

# STAR ANALYSIS FOR JOURNEY SCHOOL

## TRENDS OVER TIME

August, 2011

### CST Student Achievement Summary

Journey School's charter lays out multiple qualitative and quantitative assessment measures that are in line with the school's mission to provide Waldorf education in the public sector. These multiple measures help show the many ways the students have learned. One measure which all public schools in California must use is the State Testing and Reporting System (STAR). In order to develop an informed analysis of Journey School's performance on state testing, the administration looked at student achievement data over time in two different ways.

These two ways to compare results are:

- Comparing a class with its own performance in prior years as the students move through the grades. ("value-added")
- Comparing a particular grade level with that same grade level in past years. (standard comparison)

The state uses performance bands to report testing results. Based on their test scores, students are placed into one of five performance bands:

- ✓ Advanced
- ✓ Proficient
- ✓ Basic
- ✓ Below Basic
- ✓ Far Below Basic

Both state and federal agencies set targets for the number of students at a school who perform in the "Proficient" and "Advanced" categories combined (this is reported as "percent Proficient and above").

\*The results of the May CST testing were released only recently. A more complete analysis of the implications of these results and how the results may inform the school's planning will follow in the coming weeks.

### "Value-Added" Results

We first studied student achievement data which compares the performance of **each class in 2011 with its own performance in 2010**. This method is called “value-added” assessment because it measures the impact of the program on mostly the same cohort of students with the same instructor from one year to the next.

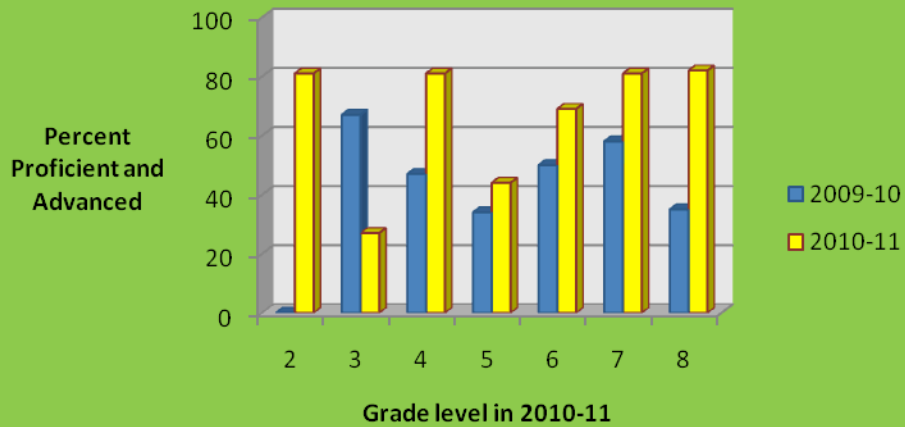
This type of assessment approach is especially important at Journey where we currently have one class at each grade level.

To read more about the discussion of value-added assessment [click here](http://en.wikipedia.org/wiki/Value-added_modeling). ([http://en.wikipedia.org/wiki/Value-added\\_modeling](http://en.wikipedia.org/wiki/Value-added_modeling)).

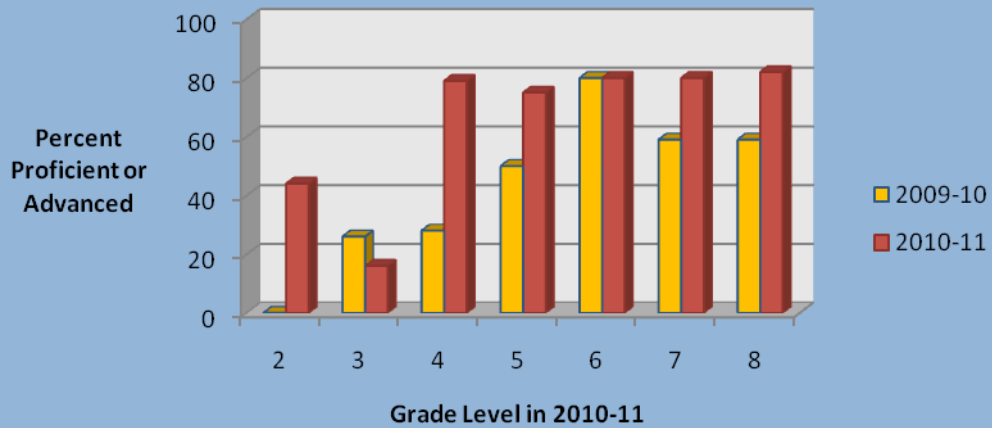
Below you will find:

- Two graphs comparing how each class (grades 2 through 8) performed on the Math and the English Language Arts (ELA) California Standards Tests (CST) over the past two test cycles.
- A brief narrative summary of the information contained in the graphs, plus additional results.

## Journey School Math CST Comparison



## Journey School ELA CST Comparison



## Middle School Program

**8th Grade:** 82% of the students scored proficient or above in English Language Arts in 2011 versus 59% in 2010. 82% of students scored proficient or above in Mathematics in 2011 versus 35% in 2010. Two additional tests were issued to measure the students' readiness for high school, the CST Social Studies and Science exams. 88% of students scored proficient or above in Social Studies and 87% scored proficient or above in Science.

**7th Grade:** 80% of students scored proficient or above in English Language Arts in 2011 versus 59% in 2010. 81% of students scored proficient or above in Mathematics in 2011 versus 58% in 2010. In addition, students earned an average score of 3.5 out of a 4.0 grading rubric on the 7th grade CST writing test.

**6th Grade:** The percentage of students that scored proficient or above in English Language Arts in 2011 remained constant at 80% compared to 2010. In Mathematics, 80% of students scored proficient or above in 2011 versus 69% in 2010.

## Elementary Program

**5th Grade:** 75% of students scored proficient or above in English Language Arts in 2011 versus 50% in 2010. In Mathematics, 44% of students scored proficient or above in 2011 versus 34% in 2010. In addition, 55% of the students scored proficient or above on their first CST Science Test.

**4th Grade:** 79% of students scored proficient or above in English Language Arts in 2011 versus 28% in 2010. In Mathematics, 81% of students scored proficient or above in 2011 versus 47% in 2010. On the 4th grade CST writing test, students received an average score of 2.75 out of a 4.0 rubric.

**3rd Grade:** 16% of students scored proficient or above in English Language Arts in 2011 versus 26% in 2010. In Mathematics, 27% of students scored proficient or above in 2011 versus 67% in 2010.

**2nd Grade:** 44% of students scored proficient or above in English Language Arts in 2011. In Mathematics, 81% of students scored proficient or above in 2011.

**Note:** STAR testing first begins at the 2nd grade level. 2nd grade student do not have 2010 scores.

## Standard Comparison

Next, we studied student achievement data as it is typically done in most schools. We looked at a comparison of each particular grade level to that same grade level in past years. This standard practice is important to understand since it is how the state and the general public arrive at judgments about the school's performance. The state sets student achievement growth targets each year, and the goals in the school's charter require that we meet these targets.

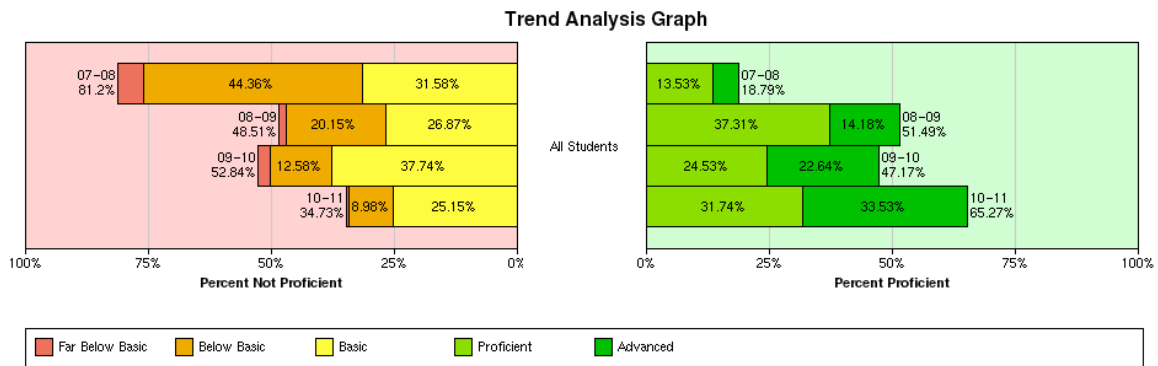
For this summary we looked at the school's overall longitudinal performance on each of the CST tests in the four core subject areas: Math, English Language Arts, History and Science.

Below you will find:

- Four graphs comparing how Journey School performed on the Math, English Language Arts (ELA), History and Science California Standards Tests (CST) over the past four test cycles.
- A brief narrative that follows each graph.

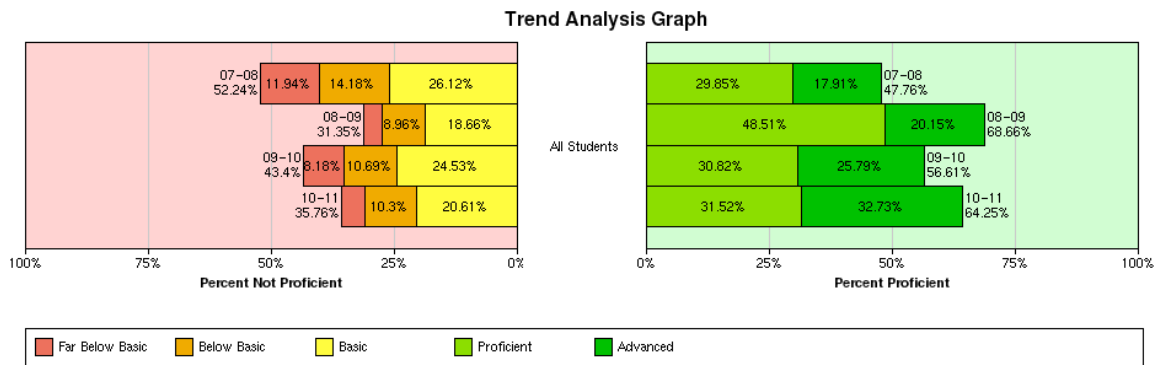
*Since Journey School has one class of each grade, as well as small class sizes, it is important to consider these factors when analyzing this data.*

## Math



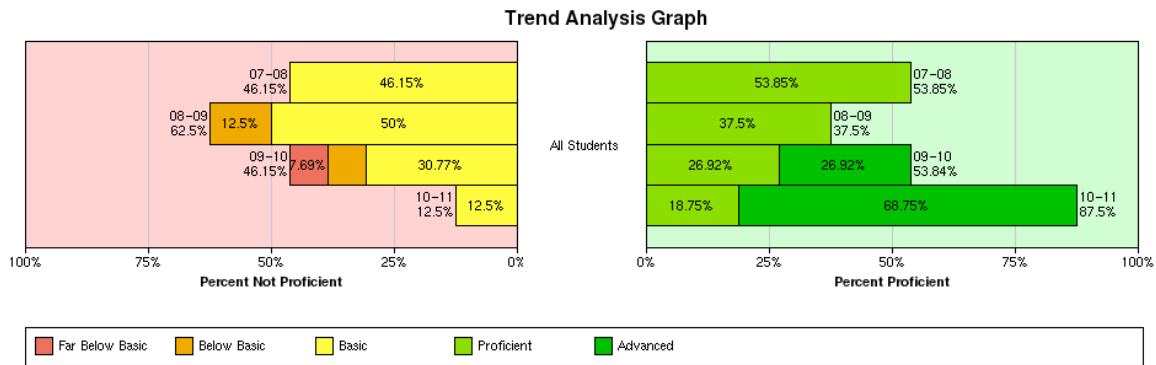
By and large, school-wide performance trends in mathematics were positive. The combined proficient and advanced group increased, the advanced band has continued to grow significantly, and the three lower bands have all decreased. These scores include students in grades 2-8.

# English Language Arts



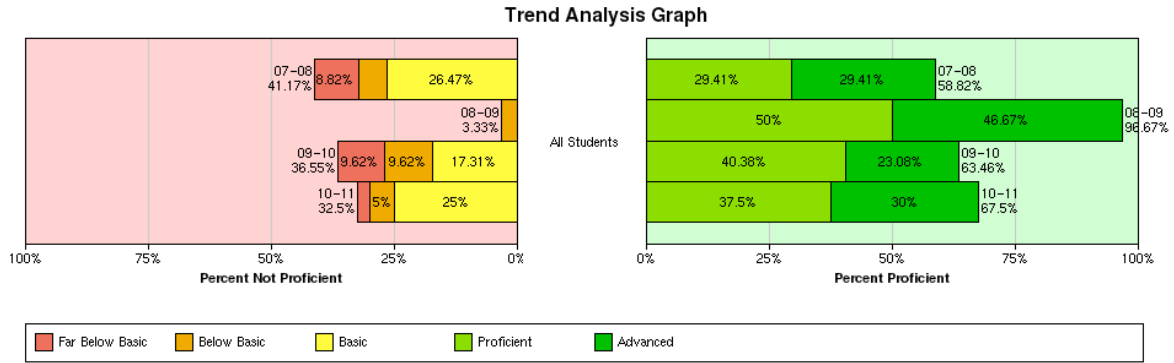
In the area of English-Language Arts, the percentage of students in the advanced category has steadily increased every year, while overall proficiency levels were one of the highest in 2011. These scores include students in grades 2-8.

# History



In History, the percentage of students in the advanced and proficient categories was the highest in 2011. There were no students in the lowest two bands in 2011. These scores include only students in grade 8.

# Science



In science, some growth occurred over last year and compared to 2007-08 but the scores did not surpass the 2008-09 school year for a variety of reasons under study. These scores include only students in grades 5 and 8.