

September 17, 2007

To: Board Members

From: Tom Bishop

Subject: Staff Recognition – Employees of the Month

Jake's Del Mar is continuing its support of our educational program by honoring staff members each month who are recognized by their site or department as "Employees of the Month". Jake's provides honorees with a \$30.00 gift certificate.

Employees of the Month for September are:

Ashley Falls	Pam Kyle, 6 <sup>th</sup> Grade Teacher
Carmel Del Mar	Sandra Nelson, 5 <sup>th</sup> Grade Teacher
Del Mar Heights	Jeff Thaden, School Plant Manager
Del Mar Hills	Linda Mettling, School Administrative Assistant
Ocean Air	Karen Holty, School Administrative Assistant
Sage Canyon	Marian Rubino, School Office Assistant
Sycamore Ridge	Lesa House, School Administrative Assistant
Torrey Hills	Carlos Vasquez, School Plant Manager

RECOMMENDED: For Information Only; No Action is Required.

4.1

September 26, 2007

To: Board Members  
From: Tom Bishop  
Subject: Proclamation of the Board of Trustees in Honor of the Contributions of Tom and Grace Hauseur

Recently Teacher on Special Assignment Grace Hauseur and DMUSD Director of Technology Tom Hauseur announced that they will retire from their respective certificated positions, effective Friday, September 28, 2007.

Grace Hauseur began her DMUSD certificated employment in September 1972, while Tom Hauseur began his certificated employment in January 1972. Both Tom and Grace have been significant contributors to the overall success of the DMUSD during their long and successful employment.

Staff has drafted a Board Proclamation to honor both Tom and Grace Hauseur at tonight's Board meeting.

The Superintendent recommends that the Board approve the attached proclamation in honor of the contributions of Tom and Grace Hauseur upon their impending retirement.

**PROCLAMATION OF THE BOARD OF TRUSTEES OF  
THE DEL MAR UNION SCHOOL DISTRICT  
SEPTEMBER 26, 2007**

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the many years of significant individual and collective contributions of two exemplary employees in the Del Mar Union School District, namely Grace and Tom Hauseur; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the many years of outstanding classroom instruction provided for thousands of Del Mar students by Grace and Tom Hauseur; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the many years of outstanding science and math instruction provided for thousands of Del Mar students and outstanding science and math mentoring provided for hundreds of Del Mar teachers by Grace Hauseur; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the many years of science and math leadership throughout the District, the County, the State, and the Nation by Grace Hauseur in her roles as a DMUSD Extended Studies Teacher, the Del Mar Union School District's Teacher of the Year and San Diego County's Teacher of the Year in 1990, the Advisor to students participating in the Johns Hopkins Student Search, the San Diego County Invent America! competition, the San Diego County Science Olympiad competition, and a consultant to the California Department of Education during the past three decades where she was recognized as a statewide instructional leader in K-6 Science, Humanities and Fine Arts curriculum,; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the pivotal role and singular effort by Tom Hauseur in the development of the District's outstanding technology department from a fledgling dream to an exemplary program, encompassing student instruction in technology labs at all schools, teacher and classified staff instruction in technology through summer workshops and inservices throughout the school year, the establishment of mentor technology teachers at all school sites, the visionary leadership of the District's user-friendly website, providing a vital link for the community, parents and staff, the computer purchasing, repair and servicing program for

staff members thereby creating the opportunity for greater productivity and individual growth for all staff members; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the unselfish contribution and hours of effort over the years by Tom Hauseur in his service as negotiator for the teaching staff and the Board of Trustees in collecting bargaining discussions; and,

WHEREAS, the Board of Trustees of the Del Mar Union School District recognizes the many years of unheralded tasks and seamless service to the District in a myriad of ways, entitled "other duties as assigned", by Grace and Tom Hauseur, where they have established themselves as the heart of the Del Mar District;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Del Mar Union School District, proclaim September 28, 2007, to be Grace & Tom Hauseur Day, in honor of their retirement following their many years of service to the Del Mar Union School District.

Congratulations and Thank You!

Approved by the Board of Trustees of the Del Mar Union School District on September 26, 2007:

\_\_\_\_\_  
Annette Easton, President of the Board

\_\_\_\_\_  
Janet Lamborghini, Clerk of the Board

\_\_\_\_\_  
Linda Crawford, Member of the Board

\_\_\_\_\_  
Steven McDowell, Member of the Board

\_\_\_\_\_  
Katherine White, Member of the Board

September 26, 2007

To: Board Members  
From: Tom Bishop  
Subject: Report: DMCTA President, David Skinner

DMCTA President, David Skinner, will be present to give a brief report to the Board.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

4.3

September 26, 2007

To: Board Members

From: Tom Bishop

Subject: Report: Del Mar School Education Foundation

DMSEF President Bob Gans will provide a brief report on DMSEF activities during the past month.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

4.4

September 18, 2007

To: Board Members  
From: Rodger Smith  
Through: Tom Bishop  
Subject: Enrollment Report

Following this memorandum, Board Members will find an enrollment report from Friday, September 14, 2007. Compared to the same period last year, district enrollment has increased by 234 students. A comparison of enrollment in mid-September from 2006 to 2007 on a school-by-school basis reflects the following:

<u>School</u>	<u>Sept. 2007</u>	<u>Sept. 2006</u>	<u>Difference</u>
Ashley Falls	534	552	-18
Carmel Del Mar	469	500	-31
Del Mar Heights	437	460	-23
Del Mar Hills	374	405	-31
Ocean Air	536	0	536
Sage Canyon	741	768	-27
Sycamore Ridge	408	382	26
Torrey Hills	595	793	-198

The Del Mar Union School District continues to be one of a small number of districts in San Diego County that continues to grow.

4.5



# Enrollment Report 2006-2007

DEL MAR HILLS										OCEAN AIR										SAGE CANYON									
Teacher	K	1	2	3	4	5	6	Total		Teacher	K	1	2	3	4	5	6	Total		Teacher	K	1	2	3	4	5	6	Total	
K McPhee	18									K Jackson, M.	19										K Correia/Wojtkowski, W.	18							
K Nelson	18									K Jackson, S.	19										K Newquist	20							
K Wheeler	19							55		K Persidok/Karsay	19										K Sawi (Peterson)	20							
										K Balfour	19							76		K Shaver	18								
1 Borton/Mullins	20																			K Shepherd	18							94	
1 Farmer	20									1 Braga	18																		
1/2 Weidmann	7							47		1 Brubaker	20									1 Braund	19								
1/2 Weidmann		9								1 Cunningham	20									1 Jackson	20								
2 Bjenke		20								1 Sipe	18									1 Lack	20								
2 Ebright		19						48		1 Tech	19							95		1 Samuel	20								
																				1 Uzelac	20							99	
3 Goodman			19							2 Bakhtar			20							2 Chapluk			19						
3 Symington			19							2 Bell			20							2 Choi			20						
										2 DeVico/Hemingway			20							2 Eha			20						
3/4 Sleet			9					47		2 Westbrook			20					80		2 McClellan			20						
4 Farricker				8																2 Rappa			19						
4 Hemerick				27				62		3 Delliquadri/McCarthy				20						2 Soderberg			19					117	
										3 Kantner				19															
5 Sullins						24				3 Roche				19															
5 Weinbaum-Davis						22				3 Sharpe				19				77		3 Bettig				18					
																				3 Brooks				20					
5/6 Duclio					8			54		4 Rosario					26					3 Orr				20					
6 Cunningham						12				4 Sansom					27					3 Ortega				20					
6 Warren						24				4 Bales					26			79		3 Pastor				20					
						25		61												3 Raskin				20				118	
										5 Graupmann						27				4 Chavez/Kalt									
										5 Newberry						26				4 Conner								25	
										5 Martin						27			80		4 Friedemann								25
																				4 Gordon								24	
										6 Morales							23												
										6 Crabtree							26	49		5 Delehanty								26	
																				5 Fieberg								27	
																				5 Schwab								27	
																				5 Taylor								27	
																												107	

# Enrollment Report 2006-2007

2006-2007										2006-2007											
Teacher	K	1	2	3	4	5	6	Total		Teacher	K	1	2	3	4	5	6	Total			
K Lit	19									K Cluxton/Zitko	20										
K Peddie	19									K Lewis	20										
K Wojtkowski, J.	18									K Rose	20										
K/1 Waxman	6							62		K Teisher	20									80	
Waxman		10																			
1 Mathews		20							1	Grosso		19									
1 Saunders		20						50	1	McAfee		19									
									1	McCarty (Flamini)		20									
									1	Roberts		18									
2 Chung			20						1	Tan		19									
2 Shea			19						1/2	Pryor		6									
2 Schengel			19					58		Pryor			8							101	
									2	Paster			20								
3 Hanna				20					2	Camarillo			20								
3 Hasler				20					2	Lasher			20								
3 Johnson, L.				20				60	2	McGraw			20							88	
4 Howard					24				3	Armstrong				20							
4 Money					24			48	3	Boysen (Boehm)				20							
									3	Cole/Jackson				20							
									3	Engler				20							
5 Mackie						26			3	Lee				20						100	
5 Stanton						26		52													
									4	Bishop						23					
6 Mckiao							23		4	Rood						25					
6 Solowczuk							25	48	4	Wilken, S.						26				74	
Luce - Art/Science									5	Jackson, Mandy							24				
Lomax - Music									5	Jenkins							26				
Steinman - Technology/ESC									5	Wilken, L.							27			77	
TOTAL REGULA	62	50	58	60	48	52	48	378	6	Kelly										20	
									6	Nordhoff											22
									6	Page											21
SCHOOL TOTAL	62	50	58	60	48	52	48	378												63	
No. teachers	3.5	2.5	3	3	2	2	2	18		Morey - Art											
Average per Class	17.7	20	19.3	20	24	26	24			Chiles - Music											
Average Class	18	Teachers							21.00		Honsberger - Technology										
SDC Preschool	30								30		Krishnan-ESC/Science										
SCHOOL TOTAL	62	50	58	60	48	52	48	408		Davis - P.E.											
										TOTAL REGULA	80	101	88	100	74	77	63	583			
										SCHOOL TOTAL	80	101	88	100	74	77	63	583			
										No. teachers	4	5.5	4.5	5	3	3	3	28			
										Average per Class	20	18.364	19.56	20	24.67	25.67	21				
										Average Class	28	Teachers							20.82		
										SDC - James	2	1	2	3	4			12			
										SCHOOL TOTALS								595			

September 26, 2007

To: Board Members  
From: Tom Bishop  
Subject: Written Report, Opening of 07/08 School Year, Site Reports

Congratulations to the principals, staff members, students, and parents on a smooth opening of the 2007/2008 school year.

Each principal has prepared a brief written report for the Board packet.



# Soaring to Success... Celebrating Learning!

13030 Ashley Falls Drive, San Diego, CA 92130  
Phone: 858.259.7812 Fax: 858.259.1828 Website: www.dmusd.org

Goals 2007-2008

To: DMUSD Board of Trustees and Mr. Tom Bishop, Superintendent  
From: Shelley Petersen  
Date: September 19, 2007  
Re: Board report on opening of school at Ashley Falls

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**Opening Enrollment:** 535 students, Kindergarten – Sixth Grade

**New certificated teachers and classified aides to our site include the following:**



Lauren Markarian,  
1<sup>st</sup> Grade Teacher



Heather Love,  
4<sup>th</sup> Grade Teacher  
(New to Del Mar)



Adrienne Sheffiled,  
5<sup>th</sup> Grade Teacher  
(New to Del Mar)



Erinn Mitchell,  
Music Teacher  
(New to Del Mar)



Karina Greenway,  
Library Media Specialist  
(New to Del Mar)



Brian Smerick  
RSP Aide  
(New to Del Mar)

Students returned to Ashley Falls excited and eager to meet their new teachers. All staff and parent volunteers were on hand to direct students and parents to their classes. Ashley Falls reduced in size by one 1<sup>st</sup> grade classroom this year. The Boo Hoo breakfast was well attended and parents received information from the principal, PTA, and Foundation. Back to School Night was a success. Two presentations were held by each teacher to accommodate parents with more than one child. Parents were treated to an iMovie featuring students, new staff members and messages from Shelley Petersen, PTA President and Executive Vice President, Janette Shelton and Bonnie Haase.

## Focus Areas for 2007-2008

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- Continued school wide development of our successful PeaceBuilders program
- Continued school wide development of effective Professional Learning Communities
- Establishing successful differentiated learning opportunities supporting students at all academic levels



CARMEL DEL

MAR SCHOOL

## **Carmel Del Mar School**

### **Back to School Report 2007/08**

**Opening Enrollment:** 460

**New Teachers:**

P.E. – Katharin Roth

SDC Teacher – Renae Coulter

SDC Aides – Janice Chan

RSP Aide – Sonya Cazares

Adaptive P.E. – John Sink

Speech Pathologist – Elsie Schwartz

#### **Opening Week of School**

The Carmel Del Mar staff began the opening day with an all-school assembly. The purpose was to welcome new students and staff members with the traditional CDM Cheer Song, share exciting school-wide events, and celebrate the beginning of the 2007/08 school year.

The first week of school at CDM was filled with energy and excitement as we began the teaching and learning process. Many parents complimented the teaching staff for a job well done at Back to School Night! Teachers prepared outstanding presentations that enabled parents to understand grade level curriculum and expectations for the school year. Back to School Night was a wonderful opportunity to begin building relationships with new families to our community, while welcoming back our returning families. The CDM staff is committed to maintaining a positive school climate, while establishing a clear focus on the ultimate goal of teaching – to improve learning for all students!

#### **Top Priorities for the Vision For Excellence Strategic Plan**

##### *Professional Learning Communities*

- Next steps include but are not limited to: Review and update meeting norms, review RLA essential standards, establish assessment benchmarks in RLA, continue to monitor and evaluate the use of our school wide assessment reporting system to compare students' test results within each grade level, and determine next steps for improving student learning in Mathematics.



## A GLOBAL VILLAGE

### Here's Looking at Us 2007 – 2008

#### Our School Community:

- 437 students ( 238 boys and 199 girls)
- 83 new students (60 kindergarteners and 23 in grades 1 – 6)
- 341 live west of the freeway and 119 live east of the freeway
- Languages spoken other than English include: Cantonese, Danish, Farsi, German, Hindi, Japanese, Korean, Mandarin, Polish, Punjabi, Russian, Spanish, Swedish, Telugu, and Vietnamese
- Our Global Village is comprised of: 17 African Americans, 9 Asian Indians, 309 Caucasians, 36 Chinese, 5 Filipinos, 1 Guamanian, 1 Hawaiian, 26 Hispanics, 15 Japanese, 14 Koreans, and 4 Vietnamese students

#### New Certificated Staff:

- Amanda Barman – Kindergarten (shared contract with Alison Catilus)
- Michelle Beeson – Music
- Alissa Piro – Fifth Grade
- Jeanne Lee – Occupational Therapist

#### New Classified Staff:

- Juanita Belaso – Special Education Instructional Assistant
- Stephanie Hall - Special Education Instructional Assistant
- Teri Olivas – Kendra Schwartz - Special Education Instructional Assistant
- Amy Stahler – Grade 5/6 Instructional Assistant

#### School Focus Areas:

- Professional Learning Communities
- Standards-based Writing
- Green School Initiative



*At Del Mar Heights we think the world of our children and bring the world to our children's fingertips.*

*It's a wonderful world in our Global Village!*



*Imagine - aesthetics - discovery*

*expression - innovation - self-reflection*

**September Board Report**  
**32<sup>nd</sup> Opening of School at Del Mar Hills Academy**  
***Soaring to success in 2007-08!***

**General Opening Enrollment Information:**

- Approximately 378 students, Kindergarten - Sixth Grade
- We added three “blended” classes to our program: 1<sup>st</sup>/2<sup>nd</sup>, 3<sup>rd</sup>/4<sup>th</sup> and 5<sup>th</sup>/6<sup>th</sup>
- There is a significant increase in our English Language Learner (EL) student population. Spanish is the primary language for students within our EL student group, however, there are a variety of other languages, including Farsi, Dutch, Japanese and Korean

***We proudly welcome the following new staff members to our team:***

<b>Abby Farricker</b>	<b>Fourth Grade Teacher</b> – Abby taught 4 <sup>th</sup> grade at Del Mar Hills from 2004-2006. It is our good fortune that she has relocated back to San Diego and the DMUSD.
<b>Melissa Davis</b>	<b>Fifth Grade Teacher</b> – Melissa completed her student teaching in the DMUSD and has served in several capacities throughout the district, most recently, as a long-term substitute in a 3 <sup>rd</sup> grade classroom at Del Mar Hills from Oct. 2006-June 2007.
<b>Arah Allard</b>	<b>Music Specialist</b> – Arah has an extensive background in elementary music education as well as instrumental music instruction. She taught in North Carolina and in the Carlsbad Unified School District.
<b>John Sink</b>	<b>Physical Education Teacher</b> – John worked as a Physical Education Coach at Canyon Crest High School from 2004-2006. He is a San Diego Lifeguard and a Junior Lifeguard instructor. He works 54% at Del Mar Hills and 46% as our district’s Adaptive Physical Education teacher.
<b>Cheryl Dennish</b>	<b>1<sup>st</sup>/2<sup>nd</sup> Instructional Aide</b> – Cheryl is a credentialed teacher and preferred substitute teacher in our district
<b>Rania Azzam</b>	<b>3<sup>rd</sup>/4<sup>th</sup> Instructional Aide</b> – Rania is a credentialed teacher. During the 2006-07 school year, she served as the Hills ALP lead teacher and a preferred substitute teacher in our district.
<b>Cristin Roberti</b>	<b>5<sup>th</sup>/6<sup>th</sup> Instructional Aide</b> – Cristin is a credentialed teacher from North Carolina

*Congratulations to our newly hired (June 2007) **Front Office Assistant, Dana Avanzino** for a seamless opening of school. Instructional Aide, **Tamara Radford** has taken over as our site **Media Specialist/Librarian**. She has reorganized our library area and given our library program fresh focus.*

This year's opening of school has been characterized by a positive enthusiasm shared by staff, students, and our supportive parent community! We have twice as many students walking to school this year. This has already made a noticeable difference in the amount of "tardies" recorded in our attendance office. Our increased walking population has also positively impacted traffic flow at the crosswalk.

Students arrived at school eager and ready to learn. It appeared that all of our families utilized the school web site productively. PTA members assisted with directing parents and students to their classrooms. PTA sponsored a well-attended morning social hour for our families. During the first week of school the PTA and school staff kicked-off an extensive and effective "Go Green" recycle program.

Our PLC teams are in the process of analyzing achievement data and using this information to develop SMART goals and formative assessments that will inform instruction and support individual student needs. We are excited and encouraged by our API gain and our \$50,000 EISS, Grant! The Del Mar Hills community looks forward to an academically rigorous and rewarding school year for our students.

*Please see our **Strategic Planning Goals** for 2007-08 below:*

- Continue with the implementation of *Professional Learning Communities* (PLC) and data-driven instruction: *Develop ongoing formative assessments based on the identification of essential standards*
- Expand individualized / small group instruction through "push-in", co-teaching, ALP and specialist programs
- Continue to implement differentiated curriculum via open-ended, hands-on, project-based, integrated unit development
- Continue the development and implementation of *Essential Standards* driven thematic units enhanced by the SMART components
- Expand our *PeaceBuilders Program* schoolwide, specifically to lunch recess...*Implement Schoolwide Buddy System*
- Increase communication / educate the community about the *Academy Program, PeaceBuilders Program and PLC concept*
- Develop a plan for efficient fundraising efforts and collaboration between the DMSEF and PTA in order to maintain a full complement of four credentialed, specialist teachers in the areas of science, music, art, and technology / Develop a plan for fundraising for a .50 credentialed PE teacher
- Develop PTA sponsored events that enhance community support and showcase students and programs



# OCEAN AIR SCHOOL

11444 Canter Heights Drive, San Diego, CA 92130  
858/481-4040 Fax 858/481-6657

Mr. Gary Wilson, Principal



To: DMUSD Board of Trustees and Mr. Tom Bishop, Superintendent  
From: Gary Wilson  
Date: September 17, 2007  
Re: Board report on opening of school at Ocean Air

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\*Opening enrollment: 560 students, Kindergarten – Sixth Grade

\* Over 2000 students, parents, and relatives attended our Before School Open House on Friday, August 24. Everyone was pleased to meet his or her teacher and see this whimsically creative facility, the newest school in the Del Mar Union School District

\*The first day of school went smoothly. All students returned enthusiastically and ready to learn. Traffic can be a challenge on the first day of school, but everyone was in their seat shortly after the bell rang, with no cars dropping off kids after 8:02a.m. From the first day, traffic flow has been wonderful as over ½ of our kids walk or ride bicycles to school. Our parent valets and staff on duty continued an outstanding job moving cars in and out of our parking lot each morning and afternoon.

\*Back to School Night went extremely well, with almost 100% of our parents in attendance.

\*The students at Ocean Air voted on a new mascot for our school. We are now the ***Ocean Air Sharks!***

\*We have hired 100% veteran teachers this year at Ocean Air. The following are new employees to our District: Kelli Hillerud-Speech Pathologist, Terri Hodges-Psychologist, Tina Kholos-Health Clerk.

\* Our new PTA and School Site Council have been formed and the first Ocean Air School PTA President is Mrs. Terri Harbison. We have incorporated many PTA Board members and School Site Council members from all of our other schools, adding to the richness of Ideas, and enthusiasm.

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## 2007-08 Goals and Objectives

- Understanding and celebrating the **Cultural Diversity of our new school community.**
- Working together to develop as a new **Professional Learning Community**
- Continuing the implementation of **Character Counts & The Peace Builders Programs.**
- Establishing a new Ocean Air Community, bringing the families together from all of our Del Mar Schools.



### **Opening Week Highlights**

On opening day, Sage Canyon staff were enthusiastically greeted by the smiling faces of 742 students and families, a decrease of 30 students compared to the 06-07 school year. New classrooms were added at second grade and third grade to accommodate shifts in student enrollment. The Kindergarten orientation and new student tours were very well attended on Friday, August 24<sup>th</sup> as was Back to School Night on Thursday, August 30<sup>th</sup>. Parent comments during the first weeks of school focused on the recent article in San Diego magazine highlighting elementary schools in San Diego County and the continued academic achievement of Sage Canyon students as measured by the increase in Sage Canyon's Academic Performance Index (API).

### **Heartfelt Good-byes and Warm Welcomes!**

Late last spring and over the summer, three Sage Canyon staff members experienced changes that took them away from San Diego. Five teachers voluntarily transferred to support the Del Mar Union School District in staffing Ocean Air School, and two teachers voluntarily transferred to other DMUSD schools. Please extend a warm welcome to the new members of the Sage Canyon family!



Maria Schwab: Fifth Grade  
Karyn Conner: Fourth Grade  
Julie Choi: Second Grade  
Genna Chapluk: Second Grade  
Sarah Raskin: Third Grade  
Jodi Lack: First Grade  
Susan Tofani: Speech/Language

**"Three is a Charm" at Sycamore Ridge School!**

Enthusiasm and optimism filled the air as we welcomed 380 (K-6) graders and 30 Special Needs Preschoolers to our campus on the first day of school. 18 Certificated Classroom teachers and 3 Certificated Enrichment Specialists are excited about providing an enriched curriculum in the areas of art, music, science and technology. Additionally, a preschool staff of 25 teachers and paraprofessionals deliver the special needs program for the 3-5 year olds on our campus. During our opening of the school year meetings, all staff declared our hopes and aspirations for the 2007-2008 school year.



*Mrs. Disney, Principal*



*Classified Support Staff*



*Mrs. Wojtkowski, Mrs. Litt,  
Mrs. Peddie*



*Mrs. Waxman, Ms. Celio,  
Ms. Matthews*



*Mrs. Chung, Mrs. Shea,  
Mrs. Schengel*



*Mrs. Johnson, Ms. Hasler  
Mrs. Hanna*



*Ms. Money, Mrs. Howard*



*Ms. Stanton, Mrs. Mackie*



*Mrs. Mokiao, Mrs. Solowczuk,*



*Ms. Luce, Ms. Steinman, Ms. Lomax*



*Mrs. Stuart, Ms. Johnson, Mrs. Graham, Ms. Wolthausen*



*Ms. Hopwood, Mrs. Maxson*



*Ms. Kris' Preschool Class*



*Mrs. Joie's Preschool Class*



*Ms. Lori's Preschool Class*

Day one began with a “Boo-Hoo Breakfast” sponsored by the PTA. We shared and shed happy tears with the Kindergarten parents as they learned about the Kindergarten schedule and program. An all school assembly to introduce students to Stallion staff members and Extended Studies Specialists followed our relationship-building event. The purpose of the assembly was also aimed at providing important school wide information and behavioral guidelines.

### ***Back to School Night/Volunteer Fair***

Back to School Night was a buzz with positive energy! Parents were invited to a general session led by the Principal. Del Mar Schools Education Foundation Ambassadors and PTA Leaders were on hand to share information about the goals and purpose of these important organizations. Sycamore Ridge’s annual Volunteer Fair held during the general session provided a successful venue for welcoming parent partners in the education of our children. The outcome of these efforts garnered much support for exciting programs planned for this year such as Lunch Clubs, Everyone a Reader, Stallion Sprinters and Reflections to name a few. Following the general meeting, classroom teachers delivered presentations about classroom programs and curriculum. These presentations were repeated to accommodate Sycamore families with more than one child. The night ended with many positive comments and great energy!

### *Sycamore Ridge 3<sup>rd</sup> Annual Stallion Stampede*

A boot scootin' good time was had by about 500 Stallion students, parents and staff at the 3rd annual PTA sponsored Stallion Stampede held on Friday, September 7<sup>th</sup>. Kudos to the PTA Board for organizing this successful event of great grub, games, fun and community bonding!



### *After School Band Pilot Program*

On August 30<sup>th</sup>, the Canyon Crest Academy Band performed an aspiring array of cartoon melodies for our 4<sup>th</sup> – 6<sup>th</sup> grade elementary students. The high school musicians demonstrated the look and sound of their instruments, promoting great enthusiasm for joining our after school band program evidenced by the outstanding turnout at the Parent Band Informational evening held on September 4<sup>th</sup>. To date, we have twenty-two new 4th-6th grade students signed up for after school band, plus ten returning musicians from the 6<sup>th</sup> grade. Many thanks to new music specialist Stephanie Lomax for her coordination of the after school band kick off!





Torrey Hills School  
2007-2008 Opening of Year Report  
September, 2007

The students, teachers, and parents enjoyed a smooth opening to the 2007-2008 school year. We began our year with 598 students enrolled at Torrey Hills. We welcomed new certificated staff members, Marisa Camarillo, Sarah Grosso, Mandy Jackson, Shannon McAfee, Shawna Roberts, Kate McGraw, Stephanie Cluxton, and Laurel Zitko. New classified staff includes, Bina Anjaria, and Stephanie Gumpel. The kindergarten orientation and new student orientation were well attended. Our MUR was filled with new families who came to meet their principal and see the school on the Friday before school opened.

On August 27, traffic flowed smoothly. Our staff and valet traffic volunteers worked to ensure that cars moved safely and quickly through the parking lot. By 8:15 on the first day, students were in their classrooms, ready to begin a new year. The parents had greeted the teachers and were on their way home or were attending the "Boo-Hoo Breakfast" sponsored by our PTA and 2007-2008 PTA president, Mary Taylor. All our teachers had their classrooms and curriculum well prepared. It was a wonderful opening. Torrey Hills staff will utilize PLCs to analyze formative and summative assessments, identify SMART goals, and collaboratively plan and implement instruction to ensure that all students make measurable academic growth.

September 7, 2007

To: Board Members  
From: Janet Bernard  
Through: Tom Bishop  
Subject: 2007 Academic Performance Index (API) Growth Report

The 2007 API Growth Report was recently released by the California Department of Education. This report provides data on the 2007 API Growth for districts and their individual schools. It also includes a summary on the Adequate Yearly Progress (AYP) requirements under the federal No Child Left Behind Act of 2001.

The state API is measured on a numerical scale from 200 to 1,000 and is based on student performance data from STAR testing and school demographics. The state has established a score of 800 as the target goal for all schools and expects annual progress in reaching that goal.

The AYP is based on meeting federal proficiency benchmarks in Language Arts and Math called Annual Measurable Objectives (AMOs). The AYP requires a 95% participation rate for testing all enrolled students at grades 2-11, including significant numbers of various student groups. It also mandates improved performance on the state API for those schools with state established targeted goals.

For 2007, the annual federal proficiency benchmarks remained the same as in 2006. These benchmarks include 24.4% of all students achieving proficiency in English/Language Arts and 26.5% achieving proficiency in mathematics. These federal benchmark percentages will change dramatically in 2008 when the required threshold percentages will elevate to 35.2% in English/Language Arts and 37.0% in mathematics.

We are pleased to inform the Board that DMUSD has met all the requirements for the 2007 federal AYP. We are also pleased to report that the District continues to make impressive progress on the state API. As indicated on the following table, the District surged ahead eight points to reach a score of 947, the highest district API in San Diego County and one of the highest API scores in the state.

Notable highlights on the API scores for *various significant student groups* include:

- The District score for (148) Hispanic/Latino students which increased from 795 to 839 (+44)
- The District score for (300) students with disabilities which soared from 759 to 824 (+65)
- The Sage Canyon score of a perfect 1,000 for (117) Asian students (+6)
- The Del Mar Hills score for (225) white students which jumped from 913 to 939 (+26)

The 2007 API scores reflect the continued commitment to learning by all stakeholders in the Del Mar Union School District. Congratulations to our students, staff, parents, and community for working collaboratively to increase the probability that learning and success are realized by each and every student.

Finally, the administration would like to thank the Board of Trustees, past and present, for their vision, direction and support for helping the Del Mar Union School District to become one of our state's finest school districts.

**FISCAL IMPACT:** The District's testing program is budgeted at approximately \$32,000 each year.

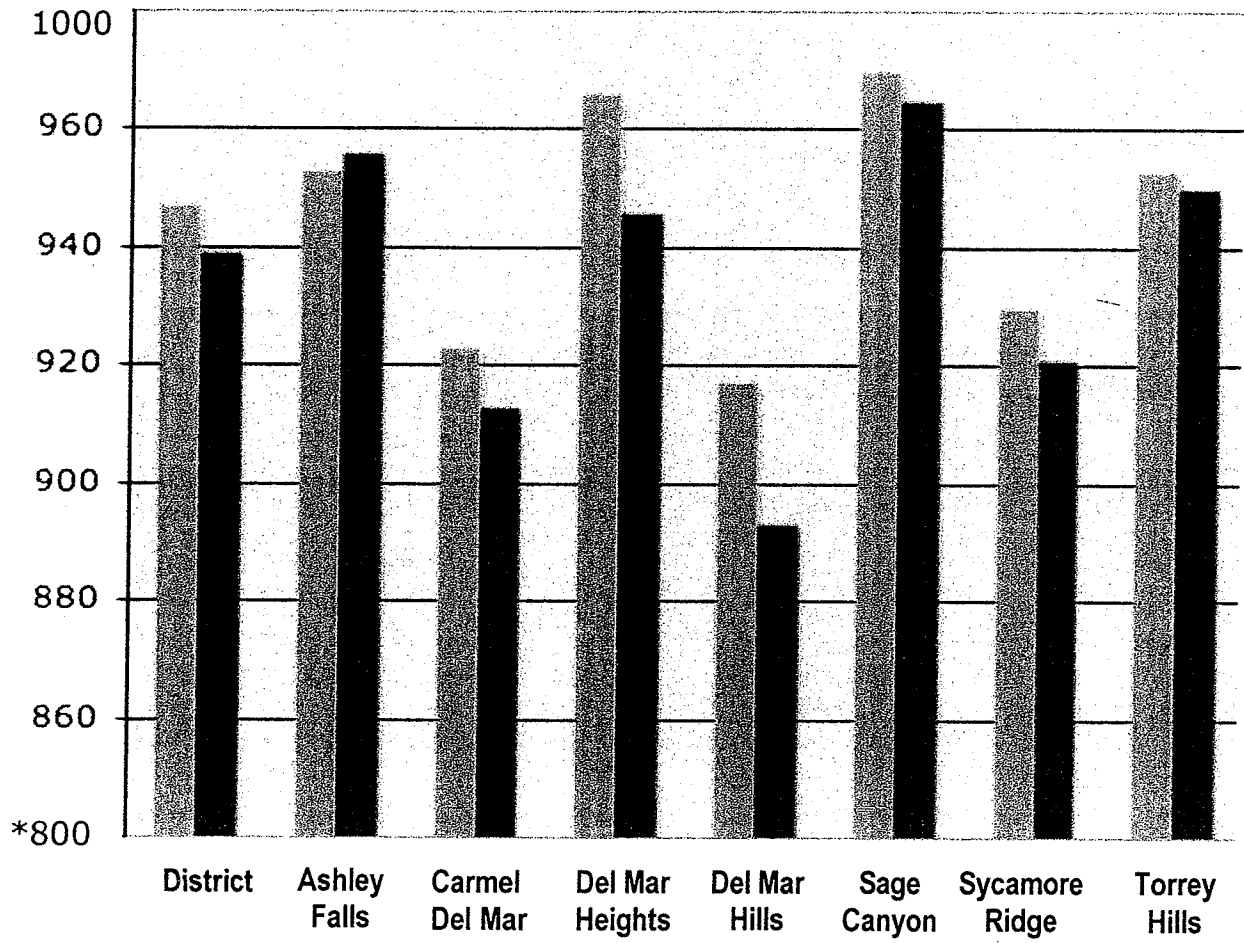
**RECOMMENDED:** For Information Only.

**2007 Academic Performance Index Growth**

	<b><u>Base</u></b>	<b><u>Growth</u></b>	<b><u>Change</u></b>
<b>District</b>	<b>939</b>	<b>947</b>	<b>+8</b>
Ashley Falls	956	953	-3
Carmel Del Mar	913	923	+10
Del Mar Heights	946	966	+20
Del Mar Hills	893	917	+24
Sage Canyon	965	970	+5
Sycamore Ridge	921	930	+9
Torrey Hills	950	953	+3

**Attachment A**

### 2007 Academic Performance Index Growth



\*800 State Expected Score

# API/AYP scores leveling off; subgroup scores grow

Results from the 2007 Accountability Progress Report, which includes California's Academic Performance Index and federal Adequate Yearly Progress, showed a consistent leveling off across the board, while subgroups continue to improve.

Some performance indicators in the APR indicate modest growth, while others show no change, or even a slight decrease. For example, the median API score grew from 745 last year to 751 in 2007, and the percentage of schools at or above the performance target of 800 grew by just 1 percentage point, from 30 percent to 31 percent. The percentage of schools meeting all API targets decreased from 53 percent in 2005-06 to 45 percent in 2006-07.

The slower progress on meeting state accountability targets was anticipated due to an increase in accountability targets for all statistically significant subgroups that took effect for the first time this year. In addition to making the overall school growth target, all numerically significant subgroups in a school now must also make a 5 percent or 5-point gain, whichever is larger.

In 2006, every subgroup showed declines in the number and percentage of schools meeting API targets, but this year, every subgroup did show growth in the API score when compared to the last year's base score. For example, the API for African American students jumped from 635 to 643, while Hispanic students scored 665, compared to 656. Socio-economically disadvantaged students jumped from 654 to 662, English learners 637 to 654, and students with disabilities 518 to 528.

AYP results show that 66 percent of schools met AYP requirements, unchanged from last year. However, the percentage of local educational agencies making AYP fell from 64 percent in 2006 to 53 percent in 2007.

As AYP targets will rise steeply for the next six years to meet the current federal requirements of the No Child Left Behind Act, it is anticipated that in 2008 and thereafter, districts and schools will find it increasingly difficult to meet AYP targets. By 2013-14, 100 percent of schools and districts are required to be proficient.

Title 1 schools, districts and county offices that do not make AYP for two consecutive years are subject to identification for Program Improvement. This year, 232 California schools were identified for PI, while 161 exited, for a total of 2,208 schools in PI. In addition, 36 LEAs were identified for PI, while two exited, for a total of 192 California LEAs in PI.

Superintendent of Public Instruction Jack O'Connell said although the results show a consistent leveling-off of test scores, the fact is students in California are still improving.

"It is important that we not lose sight of the significant gains that our students and our schools have made since the inception of our accountability system, nor should we misinterpret these current data as a decline in overall student or school performance," he said. "In particular, these results reflect significant achievement gains by our lowest-performing students, and significant gains by African American, Hispanic and English learner subgroups."

However, O'Connell said it is necessary to redouble efforts in order to close the achievement gap and ensure all students achieve at the same high levels.

"Holding all students to the same high standards ensures a culture of high expectations for everyone," O'Connell said. "Now we are holding our schools accountable for closing achievement gaps. As a state, we have a moral, ethical and economic obligation to address the needs of every group of students. My administration is focused on finding gap-closing strategies. I know our schools share my deep concern about this problem and join me in facing this challenge."

California Secretary of Education David Long said while he is pleased to see that API scores continue to improve for all the subgroups measured, he is concerned that the percentage of schools meeting their total subgroup growth targets declined across the board.

"It is important that we identify the tools they need to accelerate improvement and model strategies that are yielding success," Long said. "We also need to develop and implement meaningful and successful intervention programs to work with those schools that chronically fail to meet their academic targets."

To review the Accountability Progress Report results in their entirety, visit the CDE online at [www.cde.ca.gov/ta/ac/ar/index.asp](http://www.cde.ca.gov/ta/ac/ar/index.asp).

September 20, 2007

To: Board Members  
From: Janet Bernard  
Through: Tom Bishop  
Subject: Report on the Results of the 2007 STAR Testing

### **Background Information**

The Standardized Testing and Reporting (STAR) Program was mandated by the California State Department of Education in 1997 to institute a comprehensive student assessment program as a result of Senate Bill 376. This law requires that each spring the California testing program be administered statewide to all students, *including special education students*, at Grades 2-11. By using one standardized assessment program in all California public schools, there now exists an objective basis for monitoring and evaluating student academic achievement as well as schoolwide improvement. The state STAR program has been specifically aligned to meet the requirements of the federal *No Child Left Behind Act*.

The STAR Program consists of four major components:

1. California Standards Tests (CSTs)
2. California Achievement Tests, Sixth Edition Survey (CAT-6) at Grade 3
3. California Alternative Performance Assessment (CAPA)
4. Aprenda-3 (a norm-referenced test in Spanish used at Grades 5 and 6)
5. Standards-Based Tests in Spanish used at Grades 2, 3, and 4 (STS)

### **California Standards Tests**

The CSTs have been specifically developed to measure student growth and progress on the learning of the state-adopted standards in the core academic areas. These standards describe what students are expected to know and be able to do at each grade level in the core curriculum areas. Added to the STAR assessment program in 1999, the California Standards Tests were developed as *criterion-referenced tests*.

This means that student results are based on how well students demonstrate achievement on the state academic standards, not on how well their achievement compares with the results of other students taking the same test. The CSTs are the core of the state assessment program.

Students at the elementary level are tested in the core academic areas of English/Language Arts and Mathematics. The number of test items varies by grade level and the content area being tested. Except for the writing assessment at Grade 4, all test questions are in a multiple-choice format.

The fourth grade direct writing test became part of the standards assessment in 2001. Student writing scores are now included in the overall English/Language Arts Test results at Grade 4. Each student writing sample was scored by one state reader using a four-point rubric. The score was then doubled. Total scores range from a perfect score of "8" (Advanced) to a score of "2" (Below Basic).

The fifth grade science test was field-tested for two years before officially becoming part of the standards assessment in 2004. This rigorous test is comprised of questions from both the fourth and fifth grade science standards in the domains of physical, life, and earth science.

Student scores on the CSTs are summarized by designated performance levels. The performance level designation is based on a raw score which has been converted to a scale score. A numerical scale score shows whether a score is above or below another within a specific performance level range. In other words, the scale score is much more definitive and specific compared to other converted scores. Over time, scale scores can be used for comparative purposes, both individually and between groups of students. Scale scores and performance levels were included on the school and parent 2007 STAR reports.

The designated performance levels and scale score ranges for English/Language Arts, Mathematics, and Science are as follows:

<b>English-Language Arts</b>					
<b>Grade</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2</b>	150 – 261	262 – 299	300 – 349	350 – 401	402 – 600
<b>3</b>	150 – 258	259 – 299	300 – 349	350 – 401	402 – 600
<b>4</b>	150 – 268	269 – 299	300 – 349	350 – 392	393 – 600
<b>5</b>	150 – 270	271 – 299	300 – 349	350 – 394	395 – 600
<b>6</b>	150 – 267	268 – 299	300 – 349	350 – 393	394 – 600

Mathematics					
Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
3	150 – 235	236 – 299	300 – 349	350 – 413	414 – 600
4	150 – 244	245 – 299	300 – 349	350 – 400	401 – 600
5	150 – 247	248 – 299	300 – 349	350 – 429	430 – 600
6	150 – 252	253 – 299	300 – 349	350 – 414	415 – 600

Science					
Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150 – 267	268 – 299	300 – 349	350 – 409	410 – 600

Scale scores are the most useful way to evaluate overall student performance on the CSTs. The scale score provides a more concrete and precise measurement of performance than raw scores (actual number correct). CST scale scores for 2006 may only be compared to 2007 scale scores for the *same content area and grade*. **However, the CST scale scores for the same content area may not be compared across grades because the scale score ranges are not vertically equated.**

### **California Achievement Tests, Sixth Edition**

The CAT-6 was administered for the first time as part of the STAR program in 2003. It replaced the Stanford Achievement Test, Ninth Edition, which had been used since 1998. The CAT-6, a nationally-normed multiple choice achievement test, is used to compare individual student performance to the performance of students in a representative national sampling in each content area. This type of assessment is called a *norm-referenced test*. Students are assessed on the CAT-6 in the basic skills areas of reading, math, language, and spelling. Unlike the CSTs where scale scores and performance levels are used to report student achievement, the CAT-6 is typically reported as national percentiles. National percentiles may be compared across grade levels in each content area. The CAT-6 is primarily a survey battery, which means there are fewer test items than on other norm-referenced tests.

**The CAT-6 continues to be administered only at Grade 3.** This requirement further emphasizes that the learning of the state academic standards is the most important element of the state accountability program.

### **California Alternative Performance Assessment (CAPA)**

An alternative test was implemented in 2003 for students with severe disabilities who are unable to take the standard STAR assessments. The California Alternative Performance Assessment (CAPA) is an on-demand assessment aligned to a subset of the academic standards. It is written in an open-ended format instead of a multiple-choice format. It is also permissible for teachers to assist students with the recording of answers on the assessment. Ten students in DMUSD took the CAPA test in 2007. Currently, the state is field testing another alternative standards test for special education students called the California Modified Assessment (CMA).

### **Aprenda-3**

The Aprenda-3 is an assessment administered in Spanish. It is used to assess *the basic skills for Spanish speakers* at Grades 5 and 6 who have been enrolled less than twelve months in U.S. public schools. DMUSD had three students meeting this criteria in 2007. Also, new in 2007 were the Standards-Based Tests in Spanish (STS). Again, these tests are used to assess Spanish speakers in Grades 2, 3, and 4 who have been in U.S. schools less than twelve months. DMUSD had four students taking the STS in 2007.

### **STAR Data Analysis**

Performance data from the California Standards tests indicate that DMUSD students continue to demonstrate strong learning of the state academic standards. Overall, the longitudinal data shows that student achievement continues to be on a steady path of improvement. Performance highlights for 2007 include:

- Strong gains on the percentage of students performing at the advanced level in English/language Arts at every grade level except Grade 3 over a four-year period. (See Attachment B)
- Notable gains on the percentage of students performing at the advanced level in mathematics over a four-year period. (See Attachment H)
- A slight increase on the percentage of students scoring at or above proficiency in English/Language Arts and Math at every grade level over a four-year period. (See Attachments C and I)

- The percentage of correct items in the cluster skill groups improved for all math strands at Grades 3, 4, 5, and 6 over a four-year period. (See Attachments Q, R, S, and T)
- The percentage of correct items in the cluster skill groups for all strands in English/Language Arts and Math improved at Grade 5 over a four-year period. (See Attachment S)
- A significant increase in the percentage of writing strategies correct (+9) in the English/Language Arts cluster skill group at Grade 3, and the gains in statistics, data analysis and probability (+10), as well as the gains in place value, fractions, and decimals (+9) in the Math cluster skill groups over a four-year period. (See Attachment Q)
- The dramatic increase in the percentage of literary response and analysis items correct in the English/Language Arts cluster skill group at Grade 4 over a four-year period. (See Attachment R)
- The gains in statistics, data analysis, and probability in the math cluster skill group at Grades 3, 4, 5, and 6 over a four-year period. (See Attachments Q, R, S, and T)
- The increased performance overall on the 5<sup>th</sup> Grade Science test (+17). In particular, Del Mar Heights (+31), Ashley Falls (+27), Del Mar Hills (+21), and Sage Canyon (+18) all experienced exceptional gains. (See Attachment M)
- The strong 2007 performance of various student populations in English/Language Arts, Math, and Science. (See attachments V, W, X, and Y)

A brief analysis was completed on the CAT-6 student performance data for Grade 3. The percentage of third grade students scoring at or above the 50<sup>th</sup> national percentile range in reading, language, math, and spelling has remained relatively stable over the last few years. However, it is important to note that slight increases have occurred in math and spelling. (See Attachment U)

### **Skill Areas of Focus for 2007**

Based on the 2007 STAR performance, the following specific skill areas will be a focus for improvement during the 07-08 school year:

- Writing strategies at Grade 2
- Reading comprehension, written conventions and writing strategies at Grade 3
- Written conventions and writing strategies at Grade 4

- Reading comprehension and writing strategies at Grade 5
- Reading comprehension, literary response and analysis, writing strategies, ratios/percentages, negative fractions, measurement/geometry, and statistics, data analysis, and probability at Grade 6

### **STAR Testing and the API and AYP**

Two mandated accountability indicators have been established to measure ongoing student achievement and overall school improvement. California uses the Academic

Performance Index (API) and the federal government uses the Adequate Yearly Progress (AYP) Report as part of the requirements of the *No Child Left Behind Act*.

The AYP Report is based on sites meeting the federal requirements for the Annual Measurable Objectives (AMOs). These objectives are part of a long-range federal goal for all students to become proficient in the basic skills by the 2013-14 school year. The specific components of the AYP for elementary schools include:

- The student achievement rate for English/Language Arts and Math according to the annual measurable objectives. For 2007, the AMOs remained at the same level as 2006: 24.4% of all students must be proficient in English/Language Arts and 26.5% of all students must be proficient in Math.
- A 95% participation rate for testing all students, including significant sub-groups of students.
- Improved performance on the API for those schools with state established targeted goals.

**The Del Mar Union School District exceeded all state and federal accountability requirements for 2007.**

### **Conclusion**

In conclusion, staff is very pleased to report that impressive gains have been made over the last four years with student achievement in the Del Mar Union School District. Using our professional learning communities process, we will continue to work diligently to support all students reaching proficiency in the core academic areas. Having said that, we do celebrate our successes and thank **every stakeholder**

who has contributed in some way to the successful learning of our students. Jim Collins, noted best-selling author of several books on great organizations, says:

*It is impossible to have a great life unless it is a meaningful life. And it is very difficult to have a meaningful life without meaningful work. Perhaps, then, you might gain that rare tranquility that comes from knowing that you've had a hand in creating something of intrinsic excellence that makes a contribution. Indeed, you might even gain that deepest of all satisfactions: Knowing that your short time here on this earth has been well spent, and that is mattered.*

Jim Collins (From: Good to Great)

**FISCAL IMPACT:**

- General Fund Unrestricted Revenues will pay for all testing expenditures this year.
- This item was budgeted during the 07-08 budget process.
- There is no change to the Fund Balance.

**RECOMMENDED:**

For Information Only.

**California Standards Test 2007**  
**English Language/Arts**  
**Percentage Of Students Scoring At Each Performance Level**  
**District, County, State Comparison**

<b>GRADE 2</b>	<b>DMUSD</b>	<b>S.D. County</b>	<b>State</b>
<b>Advanced</b>	56	22	18
<b>Proficient</b>	29	31	30
<b>Basic</b>	10	24	26
<b>Below Basic</b>	2	14	16
<b>Far Below Basic</b>	2	10	10
<b>GRADE 3</b>			
<b>Advanced</b>	37	13	10
<b>Proficient</b>	40	30	27
<b>Basic</b>	14	30	32
<b>Below Basic</b>	6	17	20
<b>Far Below Basic</b>	2	10	12
<b>GRADE 4</b>			
<b>Advanced</b>	72	31	25
<b>Proficient</b>	20	27	26
<b>Basic</b>	6	26	29
<b>Below Basic</b>	2	10	12
<b>Far Below Basic</b>	1	6	8
<b>GRADE 5</b>			
<b>Advanced</b>	64	21	17
<b>Proficient</b>	26	29	27
<b>Basic</b>	7	29	32
<b>Below Basic</b>	2	12	14
<b>Far Below Basic</b>	0	8	9
<b>GRADE 6</b>			
<b>Advanced</b>	61	21	17
<b>Proficient</b>	27	28	25
<b>Basic</b>	9	29	31
<b>Below Basic</b>	2	14	17
<b>Far Below Basic</b>	1	7	9

**Attachment A**

**California Standards Test 2007**  
**English/Language Arts**  
**Percentage Of Students Scoring At Each Performance Level**  
**District Four-Year Comparison**

<b>GRADE 2</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Change</b>
Advanced	48	49	52	56	+8
Proficient	32	36	32	29	0
Basic	14	11	12	10	-4
Below Basic	4	3	2	2	-2
Far Below Basic	2	2	2	2	0
<b>GRADE 3</b>					
Advanced	36	42	45	37	+1
Proficient	39	31	37	40	+1
Basic	16	20	13	14	-2
Below Basic	6	4	3	6	0
Far Below Basic	3	3	2	2	-1
<b>GRADE 4</b>					
Advanced	60	68	73	72	+12
Proficient	25	21	17	20	-5
Basic	10	7	7	6	-4
Below Basic	2	2	2	2	0
Far Below Basic	3	2	1	1	-2
<b>GRADE 5</b>					
Advanced	54	59	61	64	+10
Proficient	27	27	22	26	-1
Basic	14	12	11	7	-7
Below Basic	3	1	3	2	-1
Far Below Basic	2	1	4	0	-2
<b>GRADE 6</b>					
Advanced	54	55	62	61	+7
Proficient	29	31	27	27	-2
Basic	14	13	8	9	-5
Below Basic	2	1	2	2	0
Far Below Basic	2	1	2	1	-1

**Attachment B**

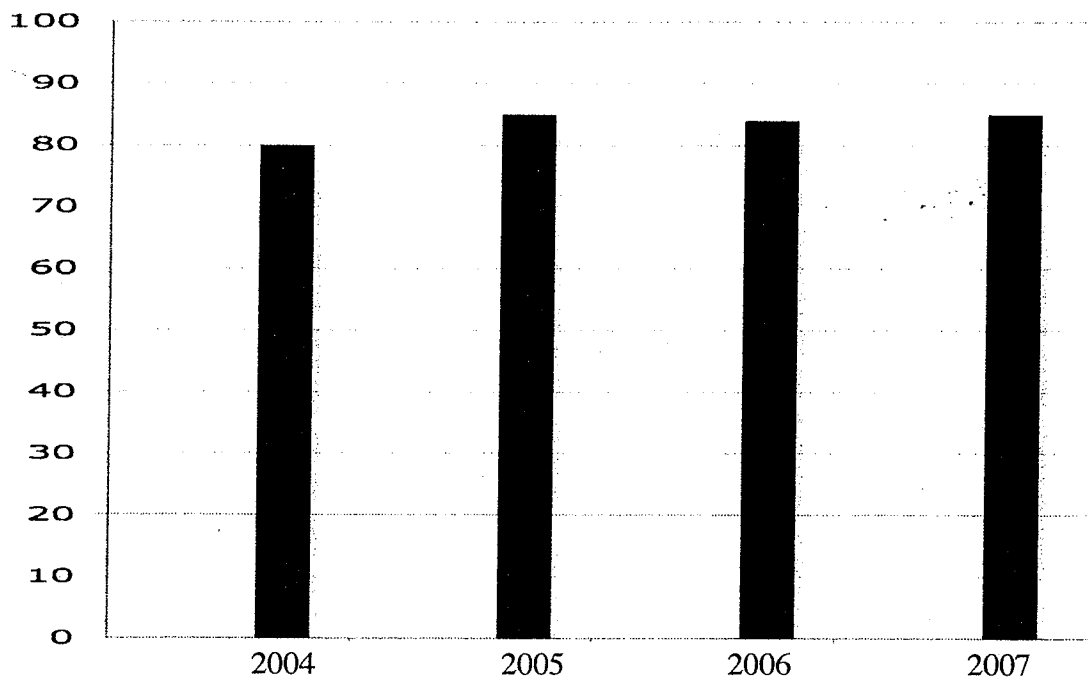
**California Standards Test 2007  
English/Language Arts Performance Levels  
Percentage of Students Scoring At Or Above Proficient  
Four-Year District, County, State Comparison**

PROFICIENT AND ABOVE	DMUSD					SD County					State				
	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg
<b>Grade 2</b>	80	85	84	85	+5	42	48	52	53	+11	35	42	47	48	+13
<i>Basic and Below</i>	20	15	16	15	-5	58	52	48	47	-11	65	58	53	52	-13
<b>Grade 3</b>	75	73	82	77	+2	37	37	42	43	+6	30	31	36	37	+7
<i>Basic and Below</i>	25	27	18	23	-2	63	63	58	57	-6	70	69	64	63	-7
<b>Grade 4</b>	85	89	90	92	+7	45	54	56	58	+13	39	47	50	51	+12
<i>Basic and Below</i>	15	11	10	8	-7	55	46	44	42	-13	61	53	50	49	-12
<b>Grade 5</b>	81	86	83	90	+9	46	49	49	50	+4	40	43	43	44	+4
<i>Basic and Below</i>	19	14	17	10	-9	54	51	51	50	-4	60	57	57	56	-4
<b>Grade 6</b>	83	86	89	88	+5	42	44	48	49	+7	36	38	41	42	+6
<i>Basic and Below</i>	17	14	11	12	-5	58	56	52	51	-7	64	62	59	58	-6

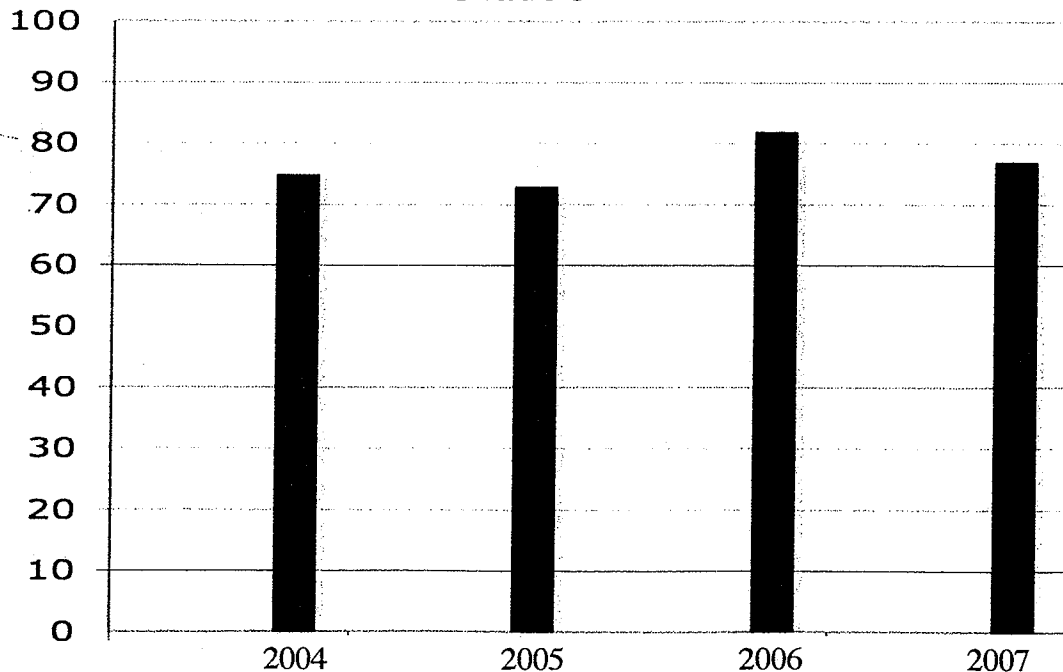
**Attachment C**

**California Standards Test 2007  
English/Language Arts Performance Levels  
Percentage of Students Scoring At Or Above Proficient  
Four-Year District Comparison**

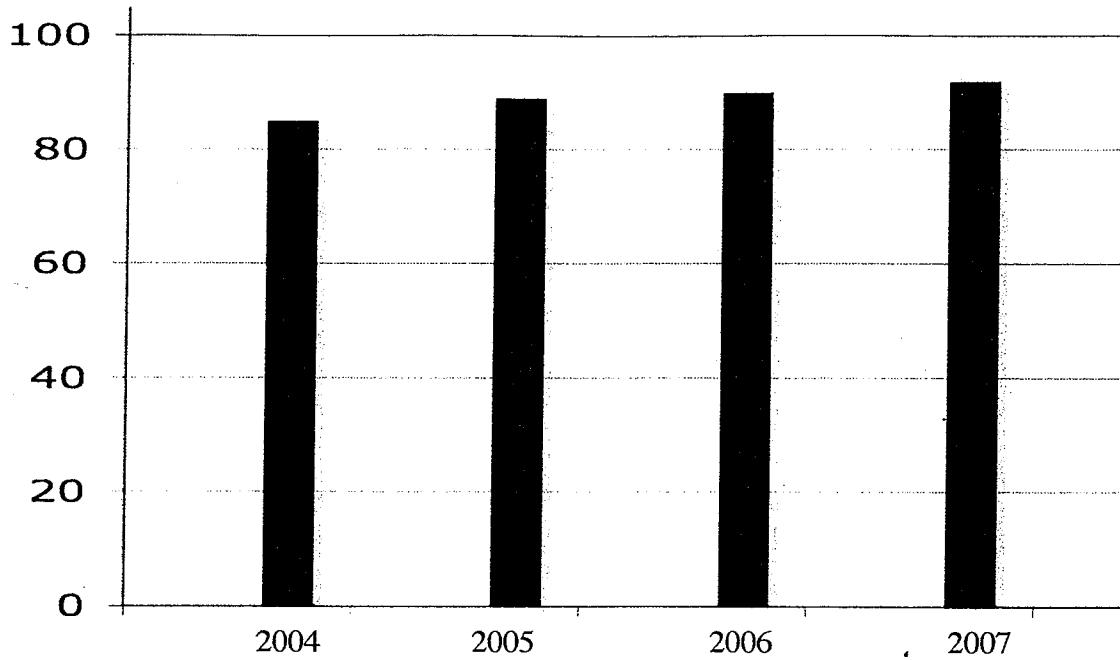
**Grade 2**



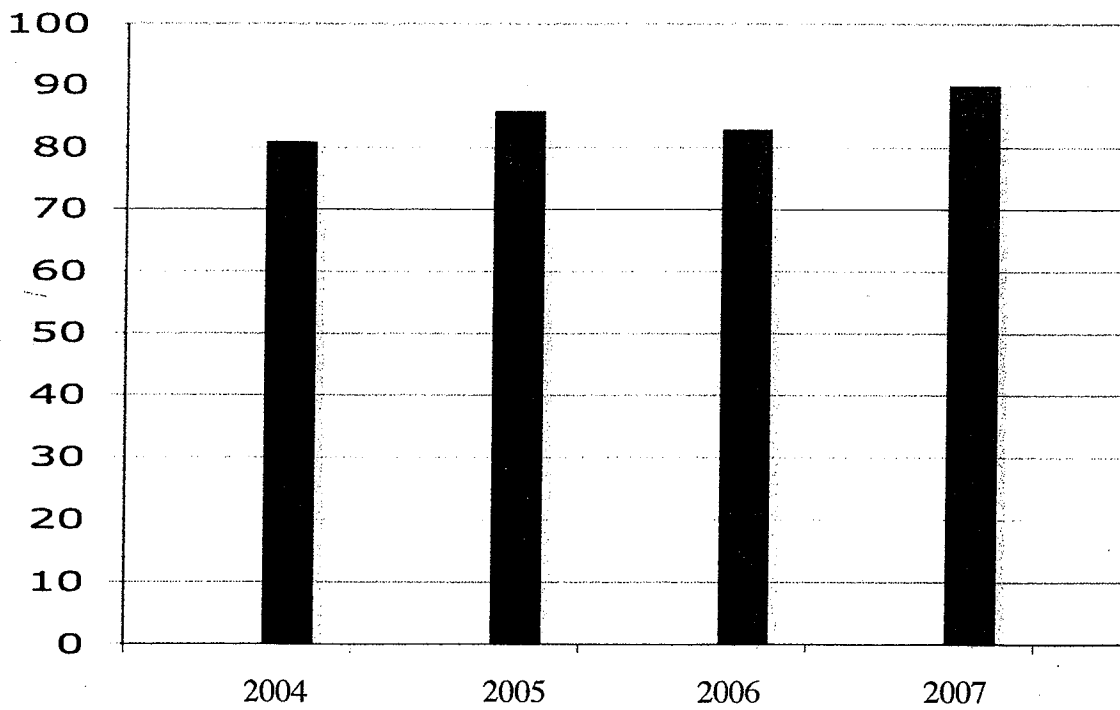
**Grade 3**



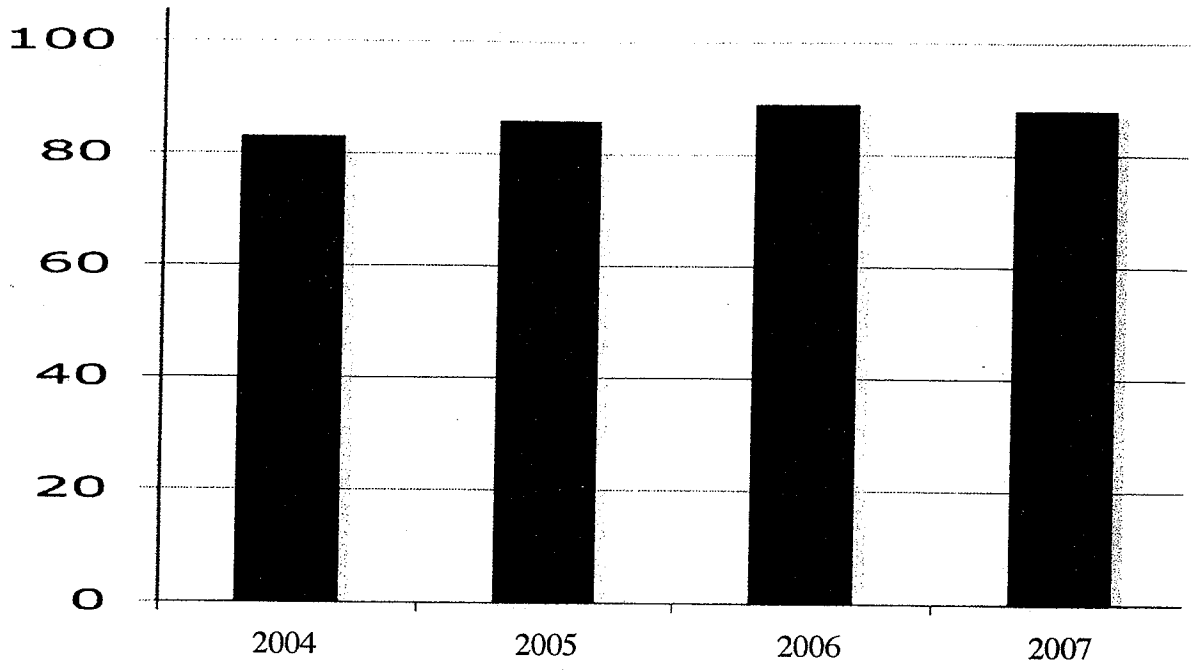
### Grade 4



### Grade 5



### Grade 6



**California Standards Test 2007  
English/Language Arts Performance Levels  
District/Site Four-Year Comparison  
Percentage Of Students Scoring Proficient and Above**

Grade Year	2					3					4					5					6				
	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg
Ashley Falls	81	85	91	86	+5	69	71	86	83	+14	90	92	91	94	+4	82	89	84	87	+5	87	85	89	88	+1
Carmel Del Mar	78	79	82	72	-6	65	66	78	78	+13	80	83	85	86	+6	80	85	74	85	+5	82	83	91	83	+1
Del Mar Heights	91	85	91	92	+1	65	75	83	91	+26	82	84	86	89	+7	79	82	76	98	+19	74	80	83	86	+12
Del Mar Hills	69	73	76	76	+7	64	64	72	57	-7	79	87	90	93	+14	67	85	76	89	+22	81	83	80	81	0
Sage Canyon	88	97	87	90	+2	82	83	89	77	-5	91	92	96	98	+7	86	85	85	95	+9	79	90	94	91	+12
Sycamore Ridge*	--	--	72	81	+9	--	--	75	64	-11	--	--	86	94	+8	--	--	79	80	+1	--	--	82	81	-1
Torrey Hills	77	81	83	89	+12	92	74	82	83	-9	83	92	89	89	+6	89	87	95	95	+6	87	91	94	96	+9
District-wide	80	85	84	85	+5	75	73	82	77	+2	85	89	90	92	+7	81	86	83	90	+9	83	86	89	88	+5

\*New School; Two-year comparison

**Attachment E**

**California Standards Test 2007  
English/Language Arts Performance**

**Percentage Of Students Scoring At or Above Proficient  
Site/District Comparison**

	AF	Dist.	CDM	Dist.	Hgts.	Dist.	Hills	Dist.	Sage	Dist.	SR	DIST.	TH	Dist.
<b>Grade 2</b>	86	85	72	85	92	85	76	85	90	85	81	85	89	85
<b>Grade 3</b>	83	77	78	77	91	77	57	77	77	77	64	77	83	77
<b>Grade 4</b>	94	92	86	92	89	92	93	92	98	92	94	92	89	92
<b>Grade 5</b>	87	90	85	90	98	90	89	90	95	90	80	90	95	90
<b>Grade 6</b>	88	88	83	88	86	88	81	88	91	88	81	88	96	88

**Attachment F**

**California Standards Test 2007**  
**Mathematics Performance Levels**  
**Percentage Of Students Scoring At Each Level**  
**District, County, State Comparison**

<b>GRADE 2</b>	<b>DMUSD</b>	<b>S.D. County</b>	<b>State</b>
<b>Advanced</b>	72	33	28
<b>Proficient</b>	18	31	31
<b>Basic</b>	6	20	22
<b>Below Basic</b>	3	12	14
<b>Far Below Basic</b>	1	4	5
<b>GRADE 3</b>			
<b>Advanced</b>	63	36	31
<b>Proficient</b>	25	27	27
<b>Basic</b>	8	18	21
<b>Below Basic</b>	4	14	17
<b>Far Below Basic</b>	0	4	5
<b>GRADE 4</b>			
<b>Advanced</b>	70	34	30
<b>Proficient</b>	18	28	26
<b>Basic</b>	10	22	23
<b>Below Basic</b>	2	14	16
<b>Far Below Basic</b>	0	3	3
<b>GRADE 5</b>			
<b>Advanced</b>	68	24	20
<b>Proficient</b>	23	29	29
<b>Basic</b>	6	21	22
<b>Below Basic</b>	3	19	22
<b>Far Below Basic</b>	1	7	8
<b>GRADE 6</b>			
<b>Advanced</b>	54	17	14
<b>Proficient</b>	34	30	28
<b>Basic</b>	7	28	29
<b>Below Basic</b>	3	19	23
<b>Far Below Basic</b>	1	5	6

## Attachment G

**California Standards Test 2007**  
**Mathematics Performance Levels**  
**Percentage Of Students Scoring At Each Performance Level**  
**District Four-Year Comparison**

<b>GRADE 2</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Change</b>
Advanced	66	70	66	72	+6
Proficient	23	20	24	18	-5
Basic	7	6	7	6	-1
Below Basic	3	2	3	3	0
Far Below Basic	0	2	1	1	+1
<b>GRADE 3</b>					
Advanced	59	62	67	63	+4
Proficient	26	25	22	25	-1
Basic	10	8	8	8	-2
Below Basic	5	4	2	4	-1
Far Below Basic	0	0	1	0	0
<b>GRADE 4</b>					
Advanced	58	70	74	70	+12
Proficient	28	19	17	18	-10
Basic	10	8	6	10	0
Below Basic	5	2	2	2	-3
Far Below Basic	0	1	1	0	0
<b>GRADE 5</b>					
Advanced	61	61	62	68	+7
Proficient	26	26	25	23	-3
Basic	9	9	6	6	-3
Below Basic	3	3	2	3	0
Far Below Basic	1	1	4	1	0
<b>GRADE 6</b>					
Advanced	50	50	55	54	+4
Proficient	33	33	32	34	+1
Basic	12	12	9	7	-5
Below Basic	4	4	2	3	-1
Far Below Basic	1	1	2	1	0

**Attachment H**

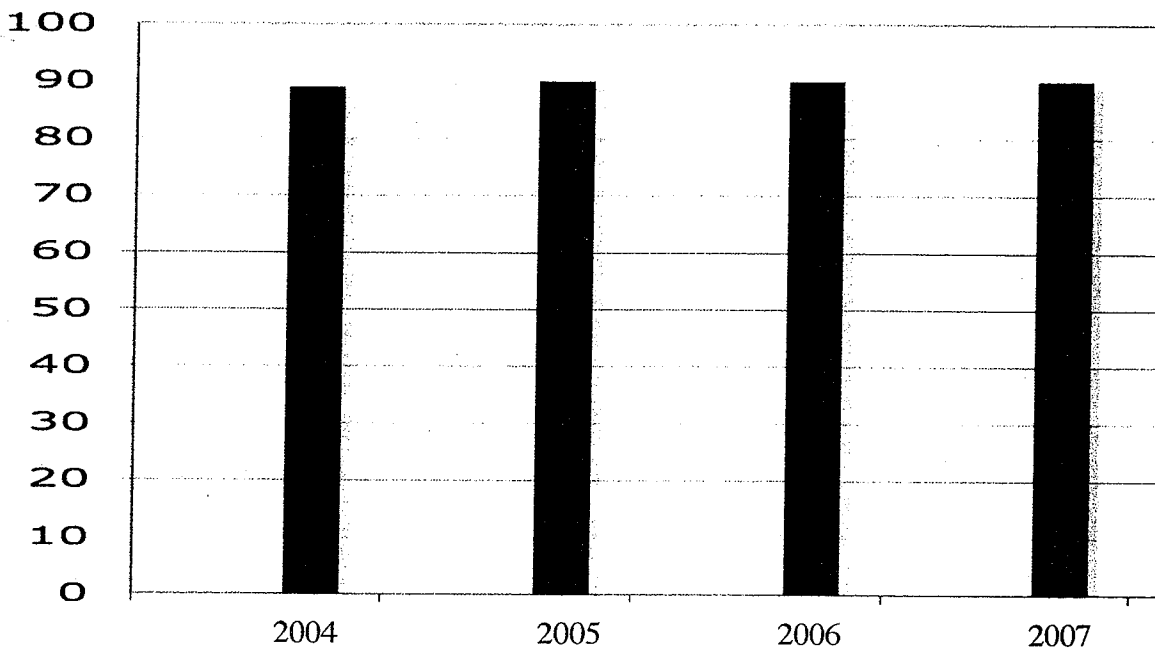
**California Standards Test 2007  
Mathematics Performance Levels  
Percentage of Students Scoring At Or Above Proficient  
Four-Year District, County, State Comparison**

PROFICIENT AND ABOVE	DMUSD					SD County					State				
	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg
<b>Grade 2</b>	89	90	90	90	+1	57	63	64	64	+7	51	56	59	59	+8
<i>Basic and Below</i>	11	10	10	10	-1	43	37	36	36	-7	49	44	41	41	-8
<b>Grade 3</b>	85	87	89	88	+3	55	61	63	63	+8	48	54	57	58	+10
<i>Basic and Below</i>	15	13	11	12	-3	45	49	37	37	-8	52	46	43	42	-10
<b>Grade 4</b>	86	89	91	88	+2	50	55	59	62	+12	45	50	54	56	+11
<i>Basic and Below</i>	14	11	9	12	-2	50	45	41	38	-12	55	50	46	44	-11
<b>Grade 5</b>	74	87	87	91	+17	41	49	54	53	+12	38	44	48	49	+11
<i>Basic and Below</i>	26	13	13	9	-17	59	51	46	47	-12	62	56	52	51	-11
<b>Grade 6</b>	84	83	87	88	+4	39	45	47	47	+8	35	40	42	42	+7
<i>Basic and Below</i>	16	17	13	12	-4	61	55	53	53	-8	65	60	58	58	-7

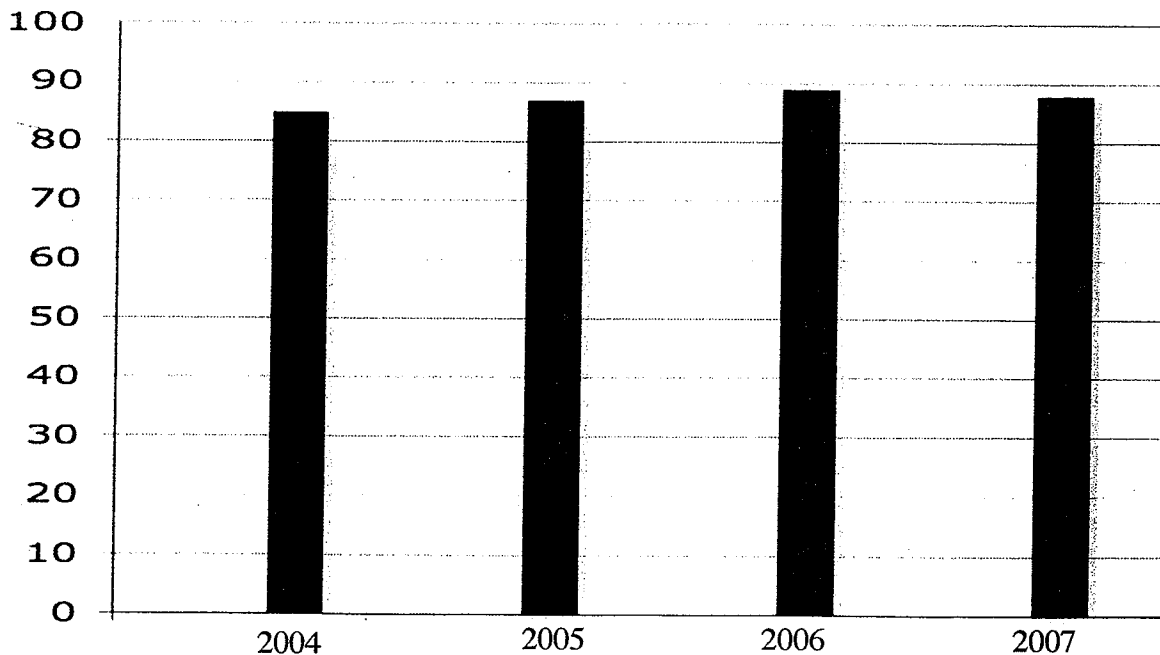
**Attachment I**

**California Standards Test 2007  
Mathematics Performance Levels  
Percentage of Students Scoring At Or Above Proficient  
Four-Year District Comparison**

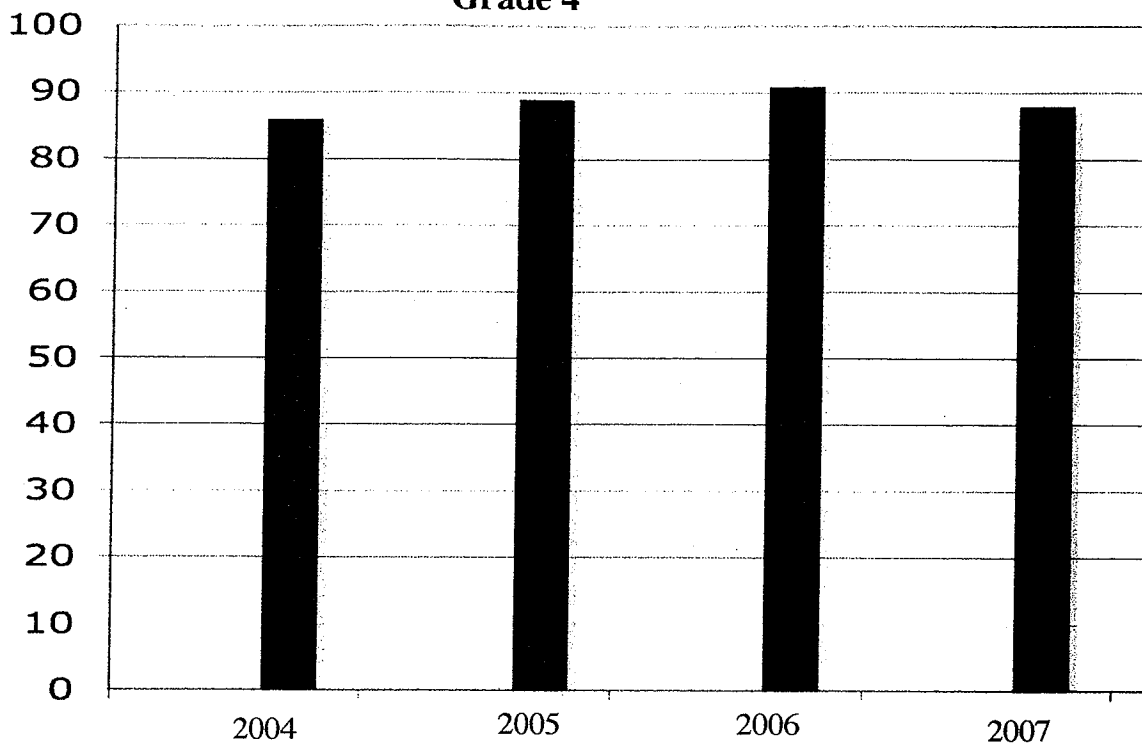
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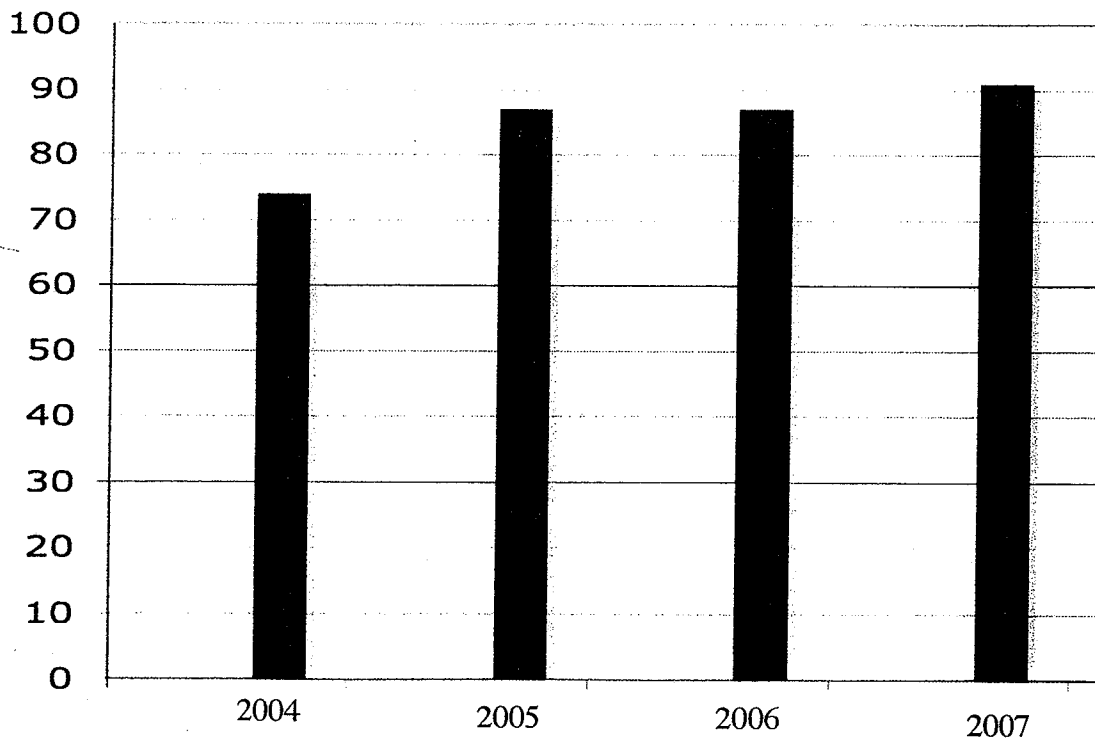
**Grade 3**



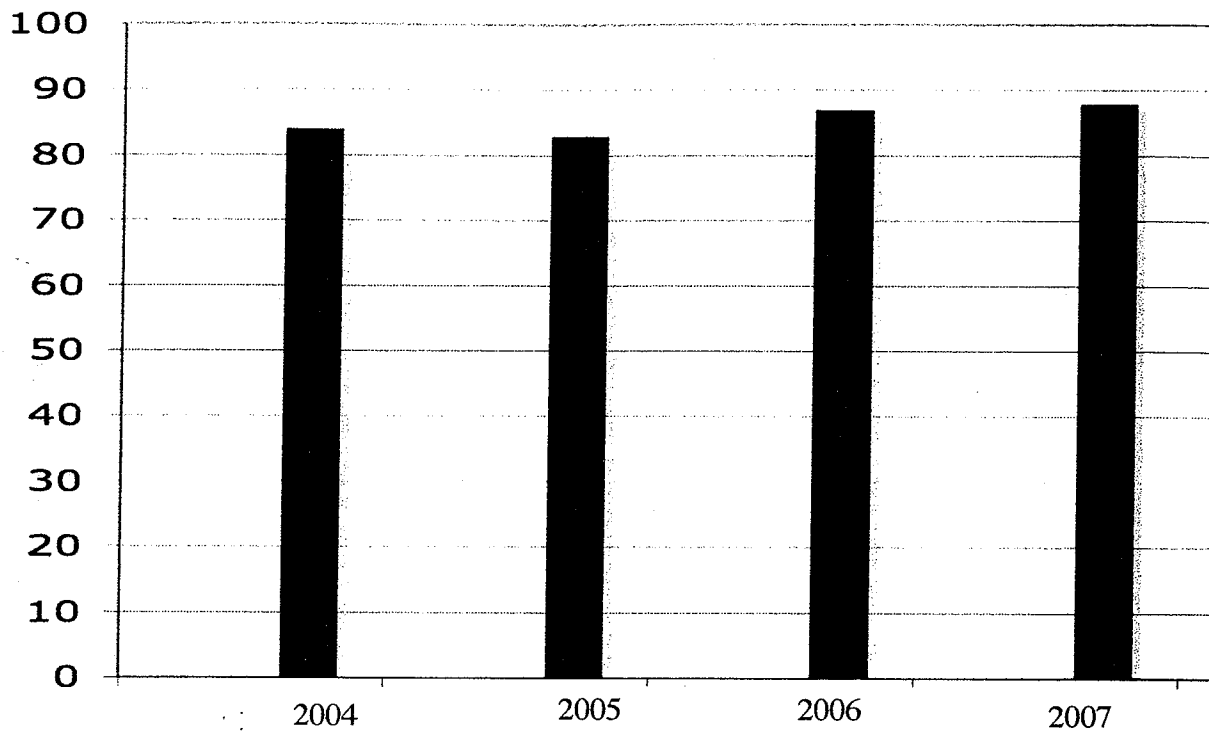
### Grade 4



### Grade 5



### Grade 6



**California Standards Test 2007  
Mathematics Performance Levels  
District/Site Four-Year Comparison  
Percentage Of Students Scoring at or Above Proficient**

Grade Year	2					3					4					5					6				
	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg	04	05	06	07	Chg
Ashley Falls	93	93	95	91	-2	86	84	97	89	+3	92	90	91	94	+2	75	85	88	86	+11	85	81	91	96	+11
Carmel Del Mar	86	81	89	79	-7	75	90	88	92	+17	82	81	84	88	+6	66	82	77	83	+17	86	87	92	81	-5
Del Mar Heights	93	84	97	95	+2	84	90	92	99	+15	89	89	95	94	+5	67	83	85	93	+26	73	86	83	78	+5
Del Mar Hills	82	84	86	89	+7	68	80	80	75	+7	80	83	91	78	+2	56	87	74	88	+32	73	77	74	78	+5
Sage Canyon	92	94	91	92	0	92	97	96	93	+1	85	93	98	98	+13	88	93	97	94	+6	86	84	85	94	+8
Sycamore Ridge*	--	--	76	87	+11	--	--	89	74	-15	--	--	90	86	-4	--	--	81	89	+8	--	--	87	88	+1
Torrey Hills	84	93	90	89	+5	94	84	82	83	-11	78	93	85	89	+11	84	92	95	95	+11	82	82	92	96	+14
District-wide	89	90	90	90	+1	85	87	89	88	+3	86	89	91	88	+2	74	87	87	91	+17	81	91	87	88	+4

\*New School; Two-year comparison

**Attachment K**

**California Standards Test 2007  
Mathematics Performance**

**Percentage Of Students Scoring At or Above Proficient  
Site/District Comparison**

	AF	Dist.	CDM	Dist.	Hgts.	Dist.	Hills	Dist.	Sage	Dist.	SR	DIST.	TH	Dist.
<b>Grade 2</b>	91	90	79	90	95	90	89	90	92	90	87	90	89	90
<b>Grade 3</b>	89	88	92	88	99	88	75	88	93	88	74	88	83	88
<b>Grade 4</b>	94	88	88	88	94	88	78	88	98	88	86	88	89	88
<b>Grade 5</b>	86	91	83	91	93	91	88	91	94	91	89	91	95	91
<b>Grade 6</b>	96	88	81	88	78	88	78	88	94	88	88	88	96	88

**Attachment L**

**California Science Standards Test 2007  
Science Performance Levels  
Grade 5**

**Percentage Of Students Scoring at or Above Proficient  
Four-Year District, County, State Comparison**

<b>DMUSD</b>					<b>SD County</b>					<b>State</b>				
<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
68	78	78	85	+17	28	34	38	43	+15	24	28	32	37	+13

**California Science Standards Test 2007  
Science Performance Levels**

**Percentage Of Students Scoring at or Above Proficient  
Grade 5  
Four-Year Site Comparison**

<b>School</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
<b>Ashley Falls</b>	56	76	79	83	+27
<b>Carmel Del Mar</b>	70	79	76	71	+1
<b>Del Mar Heights</b>	66	77	76	97	+31
<b>Del Mar Hills</b>	58	66	59	79	+21
<b>Sage Canyon</b>	76	77	85	94	+18
<b>Sycamore Ridge*</b>	--	--	66	74	+8
<b>Torrey Hills</b>	81	86	91	87	+6

\*New school; two-year comparison

**Attachment M**

**California Standards Test 2007  
Science**

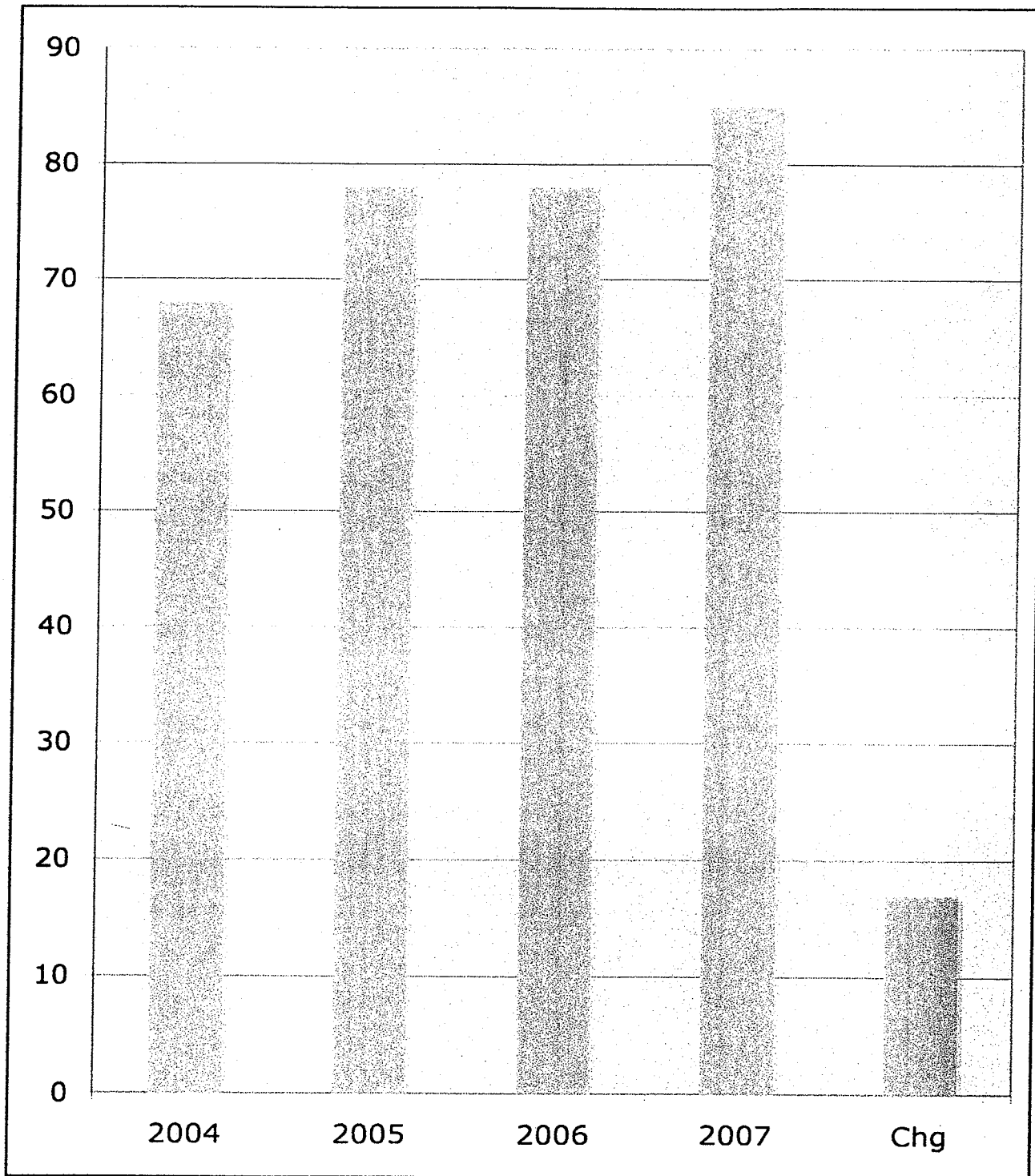
**Percentage Correct in Cluster Skill Groups  
Three-Year District Comparison**

<b>Science</b>							
	<b>05</b>		<b>06</b>		<b>07</b>		
<b>Skill Area*</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>	<b>Number Possible</b>	<b>Avg. Percent Correct*</b>	<b>Number Possible</b>	<b>Avg. Percent Correct*</b>	<b>Chg</b>
Physical Science – Grade 5	11	73	12	72	11	81	+8
Physical Science – Grade 4	8	71	8	75	8	87	+16
Life Science – Grade 5	13	72	11	76	13	78	+6
Life Science – Grade 4	9	72	10	75	9	86	+14
Earth Science – Grade 5*	11	72	12	72	11	76	+4
Earth Science – Grade 4*	8	67	7	89	8	74	+7

\*Earth science will continue to be an area of focus for 07-08

**Attachment N**

**California Science Standards Test 2007**  
**Grade 5**  
**Percentage Of Students Scoring at or Above Proficient**  
**Four-Year District Comparison**



**Attachment O**

**California Standards Test 2007**  
**English/Language Arts and Mathematics**  
**Percentage Correct in Cluster Skill Groups**  
**Four-Year Comparison**

<b>English/Language Arts</b>							
<b>Grade 2</b>	<b>Skill Area</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>				
			<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
	Word Analysis/Vocabulary Dev.	22	79	81	82	84	+5
	Reading Comprehension	15	78*	84	86	81	+3
	Literary Response and Analysis	6	83	81	86	84	+1
	Written Conventions	14	84	83	85	85	+1
	Writing Strategies	8	80*	81	75*	75*	-5
<b>Mathematics</b>							
<b>Grade 2</b>	Place Value, Addition, and Subtraction	15	85	87	89	89	+4
	Multiplication, Division, and Fractions	23	86	89	89	88	+2
	Algebra and Functions	6	90	86	85	91	+1
	Measurement and Geometry	14	92	90	90	89	+3
	Statistics, Data Analysis, and Probability	7	90	86	82	86	-4

\*Skill Area of Focus Districtwide

**Attachment P**

**California Standards Test 2007  
English/Language Arts and Mathematics**

**Percentage Correct in Cluster Skill Groups  
Four-Year Comparison**

<b>English/Language Arts</b>							
<b>Grade 3</b>	<b>Skill Area</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>				
			<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
	Word Analysis/Vocabulary Dev.	20	84	86	86	82	-2
	Reading Comprehension	15	75*	75*	81	77*	+2
	Literary Response and Analysis	8	84	79*	83	83	-1
	Written Conventions	13	79*	82	83	79*	0
	Writing Strategies	9	69*	76*	79*	78*	+9
<b>Mathematics</b>							
<b>Grade 3</b>	Place Value, Fractions and Decimals	16	80*	88	89	89	+9
	Addition, Subtraction, Multiplication, Division	16	82	83	81	84	+2
	Algebra and Functions	12	86	87	87	87	+1
	Measurement and Geometry	16	80*	86	90	86	+6
	Statistics, Data Analysis, and Probability	5	84	93	94	94	+10

\*Skill Area of Focus Districtwide

**Attachment Q**

**California Standards Test 2007**  
**English/Language Arts and Mathematics**

**Percentage Correct in Cluster Skill Groups**  
**Four-Year Comparison**

<b>English/Language Arts</b>							
<b>Grade 4</b>	<b>Skill Area</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>				
			<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
	Word Analysis/Vocabulary Dev.	18	85	86	85	86	+1
	Reading Comprehension	15	80*	84	83	83	+3
	Literary Response and Analysis	9	69*	76	87	87	+18
	Written Conventions	18	80*	79	84	78*	-2
	Writing Strategies	15	75*	72	80	80*	+5
<b>Mathematics</b>							
<b>Grade 4</b>	Decimals, Fractions, Negative Numbers	17	87	90	89	89	+2
	Operations and Factoring	14	82	87	88	87	+5
	Algebra and Functions	18	83	89	92	89	+6
	Measurement and Geometry	12	81	85	88	87	+6
	Statistics, Data Analysis, and Probability	4	82	88	95	88	+6

\*Skill Area of Focus Districtwide

## Attachment R

**California Standards Test 2007  
English/Language Arts and Mathematics**

**Percentage Correct in Cluster Skill Groups  
Four-Year Comparison**

<b>English/Language Arts</b>							
<b>Grade 5</b>	<b>Skill Area</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>				
			<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
	Word Analysis/Vocabulary Dev.	14	83	85	86	85	+2
	Reading Comprehension	16	72*	77	74*	79*	+7
	Literary Response and Analysis	12	84	87	85	86	+2
	Written Conventions	17	79*	84	84	81	+2
	Writing Strategies	16	73*	76*	78*	78*	+5
<b>Mathematics</b>							
<b>Grade 5</b>	Estimation, Percents, and Factoring	12	73*	82	81	86	+13
	Operations with Fractions and Decimals	17	72*	83	81	83	+11
	Algebra and Functions	17	80*	86	89	88	+8
	Measurement and Geometry	15	71*	83	77*	82	+11
	Statistics, Data Analysis, and Probability	4	83	84	95	93	+10

\*Skill Area of Focus Districtwide

## Attachment S

**California Standards Test 2007  
English/Language Arts and Mathematics**

**Percentage Correct in Cluster Skill Groups  
Four-Year Comparison**

<b>English/Language Arts</b>							
<b>Grade 6</b>	<b>Skill Area</b>	<b>Number Possible</b>	<b>Avg. Percent Correct</b>				
			<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>Chg</b>
	Word Analysis/Vocabulary Dev.	13	81	83	89	83	+2
	Reading Comprehension	17	72*	74*	82	74*	+2
	Literary Response and Analysis	12	76*	75*	78*	79*	+3
	Written Conventions	16	86	89	85	81	-5
	Writing Strategies	17	75*	80*	80*	80*	+5
<b>Mathematics</b>							
<b>Grade 6</b>	Ratios/Percentages/ Proportions/Negative Fractions	15	79*	83	85	80*	+1
	Operations/Problem-Solving with Fractions	10	82	83	88	85	+3
	Algebra and Functions	19	83	84	89	88	+5
	Measurement and Geometry	10	65*	72*	71	76*	+11
	Statistics, Data Analysis, and Probability	11	70*	81	81	77*	+7

\*Skill Area of Focus Districtwide

## Attachment T

**California Achievement Test, Sixth Edition (CAT-6)  
Percentage of DMUSD Students Scoring at or  
Above the 50<sup>th</sup> National Percentile Rank (Proficiency)  
Four-Year Comparison**

<b>Grade</b>	<b>3</b>					
	03	04	05	06	07	Chg
<b>Reading</b>	78	77	76	80	75	-3
<b>Language</b>	83	82	83	82	82	-1
<b>Math</b>	86	89	90	91	90	+4
<b>Spelling</b>	81	82	82	84	82	+1

**Attachment U**

**California Standards Test 2007**  
**English Language/Arts, Mathematics and Science Performance**  
**Students with Disabilities**  
**Percentage Of Students Scoring At Each Performance Level**  
**District, County, State Comparison**

GRADE 2	DMUSD			S.D. County			State		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Advanced	35	49		10	18		7	14	
Proficient	26	15		16	21		16	20	
Basic	15	17		22	20		21	20	
Below Basic	8	12		21	22		23	24	
Far Below Basic	15	6		31	19		33	22	
<b>GRADE 3</b>									
Advanced	23	35		5	17		4	14	
Proficient	26	32		13	18		12	17	
Basic	21	12		20	18		21	18	
Below Basic	21	19		26	28		25	29	
Far Below Basic	9	2		35	19		38	21	
<b>GRADE 4</b>									
Advanced	47	48		11	14		9	12	
Proficient	23	17		14	16		12	15	
Basic	18	25		26	23		25	22	
Below Basic	7	10		23	34		23	35	
Far Below Basic	5	0		26	14		31	16	
<b>GRADE 5</b>									
Advanced	23	42	16	6	8	4	5	6	3
Proficient	51	33	58	12	14	15	10	13	13
Basic	16	14	18	26	16	29	24	16	27
Below Basic	7	9	7	25	35	23	26	35	23
Far Below Basic	4	2	2	31	27	29	35	30	34
<b>GRADE 6</b>									
Advanced	21	26		4	4		4	3	
Proficient	26	28		10	9		8	9	
Basic	36	20		25	21		21	20	
Below Basic	11	17		31	43		21	43	
Far Below Basic	6	9		30	23		36	26	

## Attachment V

**California Standards Test 2007**  
**English Language/Arts, Mathematics and Science Performance**  
**Economically Disadvantaged**  
**Percentage Of Students Scoring At Each Performance Level**  
**District, County, State Comparison**

GRADE 2	DMUSD			S.D. County			State		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Advanced	21	21		9	19		9	18	
Proficient	21	50		25	31		26	30	
Basic	50	29		29	25		30	26	
Below Basic	7	0		22	18		21	19	
Far Below Basic	0	0		15	6		15	7	
<b>GRADE 3</b>									
Advanced	12	28		4	22		4	21	
Proficient	28	24		21	27		19	26	
Basic	20	16		34	23		35	24	
Below Basic	32	28		25	21		26	22	
Far Below Basic	8	4		16	6		16	6	
<b>GRADE 4</b>									
Advanced	33	40		14	21		12	20	
Proficient	27	7		25	26		24	25	
Basic	13	40		35	27		36	27	
Below Basic	13	13		16	21		17	22	
Far Below Basic	13	0		10	4		11	5	
<b>GRADE 5</b>									
Advanced	23	23	8	8	12	3	7	11	3
Proficient	31	15	23	24	26	21	22	25	19
Basic	23	15	62	37	24	42	38	25	41
Below Basic	23	38	0	19	28	20	20	28	21
Far Below Basic	0	8	8	12	10	15	13	11	16
<b>GRADE 6</b>									
Advanced	15	11		8	7		7	6	
Proficient	48	33		23	24		20	22	
Basic	22	33		36	33		36	33	
Below Basic	7	11		22	28		24	30	
Far Below Basic	7	11		11	8		14	9	

## Attachment W

**California Standards Test 2007**  
**English Language/Arts, Mathematics and Science Performance**  
**English Language Learners**  
**Percentage Of Students Scoring At Each Performance Level**  
**District, County, State Comparison**

GRADE 2	DMUSD			S.D. County			State		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Advanced	28	47		7	18		8	17	
Proficient	28	31		22	30		23	29	
Basic	31	19		29	36		30	26	
Below Basic	9	3		24	19		23	20	
Far Below Basic	5	0		17	7		16	7	
<b>GRADE 3</b>									
Advanced	19	40		2	20		2	17	
Proficient	19	24		15	26		13	25	
Basic	19	14		35	24		34	25	
Below Basic	36	21		29	23		31	25	
Far Below Basic	7	0		19	7		20	7	
<b>GRADE 4</b>									
Advanced	42	66		8	16		6	15	
Proficient	21	13		21	25		19	24	
Basic	21	22		39	30		40	30	
Below Basic	12	0		19	24		21	25	
Far Below Basic	3	0		13	5		14	6	
<b>GRADE 5</b>									
Advanced	21	46	11	2	6	1	2	5	1
Proficient	32	32	32	14	21	12	12	20	10
Basic	29	7	46	41	26	42	40	26	39
Below Basic	14	11	7	25	34	25	27	35	27
Far Below Basic	4	4	4	17	13	20	19	14	23
<b>GRADE 6</b>									
Advanced	19	32		1	3		1	2	
Proficient	24	32		9	14		8	12	
Basic	29	18		37	33		33	31	
Below Basic	14	0		34	39		33	41	
Far Below Basic	14	18		18	11		22	13	

## Attachment X

**California Standards Test 2007**  
**English Language/Arts, Mathematics and Science Performance**  
**English Language Learners**  
**Percentage Of Students Scoring At Each Performance Level**  
**District Gender Comparison**

GRADE 2	ELA		Math		Science	
	Male	Female	Male	Female	Male	Female
Advanced	48	65	73	71		
Proficient	33	24	18	17		
Basic	15	6	5	7		
Below Basic	2	3	2	4		
Far Below Basic	3	2	1	0		
<b>GRADE 3</b>						
Advanced	33	41	63	63		
Proficient	42	39	23	26		
Basic	14	14	8	8		
Below Basic	9	4	5	3		
Far Below Basic	2	1	1	0		
<b>GRADE 4</b>						
Advanced	70	75	74	66		
Proficient	22	18	12	24		
Basic	6	5	12	8		
Below Basic	2	1	2	2		
Far Below Basic	0	1	0	0		
<b>GRADE 5</b>						
Advanced	62	67	70	65	47	35
Proficient	28	25	22	25	40	47
Basic	9	5	6	6	12	15
Below Basic	1	3	2	4	1	2
Far Below Basic	0	0	0	1	0	1
<b>GRADE 6</b>						
Advanced	58	64	55	53		
Proficient	28	26	34	34		
Basic	11	8	7	8		
Below Basic	3	1	3	4		
Far Below Basic	1	1	1	1		

**Attachment Y**



STATE OF CALIFORNIA  
DEPARTMENT OF  
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CALIFORNIA DEPARTMENT OF EDUCATION

# NEWS RELEASE

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## State Superintendent Jack O'Connell Releases 2007 STAR Results Showing Encouraging, Troubling Trends

INGLEWOOD/SAN DIEGO — State Superintendent of Public Instruction Jack O'Connell today released the results of the 2007 Standardized Testing and Reporting (STAR) Program that show California students are continuing to improve academically in most subjects and grades.

"This year's results offer both encouragement and reason for serious concern," O'Connell said. "We can be pleased that gains in student achievement made over the past five years are either increasing or holding steady. This progress means that hundreds of thousands of California students will have a better shot at success. But the data also show the persistent achievement gaps in our system that California simply cannot afford to accept – morally, economically, or socially."

Compared with 2003, when all the California Standards Tests (CSTs) were for the first time completely aligned to state standards, the percentage of students scoring advanced or proficient in 2007 increased by 8 points in English-language arts (ELA) or from 35 percent to 43 percent, ([Table 1](#)) and 6 points in math, from 35 percent to 41 percent ([Table 5](#)).

The percentage of students scoring at the proficient and advanced levels on the fifth grade science test has increased by 13 points since 2004; the first year the test was given ([Table 10](#)).

The percentage of students scoring proficient or advanced in grades two, four, seven, and eight have increased in ELA by double digits over the four-year span beginning in 2003 ([Table 1](#)).

The greatest improvement over the four-year period for math was made by students in grades three, four, five, and seven with the proficient and advanced percentage increasing by 12, 12, 14, and 10 points, respectively ([Table 5](#)).

O'Connell pointed out the lack of progress made in closing the achievement gap among racial groups. While all student subgroup populations have continued to improve since 2003, the gap in achievement between African Americans or blacks and whites and the gap in achievement between Hispanics or Latinos and whites remain relatively unchanged.

"Once again, these annual test scores shine a glaring light on the disparity in achievement between students who are African American or Hispanic and their white or Asian counterparts. We know all children can learn to the same high levels, so we must confront and change those things that are holding back groups of students."

This achievement gap cannot always be explained away because of the poverty that has been so often associated with low performance, he said.

"The results show this explanation not to be universally true," he said. "In fact, African American and Hispanic students who *are not* poor are achieving at lower levels in math than their white counterparts who *are* poor. These are not just economic achievement gaps, they are racial achievement gaps. We cannot afford to excuse them; they simply must be addressed. We must take notice and take action."

In response to this pressing issue, O'Connell early this year charged the statewide P-16 council – including leaders from all segments of education as well as business, labor, and community leaders – with examining factors contributing to achievement gaps and strategies for closing those gaps. He is calling on all those interested in this issue to attend the Achievement Gap Summit scheduled for November 13-14, 2007, in Sacramento.

"The intent of this working Summit is to create an inclusive, interactive, and collaborative environment where educators will gather to share best practices and learn strategies immediately useable to address their daily challenges," he said.

"I'm committed to addressing this issue, to creating the partnerships, sharing the information and employing the strategies that will ensure success for all California students," O'Connell said. "I am excited about this challenge because I know it is one we can overcome. I believe in the ability, in the talent, and in the dedication present in our public schools."

Under the STAR program, California students attain one of five levels of performance on the CSTs for each subject tested: advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the proficient level as the desired achievement goal for all students. This goal is consistent with school growth targets for state accountability and the federal No Child Left Behind requirements. The state target is for all students to score at the proficient or advanced level. Approximately 4.8 million students participated in 2007 in the STAR program, which is comprised of five components:

- California Standards Tests (CSTs) are standards-based tests that measure the achievement of state content standards in English-language arts, mathematics, science, and history-social science.
- California Alternate Performance Assessment (CAPA) is for students who have significant cognitive disabilities.
- California Achievement Tests (CAT/6) are nationally norm-referenced tests, taken in grades three and seven only.
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) is a nationally norm-referenced achievement test of general academic knowledge in Spanish for Spanish-speaking English learners (for grades five through eleven in 2007).
- Standards-based Tests in Spanish (STS), are designed for Spanish-speaking English learners to measure the achievement of state content standards in reading-language arts and mathematics in Spanish, for grades two, three, and four in 2007.

The STAR Program data released today is preliminary because a small number of school districts have not yet completed testing and have not yet had time to complete a review of the results to verify their accuracy. A second posting of preliminary results that will include all students tested is scheduled for September. Final results after local corrections are incorporated are scheduled for posting during December.

School, school district, county, and state level results for the 2007 STAR Program have been posted on the California Department of Education's Web site at <http://star.cde.ca.gov/>.

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**Attachments**

**Standardized Testing and Reporting (STAR) Program  
California Standards Test Results, 2003-2007**

**English–Language Arts**

**Table 1: Percentages of Students Scoring at Proficient and Above\***

Grade	2003	2004	2005	2006	2007	Change in Percentage	Change in Percentage
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