

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

Name of Principal: Ms. Marjorie Miller  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Merced Elementary School  
(As it should appear in the official records)

School Mailing Address: 1545 East Merced Avenue  
(If address is P.O. Box, also include street address)

West Covina California 91791-3555  
City State Zip Code+4 (9 digits total)

Tel.: (626) 931-1700 Fax: (626) 931-1704

Website/URL: www.wcusd.org Email: mmiller@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.

Marjorie Miller Date: 3/28/03  
(Principal’s Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.* \_\_\_\_\_

Name of Superintendent: Dr. Richard Vladovic  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

Richard Vladovic Date: 3/28/03  
(Superintendent’s Signature)

Name of School Board  
President/Chairperson: Mr. Steven Cox  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Steve Cox Date: 3/28/03  
(School Board President’s/Chairperson’s Signature)



6. Racial/ethnic composition of the students in the school:
- |            |                                |
|------------|--------------------------------|
| <u>12%</u> | White                          |
| <u>7%</u>  | Black or African American      |
| <u>69%</u> | Hispanic or Latino             |
| <u>12%</u> | Asian/Pacific Islander         |
| <u>0%</u>  | American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 29.66%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	70
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	62
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	132
<b>(4)</b>	Total number of students in the school as of October 1	445
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.2966
<b>(6)</b>	Amount in row (5) multiplied by 100	29.66%

8. Limited English Proficient students in the school: 26%  
112 Total Number Limited English Proficient  
 Number of languages represented: 13  
 Specify languages: Albanian, Arabic, Cantonese, Chiu Chao, Chow Chow, English, Fijian, Greek, Hindi, Mandarin, Spanish, Tagalog, Vietnamese

9. Students eligible for free/reduced-priced meals: 61%  
275 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{6\%}{28}$  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

$\frac{0}{0}$ Autism	$\frac{0}{1}$ Orthopedic Impairment
$\frac{0}{0}$ Deafness	$\frac{1}{4}$ Other Health Impaired
$\frac{0}{0}$ Deaf-Blindness	$\frac{4}{20}$ Specific Learning Disability
$\frac{0}{3}$ Hearing Impairment	$\frac{20}{0}$ Speech or Language Impairment
$\frac{3}{0}$ Mental Retardation	$\frac{0}{0}$ Traumatic Brain Injury
$\frac{0}{0}$ Multiple Disabilities	$\frac{0}{0}$ Visual Impairment Including Blindness

11. Indicate 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)	$\frac{1}{0}$	$\frac{0}{1}$
Classroom teachers	$\frac{21}{1}$	$\frac{1}{2}$
Special resource teachers/specialists	$\frac{1}{7}$	$\frac{2}{3}$
Paraprofessionals	$\frac{0}{4}$	$\frac{7}{3}$
Support staff	$\frac{4}{13}$	$\frac{3}{13}$
Total number	$\frac{27}{13}$	$\frac{13}{13}$

12. Student-“classroom teacher” ratio:  $\frac{21}{1}$
13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.04	96.13	96.13	95.88	99.31
Daily teacher attendance	96.50	96.5	96.5	96.5	96.5
Teacher turnover rate	7%	7%	7%	7%	7%

## **PART III - SUMMARY**

Merced Elementary School, a *California Distinguished School*, is located 20 miles east of metropolitan Los Angeles in the city of West Covina, California. As one of the 9 elementary schools in West Covina Unified School District (WCUSD), Merced exemplifies excellence in education. Our school mission conceptualizes our commitment to education. “*We believe that all students must be prepared academically, exhibit positive character responsibility and maintain physical and emotional well being in an ever changing and challenging diverse world*”. Merced Elementary, a K-5 school with approximately 450 students, serves an ethnically, economically and culturally diverse population. Our current ethnicity consists of 11% Caucasian, 69% Hispanic, 9% African American, 6% Asian and 3% Varied Ethnic Groups. Our rich cultural diversity is evident through the 11 languages spoken with 30% of the student population classified as English Language Learners (ELL). 100% of our teaching staff and principal are certificated for instructing our limited English proficient students. As a *California Title I Schoolwide Project School*, we provide services for families from all socioeconomic backgrounds and received a state accolade, the *Teresa P. Hughes Award*, for exceptional parent involvement and strong commitment to our school community. As a result of outstanding coordinated program implementation, Merced Elementary was designated by the State of California as a *Title I Achieving School 2002*.

Merced’s extraordinary staff of professionals includes 23 certificated teachers, 14 classified personnel, 7 part-time paraprofessionals and one administrator. Additional *Designated Instruction Services* personnel supplement our regular education program. This staff includes certificated specialists in speech and language, vision/hearing, adaptive physical education, special education, psychology and health care. Our traditional teaching staff has over 365 years of cumulative teaching experience.

At Merced Elementary School, every student has access to a comprehensive, challenging and balanced core curriculum. Our goal is that all students have the opportunity to achieve their highest potential in all areas of life. It is our responsibility to provide a strong academic foundation and guidance in developing strong leadership and citizenship skills. All education programs are standards-based and aligned with State and District core curriculum standards. Student achievement is closely monitored and determined by a wide variety of assessments. Students with special needs receive additional support for achieving academic standards. In order to expand student development we provide all students with a variety of opportunities including computer-enhanced instruction, service learning activities, community based projects and character education.

Students at Merced Elementary School are positive about their learning experiences and come to school happy and eager to learn. They feel safe, nurtured and academically challenged. The staff goes above and beyond to create an outstanding learning environment for all students. Our school community works collaboratively with our school district in establishing and implementing goals, grade level standards and assessments in an effort to strive for continued educational excellence.

Merced Elementary School is committed to academic distinction through our guiding principle of continually “Building on Excellence”. Through powerful links to community, strong leadership and a dedicated staff, Merced School will continue to exemplify high caliber education.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Merced Elementary School participates in the state mandated Standardized Testing and Reporting Program which provides composite data of student performance levels. Three evaluative components are given to all public school students in grades 2 through 11. These include *The California Standards Tests*, the *Stanford Achievement Test* and the *Spanish Assessment of Basic Education*.

The *California Standards Tests* are aligned to state-adopted standards and present a clear indication of mastery of grade level standards. Student results are based on individual achievement of identified state adopted academic standards and student score comparisons. In addition to these tests fourth grade students are administered the *California Writing Standards Tests* which are based on California English-Language Arts Academic Content Standards.

The State Board of Education has delineated five performance levels for reporting standards based test results. The performance levels are designated as Advanced, Proficient, Basic, Below Basic and Far Below Basic. The following comparative percentile criteria has been assigned for student performance:

Advanced 80-90<sup>th</sup>

Proficient 60-70<sup>th</sup>

Basic 40-50<sup>th</sup>

The attached charts display the composite school scores and grade level achievement of Merced students on the *California Standards Tests*.

*The Stanford Achievement Test* (SAT-9) is based on national norms and reported as National Percentile Ranking. These scores compare individual student achievement with a norm group of students of the same grade in varied geographical locations. Sub-tests include reading, language, spelling and mathematics. Student scores are reported as Above Average, Average and Below Average. Based on the performance of a norm group the bottom 23% of student scores are designated as Below Average, the middle 54% Average and the top 23% Above Average.

The attached charts display the composite school scores and grade level achievement of Merced students on the SAT-9. Also included are data charts for our significant sub-groups, Hispanic and Socio-Economically Disadvantaged.

Based on established criteria, **all** Merced students have demonstrated a high level of academic achievement evidenced through progressive academic growth.

## **2. Performance Improvement Through Assessment Analysis**

A well-established districtwide accountability system based on State and District Content Standards is in place to monitor student achievement, promote instructional change and report to parents and community. A culmination of data from *The Stanford 9 Norm Referenced Achievement Test*, *California Standards Tests* and *The West Covina District Multiple Measures Analysis* is used to produce an overall composite of student achievement of grade level content standards. Disaggregation of this data is used as a basis for differentiated instruction for gifted, special education, English learners and students meeting/not meeting grade level standards. The extensive use of District and site generated rubrics in all curricular areas, allows teachers to closely define levels of achievement and initiate strategies for success. Our teachers meet bi-monthly in grade level teams to review evaluation/assessment data and analyze student work using the *Tuning Protocol Method*. Cross-grade level analysis of student performance is conducted at the end of each semester. Following analysis of student performance levels and targeting areas of need, staff development activities are planned throughout the year to assist staff with updating current methodology to ensure the best instructional practices.

An essential factor in student achievement is supporting student learning at home. Student academic progress and grade level standards are reviewed with parents at scheduled parent-teacher conferences. Through a collaborative effort strategies are established for assistance in maintaining and improving student performance.

## **3. Communication of Student Performance**

Communication with our Merced community is a priority and has contributed to the exceptional academic gains of our students. Individual student academic performance is reviewed with parents at scheduled parent-teacher conferences. Articulation of standardized testing results, District Multiple Measures evaluations and classroom performance empower families with academic intercommunication. The WCUSD has revised the traditional report card to align with State and District adopted standards. These standards and rubric grading scales are printed on the report card. This system is designed to benefit students, parents and teachers and give a clear representation of student progress and achievement. Content standards are the basis of our reporting system and clearly define what is to be learned at the conclusion of each grade level. Rubrics have become an essential classroom tool. Students in all classrooms understand and effectively use rubrics in evaluation of their own work. In grades four and five students demonstrate responsibility and accountability for their progress through student-directed parent/teacher conferences.

The cornerstone of Merced Elementary School is family commitment. We realize that parent involvement can make a difference in a child's education. At Merced, teachers and parents strive to be educational partners in support of student learning. Parent Involvement Meetings are scheduled throughout the year to provide parents with information on student accountability. Communication between home and school is supported by classroom newsletters, notes, PTA Newsletters, progress reports, report cards, parent conferences, web sites, parent information meetings and parent workshops. Our school accountability report is published annually in our local newspaper as well as appearing on our School Site web page and the California Dept. Of Education web site.

#### 4. Sharing Our Success

Merced School is extremely proud of the academic accomplishments of its student body. Through concentrated efforts student performance has significantly increased resulting in an advanced *Academic Performance Index* ranking and recognition as a high achieving school. The staff recognizes the importance of implementing quality programs and actively engages in opportunities to share strategies for success. Through various venues, we have and will continue to promote the best teaching practices for advancement of academic growth. At the District level, selected teachers facilitate districtwide training sessions, which include strategies for effectively teaching writing, reading and math standards through applied collaboration and benchmark learning. Annual School Board presentations provide a forum to showcase our exceptional programs and share our successes with the community.

Our reputation of excellence reaches outside our own district to include opportunities statewide. The State Department of Education has acknowledged Merced School as a model for exceptional teaching practices and has recommended Merced as a model program for site visitations. Our school staff has been invited to present at the *Annual Title I Achieving Schools Conference* in San Diego, CA, May 2003. This conference carries the prestige as a premiere professional development activity for instructional staff in which achieving schools describe the strategies used to reach targets for all student populations.

Currently, members of the Merced staff are being trained through a state funded collaborative program, *Early Intervention for School Success*. At the conclusion of this training, our school will petition to become a demonstration school. Additionally, we will participate in the Southern California Comprehensive Assistance Center as a model school for effective use of classroom data to improve student achievement.

At Merced Elementary School, we feel that we can make a significant contribution to professional growth and program implementation/planning. We will continue to strive for excellence in education and invite our colleagues to share in our successes.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Our School Curriculum**

The staff at Merced Elementary is committed to providing a balanced and student-centered curriculum that engages and meets the needs of all students. Our standards based math curriculum integrates basic computation skills, mathematical concepts and the development of problem solving skills. Along with our adopted series, Houghton Mifflin Math, our staff has implemented strategies from *The Winning Equation* and the best practices from the research of Linda Darling-Hammond. Teachers integrate manipulatives and math journals allowing students to develop strong reasoning skills and prepare for authentic math performance assessments. Additional supplementary resources include *Math Their Way*, *Marcy Cook*, *Touch Math*, *AIMS* and *Accelerated Math*.

Standards based science curricular units build upon concepts from grade level to grade level as guided by District and State standards. Teachers recognize the importance of service learning opportunities as a means of authenticating concepts. Each year our fifth grade students attend Outdoor Science School in our local mountains where real life experiences in the outdoors take abstract concepts presented in the classroom and make them comprehensible. Other exciting activities include raising trout in the classroom, recycling, hydroponics, Nature Bowl, Jimminy Cricket Environmental Challenge and Internet nationwide competitions - *Think Quest* and *Thinking Cap Quiz Bowl*. Our Special Day Class participates in mainstreaming activities which include horticulture and hydroponics.

The standards based social studies curriculum utilizes the adopted text, which is supplemented by simulations, literature, realia, role-playing, debates and presentations of historical events. Study trips to locations such as the Southwest Museum and San Gabriel Mission bring history to life. Units on ancestry and immigration connect students to their cultural backgrounds and celebrate the diversity of our community. Students are taught to think critically about historical issues and consider the relevance to current events. Each year our students participate in citywide writing competitions sponsored by the West Covina Historical Society. Additional activities include special simulation programs such as *Wagons West*, *Caravans* and Internet activities.

In our school mission of preparing students to exhibit positive character responsibility, we have adopted a character education curriculum, which incorporates two methodologies of instruction. *The Pyramid of Success*, a 15-component program authored by John Wooden, and *Second Step - Steps to Respect*. This curriculum is aligned with state standards for character education and addresses positive personal attributes, healthy friendships and bullying.

To best serve our English Language Learners (ELL), our staff uses *Specially Designated Academic Instruction in English* (SDAIE) and sheltered instruction in core curriculum areas. Students participate in English language development instruction daily using ELL curricular materials including “*Experiences in English*”, “*Into English*” and *Computer Education for Language Learning (CELL)*. Our home-based extension for ELL is the *Zampaletras Program*, which focuses on early transition skills. In addition, ELL instructional assistants reinforce standards based instruction in the classroom setting.

### **2. Our Reading Curriculum**

With literacy as our school and district focus, our goal is to have all students reading at grade level by age 9. Merced’s reading philosophy is based on the research findings of the *Consortium of Reading Excellence (CORE)* that “Teaching children to read is the key to subsequent educational success and

should be the most important priority of the elementary school”. We have adopted the *CORE* methodology and based on consistent academic gains have concluded that this is a contributing factor to increased student academic performance. Using current educational practices, teachers coordinate directed lessons, daily small group reading instruction, collaborative literacy groups, student learning centers and independent activities, including technology applications. In addition, we have incorporated the *Open Court Phonetic Series* instructional program at all grade levels. After collaborative evaluation, our staff chose this systematic meaning centered program for all student ability levels. This program develops all key areas of the literacy curriculum to form the basis of instruction by providing basic techniques and predictable approaches which give students invaluable tools that can be applied easily to all new learning. Our reading series, *Spotlight On Literacy* published by MacMillan/McGraw-Hill, provides success in reading through high-interest, multilevel literature and develops independent readers through phonics, skills and strategy instruction. This series was chosen for standards based skills developed through correlated spelling, writing, grammar, listening, language development and integrated technology. The powerful computer based *Accelerated Reading Program* and *STAR Computer Reading Assessments* are used by all students in grades one through five with tremendous success. Additional literacy opportunities include Reading Recovery, Project Read, Dinosaur Reading Club, 60 Minute Club, Reading Clubhouse and cross-age buddy reading.

\*Our students participate in “*The Governor’s Reading Award*” reading incentive program for number of pages read schoolwide. Last year, our students read 500,000 pages.

### **3. Our Technology Curriculum**

Merced’s technology curriculum envisions all students using technology to succeed in all areas of study. Our vision is a pro-active commitment to embrace extensive use of technology, reinforce the mission of student learning, provide staff empowerment, utilize administrative support and encourage community involvement.

Merced has developed a technology plan to support learning and instruction. Our technology lab contains the *Wasatch Learning System*, which incorporates standards based reading, math, science, social studies and problem solving skills for grades K-5. Word processing programs are utilized for standards based language arts activities including *Writers’ Workshop*. Students are challenged with research skills through use of computer encyclopedias and atlases. Use of Internet resources provides opportunities for all students to expand their knowledge base through employment of research skills. Our school has recently subscribed to the *Learning Connection Online* - an Internet resource from Educational Consulting Services and The Center For Performance Assessment. This program merges California’s content standards with proven lesson plans and assessments designed to raise student achievement and proficiency test scores.

Our curriculum contains a technology matrix, a scope and sequence outlining goals, objectives, and recommended software for each grade level including bilingual support. The successful use of technology in our educational setting is evidenced by student proficiency on beginning keyboarding in kindergarten and extending to complex skills by grade 5. Our mission concludes that by grade 5 all students will author compositions using word processing, editing tools, graphics and simple Power Point presentations. In addition, students will efficiently use Internet resources to acquire information, evaluate quality sources and integrate credible information into compositions using file management. Through this curriculum all students will be prepared for an ever-changing challenging world.

#### **4. Our Instructional Methodology**

The staff at Merced Elementary annually conducts a self-study to determine the best practices in education for improvement of student learning. Our staff plans instructional lessons using the *Jay McTighe Backward Design Model* and *West Education Standards-based Instructional Planning Template*. Standards are successfully implemented across all grade levels through differentiated instruction in cluster groupings during the school day, before school tutoring and our summer school program, which provides accelerated interventions.

Teacher focus is to engage all students in active learning. Students are motivated through curiosity by linking their own knowledge and experience. Clustered gifted students are presented with challenging activities incorporating *Howard Gardner's Multiple Intelligences Theory*. These experiences include creative writing, art, dramatic performances, scientific problem solving and developing cooperative skills.

Our *Multiple Activities Time* provides differentiated activities with a high level of student participation and interaction. Instruction includes modeling, guided questioning, responsive feedback and re-teaching. Lessons promote on task learning and pacing is based on lesson objectives and learner needs. For our ELL we utilize the SDAIE method of instruction to promote language proficiency in reading and writing. Our school has a unique *Literacy First Program* for academic support provided by part-time credentialed teachers who assist students with special needs and at risk populations.

Use of the *Accelerated Reader Program* has a dramatic impact on student learning schoolwide. This computer-based program is utilized in every classroom everyday. Students earn points for books read and are recognized monthly at special assemblies for their accomplishments. This program encourages goal setting while improving student performance in reading.

#### **5. Our Professional Development**

The Merced Staff acknowledges the vital role of on going professional development in meeting changing educational needs. Teachers regard themselves as life long learners who continually develop their professional skills in order to provide the best educational opportunities for all students. The WCUSD supports teachers in providing each student with the best possible learning experiences. Based on a teacher needs assessment and student achievement results the District annually selects several major focal areas to drive districtwide professional development. Teachers attending off campus professional growth workshops present information at monthly staff meetings. Our school is currently hosting professional development training, *Early Intervention For School Success*, which assists teachers in grades K-2 with research based strategies to improve student performance. Many schoolwide opportunities are in place for continual program improvement. All teachers have been trained in effective strategies of the *Tuning Protocol Method* for evaluating student work. This training has proved invaluable in program planning, differentiating instruction and improving student achievement.

Our staff has been trained and now designs instructional lessons using the *Jay McTighe Backward Design Model* and *West Education Standards-based Instructional Planning Template*. We employ the *Ten Design Elements for High Quality Professional Development*, which provides guidelines for planning and implementing meaningful staff development activities that directly affect student acquisition of content standards. Our site administrator is currently training all staff on the *The California Standards for the Teaching Profession*. These standards address the cultural diversity of students in California and provide teachers with a developmental view of instruction.

**Merced School – West Covina Unified School District – West Covina, California**

**California Standards Test**

**School Scores**

Language Arts Performance Levels – Basic, Proficient and Advanced

Total Language 2001	Total Language 2002
70	69.3

Schoolwide Performance Average

Math Performance Levels – Basic, Proficient and Advanced

Total Math 2002
73.15

Schoolwide Performance Average

CALIFORNIA STANDARDS TEST  
 MATHEMATICS  
 MERCED SCHOOL 2001-2002

GRADE 2	
Testing: April-May	
SCHOOL SCORES	2001-2002
TOTAL	
At or Above Basic	83%
At or Above Proficient	48%
At Advanced	23%
Number of students tested	79
Percent of total students tested	100%
Number of students not tested	0
Percent of students not tested	0
SUBGROUP SCORES	
HISPANIC	
At or Above Basic	79%
At or Above Proficient	44%
At Advanced	17%
SOCIO-ECONOMICALLY DISADVANTAGED	
At or Above Basic	76%
At or Above Proficient	34%
At Advanced	13%
STATE SCORES	
TOTAL	
At or Above Basic	68%
State Mean Score	*
At or Above Proficient	43%
State Mean Score	*
At Advanced	16%
State Mean Score	*
	*=not available

CALIFORNIA STANDARDS TEST  
 MATHEMATICS  
 MERCED SCHOOL 2001-2002

GRADE 3	
Testing: April-May	
SCHOOL SCORES	2001-2002
TOTAL	
At or Above Basic	81%
At or Above Proficient	59%
At Advanced	27%
Number of students tested	98
Percent of total students tested	98%
Number of students not tested	2
Percent of students not tested	2%
SUBGROUP SCORES	
HISPANIC	
At or Above Basic	75%
At or Above Proficient	52%
At Advanced	21%
SOCIO-ECONOMICALLY DISADVANTAGED	
At or Above Basic	81%
At or Above Proficient	54%
At Advanced	19%
STATE SCORES	
TOTAL	
At or Above Basic	65%
State Mean Score	*
At or Above Proficient	38%
State Mean Score	*
At Advanced	12%
State Mean Score	*
	*=not available

CALIFORNIA STANDARDS TEST  
 MATHEMATICS  
 MERCED SCHOOL 2001-2002

GRADE 4	
Testing: April-May	
SCHOOL SCORES	2001-2002
TOTAL	
At or Above Basic	78%
At or Above Proficient	53%
At Advanced	20%
Number of students tested	61
Percent of total students tested	88%
Number of students not tested	8
Percent of students not tested	12%
SUBGROUP SCORES	
HISPANIC	
At or Above Basic	73%
At or Above Proficient	46%
At Advanced	20%
SOCIO-ECONOMICALLY DISADVANTAGED	
At or Above Basic	58%
At or Above Proficient	28%
At Advanced	3%
STATE SCORES	
TOTAL	
At or Above Basic	67%
State Mean Score	*
At or Above Proficient	37%
State Mean Score	*
At Advanced	13%
State Mean Score	*
	*=not available

CALIFORNIA STANDARDS TEST  
 MATHEMATICS  
 MERCED SCHOOL 2001-2002

GRADE 5	
Testing: April-May	
SCHOOL SCORES	2001-2002
TOTAL	
At or Above Basic	63%
At or Above Proficient	34%
At Advanced	7%
Number of students tested	84
Percent of total students tested	98%
Number of students not tested	2
Percent of students not tested	2%
SUBGROUP SCORES	
HISPANIC	
At or Above Basic	60%
At or Above Proficient	29%
At Advanced	5%
SOCIO-ECONOMICALLY DISADVANTAGED	
At or Above Basic	57%
At or Above Proficient	30%
At Advanced	7%
STATE SCORES	
TOTAL	
At or Above Basic	59%
State Mean Score	*
At or Above Proficient	29%
State Mean Score	*
At Advanced	7%
State Mean Score	*
	*=not available

CALIFORNIA STANDARDS TEST  
LANGUAGE ARTS  
MERCED SCHOOL 2001-2002

GRADE 2		
Testing: April-May		
SCHOOL SCORES	2001-2002	2000-2001
TOTAL		
At or Above Basic	68%	81%
At or Above Proficient	43%	34%
At Advanced	13%	10%
Number of students tested	79	86
Percent of total students tested	100%	96%
Number of students not tested	0	4
Percent of students not tested	0	4%
SUBGROUP SCORES		
HISPANIC		
At or Above Basic	65%	75%
At or Above Proficient	42%	28%
At Advanced	12%	8%
SOCIO-ECONOMICALLY DISADVANTAGED		
At or Above Basic	50%	74%
At or Above Proficient	29%	21%
At Advanced	11%	2%
STATE SCORES		
TOTAL		
At or Above Basic	63%	61%
State Mean Score	*	*
At or Above Proficient	32%	32%
State Mean Score	*	*
At Advanced	9%	10%
State Mean Score	*	*
	*=not available	

CALIFORNIA STANDARDS TEST  
LANGUAGE ARTS  
MERCED SCHOOL 2001-2002

GRADE 3		
Testing: April-May		
SCHOOL SCORES	2001-2002	2000-2001
TOTAL		
At or Above Basic	77%	75%
At or Above Proficient	39%	38%
At Advanced	13%	7%
Number of students tested	82	67
Percent of total students tested	98%	99%
Number of students not tested	2	1
Percent of students not tested	2%	1%
SUBGROUP SCORES		
HISPANIC		
At or Above Basic	71%	77%
At or Above Proficient	32%	43%
At Advanced	9%	5%
SOCIO-ECONOMICALLY DISADVANTAGED		
At or Above Basic	69%	67%
At or Above Proficient	27%	28%
At Advanced	6%	3%
STATE SCORES		
TOTAL		
At or Above Basic	62%	59%
State Mean Score	*	*
At or Above Proficient	34%	30%
State Mean Score	*	*
At Advanced	11%	9%
State Mean Score	*	*
	*=not available	

CALIFORNIA STANDARDS TEST  
LANGUAGE ARTS  
MERCED SCHOOL 2001-2002

GRADE 4		
Testing: April-May		
SCHOOL SCORES	2001-2002	2000-2001
TOTAL		
At or Above Basic	79%	60%
At or Above Proficient	46%	20%
At Advanced	11%	4%
Number of students tested	57	91
Percent of total students tested	83%	97%
Number of students not tested	12	3
Percent of students not tested	17%	3%
SUBGROUP SCORES		
HISPANIC		
At or Above Basic	66%	54%
At or Above Proficient	42%	15%
At Advanced	10%	2%
SOCIO-ECONOMICALLY DISADVANTAGED		
At or Above Basic	50%	57%
At or Above Proficient	22%	21%
At Advanced	6%	6%
STATE SCORES		
TOTAL		
At or Above Basic	71%	66%
State Mean Score	*	*
At or Above Proficient	36%	33%
State Mean Score	*	*
At Advanced	14%	11%
State Mean Score	*	*
	*=not available	

CALIFORNIA STANDARDS TEST  
LANGUAGE ARTS  
MERCED SCHOOL 2001-2002

GRADE 5		
Testing: April-May		
SCHOOL SCORES	2001-2002	2000-2001
TOTAL		
At or Above Basic	67%	64%
At or Above Proficient	16%	26%
At Advanced	4%	3%
Number of students tested	83	86
Percent of total students tested	97%	96%
Number of students not tested	3	4
Percent of students not tested	3%	4%
SUBGROUP SCORES		
HISPANIC		
At or Above Basic	60%	62%
At or Above Proficient	13%	22%
At Advanced	2%	0.0
SOCIO-ECONOMICALLY DISADVANTAGED		
At or Above Basic	43%	62%
At or Above Proficient	11%	22%
At Advanced	2%	0.0
STATE SCORES		
TOTAL		
At or Above Basic	71%	66%
State Mean Score	*	*
At or Above Proficient	31%	28%
State Mean Score	*	*
At Advanced	9%	7%
State Mean Score	*	*
	*=not available	

**Merced School – West Covina Unified School District – West Covina, California  
 Assessment Referenced Against National Norms  
 Stanford 9 Achievement Test**

**School Scores**

**SAT9 Total Language Comparison 2000 and 2001 to 2002**

National Percentile (NP) of Mean NCE

Total Language 2000	Total Language 2001	Total Language 2002	One Year Change Total Language NP	Two Year Change Total Language NP
49	54	60	6	11

**SAT9 Total Math Comparison 2000 and 2001 to 2002**

National Percentile (NP) of Mean NCE

Total Math 2000	Total Math 2001	Total Math 2002	One Year Change Total Math NP	Two Year Change Total Math NP
55	62	67	5	12

**Merced School – West Covina Unified School District – West Covina, California  
Assessment Referenced Against National Norms**

Grade: 2  
Edition: 9<sup>th</sup> Edition

Test: Stanford-9

Publisher: Harcourt Brace  
Scores are reported here as: NPR

NO GROUPS WERE EXCLUDED FROM TESTING

Testing in April-May - <b>MATHEMATICS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	75	76	65	45
Number of Students Tested	79	84	72	80
Percent of Total Students Tested	100%	93.4%	99%	90%
Number of Students Not Tested	0	6	1	9
Percent of Students Not Tested	0	6.6%	1%	10%
Subgroup Scores				
Hispanic	73	71	66	42
Socio-Economically Disadvantaged	67	68	59	45

Testing in April-May - <b>LANGUAGE ARTS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	70	64	51	47
Number of Students Tested	79	84	72	78
Percent of Total Students Tested	100%	96%	99%	88%
Number of Students Not Tested	0	4	0	11
Percent of Students Not Tested	0	4%	1%	12%
Subgroup Scores				
Hispanic	65	59	54	44
Socio-Economically Disadvantaged	58	52	51	45

**Merced School – West Covina Unified School District – West Covina, California  
Assessment Referenced Against National Norms**

Grade: 3  
Edition: 9<sup>th</sup> Edition

Test: Stanford-9

Publisher: Harcourt Brace  
Scores are reported here as: NPR

NO GROUPS WERE EXCLUDED FROM TESTING

Testing in April-May - <b>MATHEMATICS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	80	80	68	45
Number of Students Tested	80	67	88	92
Percent of Total Students Tested	95%	99%	97%	98%
Number of Students Not Tested	4	1	3	2
Percent of Students Not Tested	5%	1%	3%	2%
Subgroup Scores				
Hispanic	72	79	62	44
Socio-Economically Disadvantaged	75	70	59	37

Testing in April-May - <b>LANGUAGE ARTS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	71	61	52	41
Number of Students Tested	80	67	87	89
Percent of Total Students Tested	95%	99%	96%	95%
Number of Students Not Tested	4	1	4	5
Percent of Students Not Tested	5%	1%	4%	5%
Subgroup Scores				
Hispanic	63	63	46	38
Socio-Economically Disadvantaged	61	54	47	36

**Merced School – West Covina Unified School District – West Covina, California  
Assessment Referenced Against National Norms**

Grade: 4  
Edition: 9<sup>th</sup> Edition

Test: Stanford-9

Publisher: Harcourt Brace  
Scores are reported here as: NPR

NO GROUPS WERE EXCLUDED FROM TESTING

Testing in April-May - <b>MATHEMATICS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	66	48	45	55
Number of Students Tested	61	88	81	70
Percent of Total Students Tested	89%	93%	91%	96%
Number of Students Not Tested	8	7	8	3
Percent of Students Not Tested	11%	7%	9%	4%
Subgroup Scores				
Hispanic	64	42	40	56
Socio-Economically Disadvantaged	42	47	37	45

Testing in April-May - <b>LANGUAGE ARTS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	61	44	46	52
Number of Students Tested	61	88	80	70
Percent of Total Students Tested	88%	95%	90%	96%
Number of Students Not Tested	8	5	9	3
Percent of Students Not Tested	12%	5%	10%	4%
Subgroup Scores				
Hispanic	58	39	42	52
Socio-Economically Disadvantaged	45	40	37	42

**Merced School – West Covina Unified School District – West Covina, California  
Assessment Referenced Against National Norms**

Grade: 5  
Edition: 9<sup>th</sup> Edition

Test: Stanford-9

Publisher: Harcourt Brace  
Scores are reported here as: NPR

NO GROUPS WERE EXCLUDED FROM TESTING

Testing in April-May - <b>MATHEMATICS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	57	50	51	51
Number of Students Tested	82	84	70	79
Percent of Total Students Tested	95%	93%	95%	95%
Number of Students Not Tested	4	6	4	4
Percent of Students Not Tested	5%	7%	5%	5%
Subgroup Scores				
Hispanic	53	46	51	42
Socio-Economically Disadvantaged	50	41	44	48

Testing in April-May - <b>LANGUAGE ARTS</b>				
	2001-2002	2000-2001	1999-2000	1998-1999
School Scores				
Total Score	49	53	55	52
Number of Students Tested	82	84	69	79
Percent of Total Students Tested	95%	93%	93%	95%
Number of Students Not Tested	4	6	5	4
Percent of Students Not Tested	5%	7%	7%	5%
Subgroup Scores				
Hispanic	45	49	56	47
Socio-Economically Disadvantaged	40	46	44	49