

State Testing and Reporting (STAR) 2006

Background Information

The State testing program originated as a response to a cry for accountability, yet it can be a valuable tool in evaluating the instructional program and in diagnosing areas for improvement. The California Standards Tests (CSTs) measure student performance on California's academic content standards and identify students who achieve at each performance level: advanced, proficient, basic, below basic, or far below basic. The state's target is for all students to score proficient or advanced. The CSTs carry the most weight for calculating the school and district Academic Performance Index (APIs). This assessment allows districts to evaluate their achievement related to state standards and other schools and districts. The CSTs are also used in determining Adequate Yearly Progress (AYP) for grades 2 through 8. The AYP is intended to assess the schools and districts' progress toward meeting the federal No Child Left Behind requirement to have all students score proficient or above by 2014. The STAR program includes the following grade-level tests:

- English/Language Arts –grades 2-8
- Mathematics – grades 2-7
- Science – grade 5
- History/Social Science – grade 8

In addition, the following California Standards Tests are administered as end-of-course examinations:

- General Mathematics – grade 8
- Algebra 1 – grade 8

Students in grades 3 and 7 are also administered the California Achievement Test, Sixth Edition Survey (CAT/6). The CAT/6 is a national, norm-referenced achievement test. Because the CAT/6 Survey was normed using a national sample of students, it can be used to compare the performance of Los Altos students with that of a nationally representative sample of students for various subject areas, including reading, language, spelling and mathematics.

Findings of the California Standards Test (CST)

The California Standards Test reports include component scores for each content area. The content standards in English-Language Arts and Mathematics are the basis of our state's curriculum frameworks, and the standards are also linked to State-approved instructional materials. The California Standards Tests scores fall within the five performance levels. Group scores that follow are reported as the percent of students that scored within each performance level. In English-Language Arts, 89.1 percent of the students in Los Altos School District scored at the proficient or advanced levels. Mathematics scores in LASD show that over 89.4 percent of the students are above proficient. This high performance points to the strength of our instructional program that aligns with the State standards, but it also reflects the skill and training of the district's highly qualified teachers who engage the students in meaningful learning activities. Details of the findings are illustrated on the following pages.

Findings of the California Achievement Test (CAT/6)

Using a multiple choice format, the CAT/6 samples the skills and concepts commonly taught in schools across the country in Reading and Language Arts, Mathematics, and Spelling. As a standardized test, it is always administered with the same questions, the same directions, the same time limits, and the same scoring criteria for all students. As a norm-referenced test, CAT/6 provides schools and parents with information that compares student achievement with the performance of other students in similar grades across the country. The test emphasizes learning and thinking skills and is not focused on recalling specific details. Students are asked to apply a full range of complex thinking skills to a variety of tasks.

The following charts present student performance at grades 3 and 7 reported by school and district in each area tested: Reading, Language Arts, Math, and Spelling. Scores are reported as national percentile rankings. Looking at district scores, the students in Los Altos School District perform very well when compared to the rest of the nation, with the mean national percentile score in Reading (grades 3 and 7 averaged) being 83; Language Arts, 84.5; Mathematics, 88; and Spelling, 81. Therefore, the average LASD student scored higher than 83 percent of his peers in reading as measured by the national sample.

**Los Altos School District
California Standardized Testing and Reporting (STAR)
District Summary**

CST – English/Language Arts

	Grade 2			Grade 3			Grade 4			Grade 5		
	2005	2006	Diff.	2005	2006	Diff.	2005	2006	Diff.	2005	2006	Diff.
Advanced	53	60	+7	53	60	+7	75	78	+3	67	72	+5
Proficient	37	30	-7	31	26	-5	17	17	0	24	16	-8
Basic	7	6	-1	11	10	-1	5	2	-3	6	9	+3
Below Basic	2	2	0	2	2	0	1	1	0	1	0	-1
Far Below Basic	2	2	0	2	1	-1	3	2	-1	1	2	+1

	Grade 6			Grade 7			Grade 8		
	2005	2006	Diff.	2005	2006	Diff.	2005	2006	Diff.
Advanced	63	65	+2	57	69	+12	60	69	+9
Proficient	27	24	-3	31	22	-9	26	20	-6
Basic	8	8	0	9	7	-2	9	8	-1
Below Basic	1	1	0	2	2	0	4	3	-1
Far Below Basic	2	1	-1	1	1	0	2	0	-2

Findings: The scores on the California Standards Test (English/Language Arts) reflect a slight movement with a greater percentage of students scoring Advanced in 2006 than in 2005. Generally there is a decline in the percentage of scores in the Proficient quintile. There is very little change in the percentage of scores at Basic, Below Basic or Far Below Basic, indicating the growth in the top quintile is likely a migration from Proficient. Junior high school scores also reflect a movement from the lower quintiles to Proficient or above.

**Using CSTs to Measure Growth By Comparing Percentages of Students
At Proficient or Above in English/Language Arts
School Summaries**

Almond

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	77	89	99	97	+8
Grade 3	79	92	80	82	-10
Grade 4	81	98	83	98	0
Grade 5	84	87	84	92	+5
Grade 6	84	87	83	89	+2
All Grades	406	90	429	92	+2

Covington

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	56	90	102	80	-10
Grade 3	65	86	62	88	+2
Grade 4	76	92	69	96	+4
Grade 5	55	93	87	86	-7
Grade 6	71	89	57	81	-8
All Grades	323	94	377	86	-8

Loyola

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	61	94	79	94	0
Grade 3	79	85	62	86	+1
Grade 4	74	90	84	98	+8
Grade 5	81	93	81	84	-9
Grade 6	80	94	89	87	-7
All Grades	375	94	395	90	-4

Oak

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	54	94	60	98	+4
Grade 3	60	89	59	91	+2
Grade 4	56	90	60	98	+8
Grade 5	60	97	56	89	-8
Grade 6	78	92	60	93	+1
All Grades	308	93	295	94	+1

Santa Rita

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	76	90	80	86	-4
Grade 3	76	81	77	92	+11
Grade 4	80	91	75	86	-5
Grade 5	80	88	87	90	+2
Grade 6	77	85	76	92	+7
All Grades	389	92	395	89	-3

Springer

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	71	87	75	87	0
Grade 3	59	77	72	80	+3
Grade 4	58	97	59	95	-2
Grade 5	61	95	59	90	-5
Grade 6	59	93	60	92	-1
All Grades	308	90	325	88	-2

Findings: The percentages of students scoring at the Proficient or Advanced levels in English/Language Arts are compared between 2006 and 2005 across grades for each school in the Los Altos School District. The district shows a slight decline in the number of students scoring in the top two quintiles; however, Almond and Oak show slight gains. No grade at an individual school swings more than eleven

percentage points one way or the other. Students at Proficient or above in 2006 range from Covington, grade 2 and Springer at grade 3 with 80 to Almond, grade 4, Loyola, grade 4 and Oak, grade 2 and 4 at 98 percent of the students reaching the statewide target. Fourth grade represents the grade level with the greatest percentage of students at Proficient or above, with 95% of the students scoring at those levels.

Blach

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 7	197	91	238	92	+1
Grade 8	219	91	207	89	-2

Egan

Grade	2005 ELA CST		2006 ELA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 7	253	89	252	90	+1
Grade 8	244	87	252	89	+2

Findings: Both junior high schools show consistency in the percentage of students scoring at Proficient or above in English/Language Arts with very little variation in performance from one year to another or one school to another.

**Los Altos School District
California Standardized Testing and Reporting (STAR)
District Summary**

CST – Mathematics

	Grade 2			Grade 3			Grade 4			Grade 5		
	2005	2006	Diff.	2005	2006	Diff.	2005	2006	Diff.	2005	2006	Diff.
Advanced	73	74	+1	67	81	+14	70	76	+6	65	72	+7
Proficient	22	19	-3	25	14	-11	19	18	-1	26	18	-8
Basic	4	5	+1	6	3	-3	7	4	-3	6	6	0
Below Basic	1	2	+1	0	1	+1	1	1	0	1	3	+2
Far Below Basic	1	0	-1	2	0	-2	3	1	-2	2	2	0

	Grade 6			Grade 7		
	2005	2006	Diff.	2005	2006	Diff.
Advanced	63	62	-1	56	55	-1
Proficient	26	29	+3	28	33	+5
Basic	8	7	-1	11	9	-2
Below Basic	2	1	-1	4	3	-1
Far Below Basic	1	1	0	1	1	0

	Grade 8 (General Math)			Grade 8 (Algebra)		
	2005	2006	Diff.	2005	2006	Diff.
Advanced	21	4	-17	58	40	-18
Proficient	51	23	-28	39	41	+2
Basic	16	23	+7	3	15	+12
Below Basic	8	23	+15	0	4	+4
Far Below Basic	5	27	+22	0	0	0

Findings: Mathematics scores on the California Standards Tests place more students in the Advanced or Proficient ranges than reflected in the content area of English/Language Arts. A positive trend is demonstrated with growth particularly in the Advanced range. Eighth grade scores reflect the reassignment of students into Algebra instead of mathematics. This produced a marked decline in performance level.

**Using CSTs to Measure Growth By Comparing Percentages of Students
At Proficient or Above in Mathematics
School Summaries**

Almond

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	77	94	99	98	+4
Grade 3	80	98	80	94	-4
Grade 4	81	91	83	97	+6
Grade 5	84	91	84	92	+1
Grade 6	84	89	83	91	+2
All Grades	406	93	429	94	+1

Covington

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	56	100	102	89	-11
Grade 3	65	97	62	97	0
Grade 4	76	95	69	98	+3
Grade 5	55	93	87	90	-3
Grade 6	71	86	57	84	-2
All Grades	323	94	377	91	-3

Loyola

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	61	94	79	97	+3
Grade 3	79	95	62	99	+4
Grade 4	74	90	84	92	+2
Grade 5	81	90	81	84	-6
Grade 6	80	95	89	90	-5
All Grades	375	93	395	92	-1

Oak

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	54	97	60	100	+3
Grade 3	60	94	59	88	-6
Grade 4	56	87	60	97	+10
Grade 5	60	96	56	93	-3
Grade 6	78	95	60	96	+1
All Grades	308	94	295	95	+1

Santa Rita

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	76	93	80	86	-7
Grade 3	73	88	77	95	+7
Grade 4	80	86	75	90	+4
Grade 5	80	91	87	91	0
Grade 6	77	83	76	91	+8
All Grades	386	89	395	91	+2

Springer

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 2	71	90	75	91	+1
Grade 3	59	85	72	92	+7
Grade 4	58	95	59	93	-2
Grade 5	61	93	59	93	0
Grade 6	59	87	60	88	+1
All Grades	308	90	325	91	+1

Findings: Mathematics scores show a gain in five of the six elementary schools. The tables provide a comparison of overall results for the entire school. Because “Proficient or above” is a standards-based classification, 2006 and 2005 results for the entire school are calculated by averaging across the grades. The resulting school-level averages may be compared year to year. However, for each year, the school level results are weighted to reflect the number of students in each grade. For example, the results for grade 2 at Covington in 2006 carry more weight than in 2005 yet the results for grade 4 carry more weight in the calculations of 2005.

Blach

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 7	197	81	238	88	+7
Grade 8	113	88	5	0	-88

Egan

Grade	2005 MATH CST		2006 MATH CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 7	253	87	252	85	-2
Grade 8	81	63	19	37	-26

Findings: The noticeable change from 2005 is not only the drop in performance level of 8th graders enrolled in General Math but also the number of test-takers. With the State guidelines requiring 8th graders to be enrolled in Algebra, the students enrolled in math represent less than 10 percent of the test-takers.

Blach

Grade	2005 ALGEBRA CST		2006 ALGEBRA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 8	106	100	200	73	-27

Egan

Grade	2005 ALGEBRA CST		2006 ALGEBRA CST		Difference
	# Students	% Prof or Above	# Students	% Prof or Above	
Grade 8	161	96	230	89	-7

Findings: Just as the General Math scores reflect the smaller and less skilled population, the decline in Algebra scores is indicative of the greater number of students enrolled in Algebra with a wider range of skills and abilities.

**Los Altos School District
California Standardized Testing and Reporting (STAR)
District Summary**

CST – Science

	Grade 5			Grade 8
	2005	2006	Diff.	2006
Advanced	38	46	+8	69
Proficient	46	39	-7	21
Basic	12	12	0	4
Below Basic	1	2	+1	3
Far Below Basic	2	1	-1	0

CST – History/Social Studies

	Grade 5		
	2005	2006	Diff.
Advanced	58	62	+4
Proficient	26	25	-1
Basic	10	9	-1
Below Basic	4	2	-2
Far Below Basic	2	2	0

Findings: Grade 5 Science reflects growth in the second year of the administration of this subtest. As seen in the other content areas there is movement in a positive direction with a greater percentage of the students scoring at the Advanced level. This is the first year of a Grade 8 Science assessment: 90 percent of District students scored Proficient or better.

Grade 8 Social Science shows a similar trend with 87 percent of the students scoring Proficient or above on this subtest which assesses 6th, 7th, and 8th grade history/social science content.

**STAR 2006 Los Altos School District Relative Strengths and Weaknesses
California Standards Tests (CST)**

Relative Strengths

	2	3	4	5	6
English/ Language Arts	Reading Comp. (87%) Written Conventions (86%)	Word Analysis & Vocab. Development (88%) Written Conventions (87%)	Word Analysis & Vocabulary (88%) Literary Response & Analysis (89%)	Literary Response/Written Conventions (87%) Word Analysis/Vocab. (89%)	Word Analysis & Vocab. Development (88%) Written Conventions (85%)
Math	Measurement and Geometry (92%) +/- (91%)	Statistics/Data Analysis/ Probability (95%) Meas. & Geometry (92%) +/- (92%)	Statistics/Data Analysis/ Probability (97%) Algebra & Functions (92%)	Data Analysis/Probability (95%) Algebra & Functions (90%)	Operations/Problem Solving with Fractions (88%) Algebra & Functions (89%)
Science				Life Science 4/5 (81%)	

	7	8
English/ Language Arts	Writing Strategies (87%) Written Conventions (86%)	Writing Strategies (87%)
Math	Multi-Step Problems (86%)	Numbers Properties/ Operations (83%)
Social Science		US Constitution & Early Republic (78%)
Science		Invest./Exper. (77%)

Areas of relative strength and weakness, with mean percent correct, are displayed in each field.

Eighth grade math scores represent performance on the Algebra test.

Relative Weaknesses

	2	3	4	5	6
English/ Language Arts	Writing Strategies (76%)	Writing Strategies (83%) Literary Response (83%)	Writing Strategies (82%)	Reading Comp. (78%) Writing Strategies (79%)	Literary Response & Analysis (79%)
Math	Statistics/Data Analysis/ Probability (83%)	+, -, x, ÷ (88%)	Meas. & Geometry (89%) Decimals/Fractions/Negative Numbers (89%)	Decimals/Fractions (82%) Meas. & Geometry (82%)	Meas. & Geometry (75%)
Science				Earth Science (68%)	

	7	8
English/ Language Arts	Literary Response & Analysis (75%)	Reading Comp. (80%)
Math	Exponents/Powers/Roots (78%)	Functions/Rational Equations (63%)
Social Science		Civil War & Its Aftermath (71%)
Science		Motion (64%)

Summary: Despite a strong performance by LASD students on the CST, each grade level reflects areas of relative strength or weakness. Word Analysis and Vocabulary is a relative strength in the area of English/Language Arts, whereas Writing Strategies and Response to Literature reflect relative weakness. The content area of Mathematics shows greater variety in grade level relative strengths and weaknesses, with Statistics showing relative strength. Measurements and Geometry and Operations with Fractions and Decimals are areas of relative weakness.

STAR 2006
CST Summary and Comparisons by Subgroups

Data in charts represents mean scaled scores of the total District grade level group and subgroups in LASD. The mean scaled score is the arithmetic average of the scaled score for the students tested. The California Standards Test scaled score is expressed in numbers that range from 0 to 600.

Grade 2 CST Sub-Tests

Subgroup	ELA	Math
Total Population	413.9	461.2
ELL	350.9	406.6
EO & FEP	418.9	465.5
Females	423.3	460.6
Males	404.4	461.8
Special Education	375.1	434.8
Econ. Disadvantaged	329.5	392.0

Grade 3 CST Sub-Tests

Subgroup	ELA	Math
Total Population	413.6	477.3
ELL	339.4	401.5
EO & FEP	416.7	480.8
Females	420.4	473.8
Males	407.1	480.6
Special Education	371.0	442.6
Econ. Disadvantaged	329.3	342.8

Grade 4 CST Sub-Tests

Subgroup	ELA	Math
Total Population	434.7	449.2
ELL	362.6	413.7
EO & FEP	437.9	450.8
Females	439.5	444.4
Males	430.7	453.3
Special Education	419.5	420.1
Econ. Disadvantaged	362.0	372.3

Grade 5 CST Sub-Tests

Subgroup	ELA	Math	Science
Total Population	417.2	474.3	404.4
ELL	325.8	366.5	326.4
EO & FEP	420.8	478.5	407.6
Females	419.6	471.7	400.2
Males	414.9	476.8	408.6
Special Education	352.0	380.6	352.4
Econ. Disadvantaged	309.3	339.7	338.6

Grade 6 CST Sub-Tests

Subgroup	ELA	Math
Total Population	407.9	437.6
ELL	333.3	361.3
EO & FEP	410.1	439.8
Females	412.4	434.1
Males	403.1	441.3
Special Education	345.0	362.5
Econ. Disadvantaged	318.4	331.7

Grade 7 CST Sub-Tests

Subgroup	ELA	Math
Total Population	420.4	430.2
ELL	301.3	335.3
EO & FEP	423.8	433.0
Females	424.3	429.5
Males	416.2	430.9
Special Education	348.5	345.5
Econ. Disadvantaged	315.6	314.4

Grade 8 CST Sub-Tests

Subgroup	ELA	Math	Algebra	Science	History
Total Population	409.2	309.0	418.5	433.6	407.1
ELL	334.6	286.7	365.9	338.2	341.5
EO & FEP	411.8	315.7	419.6	436.9	409.4
Females	415.1	308.9	415.9	422.5	404.1
Males	402.7	309.0	421.4	445.7	410.3
Special Education	333.1	286.8	322.1	348.4	337.0
Econ. Disadvantaged	309.0	285.0	337.8	300.4	318.0

Conclusions:

At each grade level and in each subtest, English Only and Fluent English Proficient students scored higher than other subgroups and consequently, the total population. Comparisons of the mean scaled scores of boys and girls show insignificant differences, yet girls outperform the boys in English/Language Arts. The special needs populations of English Language Learners, Special Education, and Economically Disadvantaged students represent the subgroups with scores that are consistently below the district average. Numbers in these subgroups vary from grade to grade and individuals may be included in more than one subgroup.

**STAR 2006 – California Standards Tests
English/Language Arts: Writing Application**

Percent of students with Writing Application Score of:

Grade 4

2	3	4	5	6	7	8
1	0	46	0	45	0	7

Grade 7

2	3	4	5	6	7	8
5	0	45	0	40	0	10

Writing Applications is one of the six reporting clusters for grades 4 and 7 California English/Language Arts Standards Tests. Starting in 2006, a single rater gave a score of 1-4 on the writing tests. The ratings were then doubled, so that writing scores are all even numbers. The writing score (possible 2, 4, 6, or 8) is added to the ELA multiple choice score.

**STAR 2006
California Achievement Test (CAT/6)
Grades 3 and 7
District and School Summaries**

Scores are presented in national percentile rankings.

Grade 3

	Total Reading	Total Math	Total Language	Spelling
District	82	91	86	85
Almond	81	89	85	85
Covington	78	94	82	84
Loyola	87	90	90	83
Oak	83	90	81	85
Santa Rita	83	91	86	87
Springer	82	89	87	84

Grade 7

	Total Reading	Total Math	Total Language	Spelling
District	86	86	89	81
Blach	84	85	88	83
Egan	88	87	89	80

Conclusions: Scores vary slightly from school to school. National percentile rankings are well above the national average. School and district mathematics scores are the area of relative strength with scores ranging from 86 NPR in 7th grade to 91 NPR in 3rd grade. Scores are generally consistent across the grades. Spelling is the area of relative weakness in 7th grade, and Reading is in 3rd grade with a national percentile ranking of 82.