-Risk teacher. In the 1999 – 2000 school year, the school adopted the “California Reads” program to inspire a love for recreational reading. Our well-attended Gold Medal ceremonies showed over 2,000,000 school-wide minutes in 2000 – 2001 and over 3,000,000 minutes in 2001 – 2002 school year. The students’ enthusiasm for reading was ignited, and the library, which has become a popular place for students during their recreational time, has been able to spend in excess of \$40,000 for literature in the past three years. Mrs. Nancy Peters, our librarian, enthuses, “I am very excited to see the enthusiasm for our school library...(which is) open for morning, lunch, and afternoon recess where students eagerly line up to check out books.” Especially popular for recreational reading are mysteries (*Nancy Drew, Goosebumps, Cam Jansen*), humor (*Amber Brown*), fantasy (*Harry Potter, Animorphs*), and historical fiction (*American Diaries, American Girls, the Little House books*). There are books available for each student on such popular report topics as missions, states, and presidents.

Describe one other curriculum area of the school’s choice, and show how it relates to essential skills and knowledge based on the school’s mission.

The enthusiastic spirit of the staff is spread to the students through all curriculum areas. *Harcourt-Brace Social Studies* is the adopted social studies program through which all teachers deliver statewide standards in social studies. Our teachers strive to deliver a curriculum from which students acquire a knowledge of history and social science and develop critical thinking skills to study the past and present. The passion and dedication of our teachers empower students to strive and excel.

One example of a schoolwide social studies event is Cinco de Mayo, which commemorates the battle of Puebla in Mexico in which the troops defeated French forces, and is an important holiday in California, especially in the Los Angeles area. It is a symbol of Mexican unity and patriotism. California School’s Open House, which coincides with this holiday, features such Mexican festivities as Aztec dancers and young mariachis, who sing and play Mexican music. Because of this collaboration with the community, an inspirational number of families came to celebrate their children’s successes and our school community.

Our *Second Step Program* plays an important part in shaping good citizens, which is an important part of Social Studies. This program promotes positive student behavior by teaching students how to show empathy, control impulsiveness, and manage anger. In addition to advocating positive student behavior, each teacher has also been given the *Tough Kid Book and Toolkit* to deal with more challenging student needs. Teachers in grades 2 – 5 received training in mental health and supplementary training in bullying prevention (Steps to Respect). The use

of blue slips, which are written validations of productive behavior, earn students a positive trip to the principal's office, where they receive a pencil or book. Children with glowing smiles and flushed faces are often seen clutching blue slips as they scurry to the office for their reward.

Describe the different instructional methods the school uses to improve student learning.

California students participate in a variety of rich educational activities made possible by the enthusiastic participation of everyone in the school community. Significant content, based on California state standards, is taught by using previously mentioned state adopted programs and by going above and beyond textbook-driven learning through the use of thematic units of study. The entire school community participates in Chinese New Year and Cinco de Mayo activities. Another theme-based school-wide activity is Career Day, which is offered for all grade levels. Students can research their areas of career interest at the library, where as part of the recently funded collection, *Career Ideas for Kids Who Like...Set* is available. The students look forward to Dr. Seuss Day; the weeks before this author's March birthday the school participates in writing, drama, storytelling, math and such festive activities as eating green eggs and ham. Our library, found to be one of the best in the WCUSD, can boast of over seventy Dr. Seuss titles.

Each classroom has a TV, VCR, and two Compaq PC's with a professional caliber printer. Our computer lab is home to 32 networked PC's that are connected to the Internet and a scanner. There is a classroom set of Alphasmarts, which allow entire classes to input text while in the classroom and then download into computers for final set up and project completion. Software programs reinforce classroom instruction. Our curriculum, based on district standards, educational research, and California school's infectious initiative, provides maximum opportunities for each child.

Because our thoughts are unified with those of Thomas Armstrong in *Multiple Intelligences in the Classroom*, who states that "As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own most highly developed intelligence(s) actively involved in learning..." students are provided with differentiated instruction, allowing for the success of all students. Each teacher provides his/her class with thirty minutes of English Language Development instruction for English Language Learners daily.

Describe the school's professional development program and its impact on student achievement.

California's staff embraces the dynamic role that ongoing professional development plays in meeting the needs of a changing society. At weekly staff meetings, teachers are regularly updated on best practices. Teachers have received training on *Open Court*, *Saxon Math*, *Mountain Math* and *Mountain Language*. Teachers also continually share new strategies with each other.

The teachers at California recognize the importance of working together in harmony for the benefit of the students. Lively, enthusiastic exchanges between teachers take place at staff meetings, in the teacher's lounge, and in the hallways. The teachers discuss the students' academic, social, and emotional needs. Dr. McBride, our psychologist/consultant, regularly talks with the staff at staff meetings and privately if needed. She has been instrumental in helping to execute *Second Step*, a school-wide conflict resolution program currently in place. Students show their understanding of this program by actively practicing its skills in the classroom and on the playground. Students strive to master the three major themes of empathy, impulse control, and anger management. The positive reinforcement given with blue slips, which bestows upon students a positive trip to the principal's office, also helps the students to attain emotional maturity. The learning taking place in this area carries over into the students' family lives as

well. Teachers regularly get together to discuss student work and assessment results in order to inform their teaching. This is done at and across grade levels.

The teachers are dedicated to refreshing and updating their skills in order to help students become lifelong learners. They do this by attending inservices on an ongoing basis. Curriculum mapping helps the teachers to plan their year. Looking at Student Work informs teachers of student progress at and across grade levels. The staff was trained in CPR through the Red Cross at an after school inservice. Teachers assess their own needs and attend individual trainings as indicated. This includes teachers visiting other teachers to observe exemplary lessons. All California teachers are actively involved in WCUSD curriculum committees.

Norm Referenced Test
For Grade 2

Test Standardized Achievement Test (SAT9)

Edition/publication year 1995

Publisher Harcourt Educational Measurement

Testing Month April

Scores are reported as percentiles

	2001- 2002 Language	2000- 2001 Language	1999- 2000 Language	2001- 2002 Total Reading	2000- 2001 Total Reading	1999- 2000 Total Reading	2001- 2002 Total Math	2000- 2001 Total Math	1999- 2000 Total Math
SCHOOL SCORES	81%	67%	54%	81%	65%	49%	93%	89%	85%
Number of students Tested	69	73	65	70	73	65	70	73	65
Percent of total students tested	93%	88%	96%	95%	88%	96%	95%	88%	96%
Number of Students excluded	5	10	3	4	10	3	4	10	3
Percent of students excluded	7%	12%	4%	5%	12%	4%	5%	12%	4%
SUBGROUP SCORES									
1.Hispanic	77%	61%	45%	79%	62%	51%	92%	87%	86%
2.EconomicallyDisadvantaged	72%	61%	42%	70%	59%	39%	93%	86%	83%
3.Asian	80%	68%	75%	87%	68%	75%	92%	92%	86%
STATE SCORES	53%	51%	50%	52%	50%	48%	62%	59%	57%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

**State of California Criterion Referenced Tests
FOR LANGUAGE ARTS AND MATHEMATICS FOR GRADE 2
Testing Month April**

	2001-2002 English/Language Arts	2000-2001 English/Language Arts	2001-2002 Math
SCHOOL SCORES			
At or Above Basic	88%	84%	96%
At or Above Proficient	71%	52%	80%
At Advanced	25%	18%	50%
Number of students Tested	69	73	70
Percent of total students tested	93%	88%	95%
Number of Students excluded	5	10	4
Percent of students excluded	7%	12%	5%
SUBGROUP SCORES			
1. Hispanic			
At or above Basic	78.2%	72.5%	95.5%
At or above Proficient	63%	42.5%	75%
At Advanced	21.7%	10%	43.2%
2. Economically Disadvantaged			
At or above Basic	77%	75%	93%
At or above Proficient	60%	39%	76%
At Advanced	13%	12%	43%
3. Asian			
At or above Basic	92.4%	84.1%	
At or above Proficient	61.6%	54.7%	100%
At Advanced	30.8%	23.5%	66.7%
TOTAL STATE SCORES			
At or above Basic	63%	61%	68%
At or Above Proficient	32%	32%	43%
At Advanced	9%	10%	16%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Additionally, English/Language Arts Criterion referenced scores are only available for the past two years and Math scores for last year. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

Norm Referenced Test

For Grade 3

Test Standardized Achievement Test (SAT9)

Edition/publication year 1995

Publisher Harcourt Educational Measurement

Testing Month April

Scores are reported as percentiles

	2001- 2002 Language	2000- 2001 Language	1999- 2000 Language	2001- 2002 Total Reading	2000- 2001 Total Reading	1999- 2000 Total Reading	2001- 2002 Total Math	2000- 2001 Total Math	1999- 2000 Total Math
SCHOOL SCORES	71%	53%	55%	61%	49%	43%	86%	76%	64%
Number of students Tested	69	66	73	69	66	73	69	64	74
Percent of total students tested	96%	89%	94%	96%	89%	94%	96%	87%	95%
Number of Students excluded	3	8	5	3	8	5	3	10	4
Percent of students excluded	4%	11%	6%	4%	11%	6%	4%	13%	5%
SUBGROUP SCORES									
1.Hispanic	69%	43%	42%	77%	41%	36%	84%	66%	49%
2.EconomicallyDisadvantaged	62%	45%	45%	50%	43%	34%	81%	69%	52%
3.Asian	71%	77%	71%	56%	65%	53%	93%	94%	80%
STATE SCORES	55%	53%	50%	47%	46%	44%	64%	61%	57%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

**State of California Criterion Referenced Tests
FOR LANGUAGE ARTS AND MATHEMATICS FOR GRADE 3
Testing Month April**

	2001-2002 English/Language Arts	2000-2001 English/Language Arts	2001-2002 Math
SCHOOL SCORES			
At or Above Basic	82%	59%	94%
At or Above Proficient	53%	28%	80%
At Advanced	14%	7%	39%
Number of students Tested	69	68	69
Percent of total students tested	90%	92%	90%
Number of Students excluded	8	6	8
Percent of students excluded	10%	8%	10%
SUBGROUP SCORES			
1. Hispanic			
At or above Basic	72.1%	47.7%	92.1%
At or above Proficient	44.2%	20.4%	76.3%
At Advanced	7%	6.8%	31.6%
2. Economically Disadvantaged			
At or above Basic	72%	47%	94%
At or above Proficient	35%	19%	65%
At Advanced	6%	3%	31%
3. Asian			
At or above Basic	77.8%	77.8%	94.1%
At or above Proficient	50%	77.8%	88.2%
At Advanced	22.2%	22.2%	58.8%
TOTAL STATE SCORES			
At or above Basic	62%	59%	65%
At or Above Proficient	34%	30%	38%
At Advanced	11%	9%	12%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Additionally, English/Language Arts Criterion referenced scores are only available for the past two years and Math scores for last year. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

For Grade 4

Test **Standardized Achievement Test (SAT9)**

Edition/publication year **1995**

Publisher **Harcourt Educational Measurement**

Testing Month **April**

Scores are reported as percentiles

	2001- 2002 Language	2000- 2001 Language	1999- 2000 Language	2001- 2002 Total Reading	2000- 2001 Total Reading	1999- 2000 Total Reading	2001- 2002 Total Math	2000- 2001 Total Math	1999- 2000 Total Math
SCHOOL SCORES	48%	57%	50%	45%	47%	41%	58%	68%	55%
Number of students Tested	62	61	74	62	61	71	62	62	74
Percent of total students tested	95%	91%	95%	95%	91%	91%	95%	93%	95%
Number of Students excluded	3	6	4	3	6	7	3	5	4
Percent of students excluded	5%	9%	5%	5%	9%	9%	5%	7%	5%
SUBGROUP SCORES									
1.Hispanic	40%	47%	40%	38%	41%	36%	52%	59%	49%
2.EconomicallyDisadvantaged	37%	56%	36%	37%	44%	31%	46%	67%	43%
3.Asian	80%	77%	60%	69%	64%	75%	84%	84%	44%
STATE SCORES	54%	53%	50%	50%	47%	45%	58%	54%	51%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

**State of California Criterion Referenced Tests
FOR LANGUAGE ARTS AND MATHEMATICS FOR GRADE 4
Testing Month April**

	2001-2002 English/Language Arts	2000-2001 English/Language Arts	2001-2002 Math
SCHOOL SCORES			
At or Above Basic	62%	74%	70%
At or Above Proficient	26%	34%	43%
At Advanced	10%	10%	11%
Number of students Tested	61	63	63
Percent of total students tested	94%	94%	97%
Number of Students excluded	4	4	2
Percent of students excluded	6%	6%	3%
SUBGROUP SCORES			
1. Hispanic			
At or above Basic	50%	64.5%	69%
At or above Proficient	16.6%	24.5%	35.7%
At Advanced	9.5%	6.7%	7.1%
2. Economically Disadvantaged			
At or above Basic	50%	65%	56%
At or above Proficient	19%	31%	56%
At Advanced	6%	9%	6%
3. Asian			
At or above Basic	91%	92.9%	90%
At or above Proficient	63.7%	57.2%	81.9%
At Advanced	18.2%	14.3%	36.4%
TOTAL STATE SCORES			
At or above Basic	71%	66%	67%
At or Above Proficient	36%	33%	37%
At Advanced	14%	11%	13%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Additionally, English/Language Arts Criterion referenced scores are only available for the past two years and Math scores for last year. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

Norm Referenced Test

For Grade 5

Test **Standardized Achievement Test (SAT9)**

Edition/publication year **1995**

Publisher **Harcourt Educational Measurement**

Testing Month **April**

Scores are reported as percentiles

	2001-2002 Language	2000-2001 Language	1999-2000 Language	2001-2002 Total Reading	2000-2001 Total Reading	1999-2000 Total Reading	2001-2002 Total Math	2000-2001 Total Math	1999-2000 Total Math
SCHOOL SCORES	61%	46%	42%	44%	42%	41%	67%	59%	58%
Number of students Tested	70	73	69	71	74	74	71	70	74
Percent of total students tested	92%	97%	91%	93%	99%	97%	93%	93%	97%
Number of Students excluded	6	2	7	5	1	2	5	5	2
Percent of students excluded	8%	3%	9%	7%	1%	3%	7%	7%	3%
SUBGROUP SCORES									
1.Hispanic	53%	39%	39%	39%	40%	39%	56%	48%	52%
2.EconomicallyDisadvantaged	61%	43%	32%	38%	37%	28%	68%	55%	46%
3.Asian	76%	48%	43%	54%	48%	34%	83%	84%	65%
STATE SCORES	54%	52%	49%	46%	55%	44%	58%	45%	51%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.

**State of California Criterion Referenced Tests
FOR LANGUAGE ARTS AND MATHEMATICS FOR GRADE 5
Testing Month April**

	2001-2002 English/Language Arts	2000-2001 English/Language Arts	2001-2002 Math
SCHOOL SCORES			
At or Above Basic	67%	68%	70%
At or Above Proficient	24%	28%	50%
At Advanced	11%	7%	17%
Number of students Tested	75	70	76
Percent of total students tested	99%	93%	100%
Number of Students excluded	1	5	0
Percent of students excluded	1%	7%	0%
SUBGROUP SCORES			
1. Hispanic			
At or above Basic	65.3%	56.9%	65.3%
At or above Proficient	20.4%	20.5%	40.8%
At Advanced	6.1%	9.1%	12.2%
2. Economically Disadvantaged			
At or above Basic	63%	64%	72%
At or above Proficient	24%	24%	49%
At Advanced	11%	7%	21%
3. Asian			
At or above Basic	70.5%	87.6%	94.1%
At or above Proficient	41.1%	37.6%	82.3%
At Advanced	23.5%	6.3%	29.4%
TOTAL STATE SCORES			
At or above Basic	71%	66%	59%
At or Above Proficient	31%	28%	29%
At Advanced	9%	7%	7%

Please Note: The state of California does not calculate state mean scores by performance levels, ONLY for content areas. Additionally, English/Language Arts Criterion referenced scores are only available for the past two years and Math scores for last year. Some of our subgroup scores (Hispanic and Asian) are not available from the state of California. We obtained them from Data Works. The information regarding subgroup norms/standards supplied by publishers will be provided by the State of California.