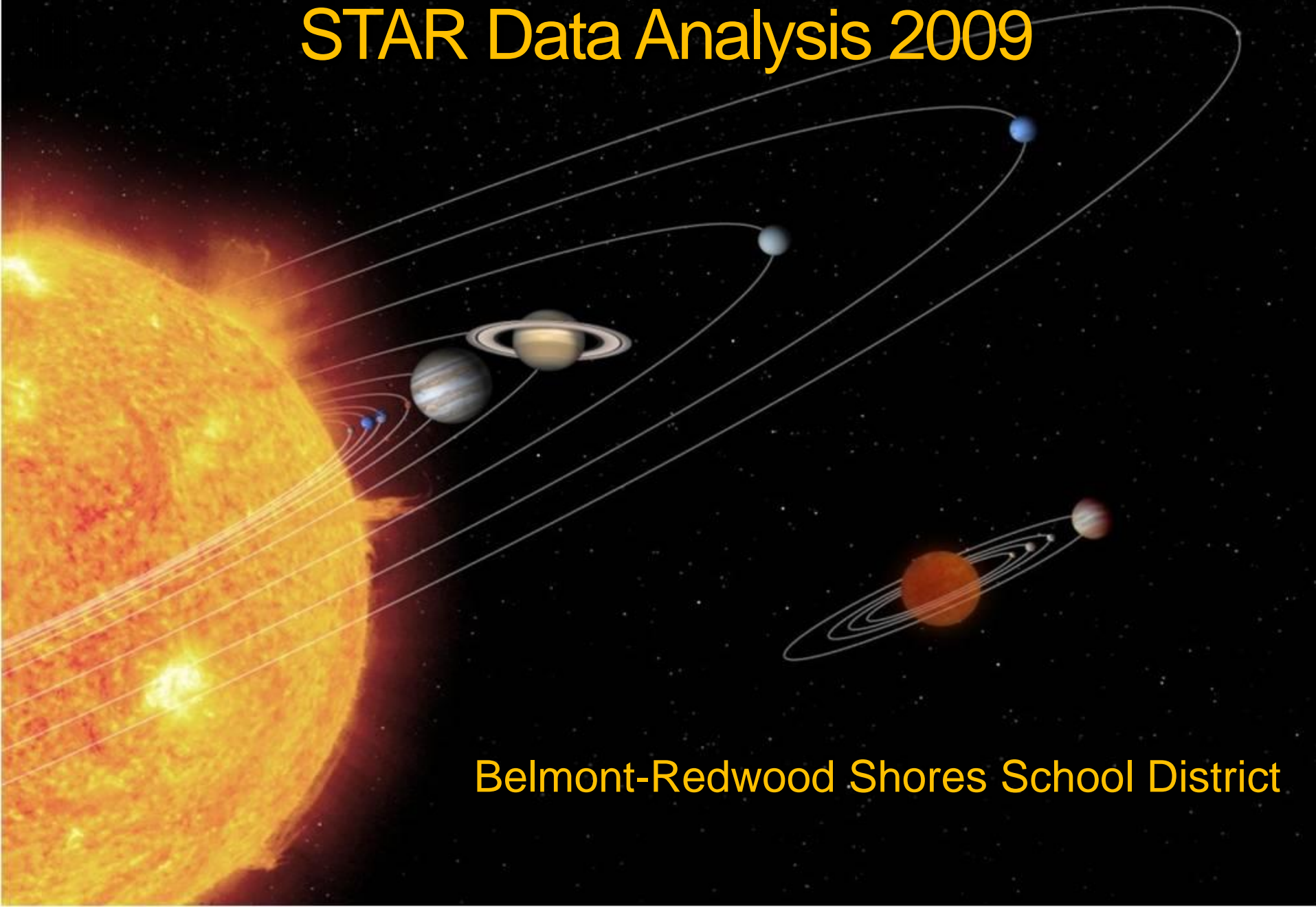


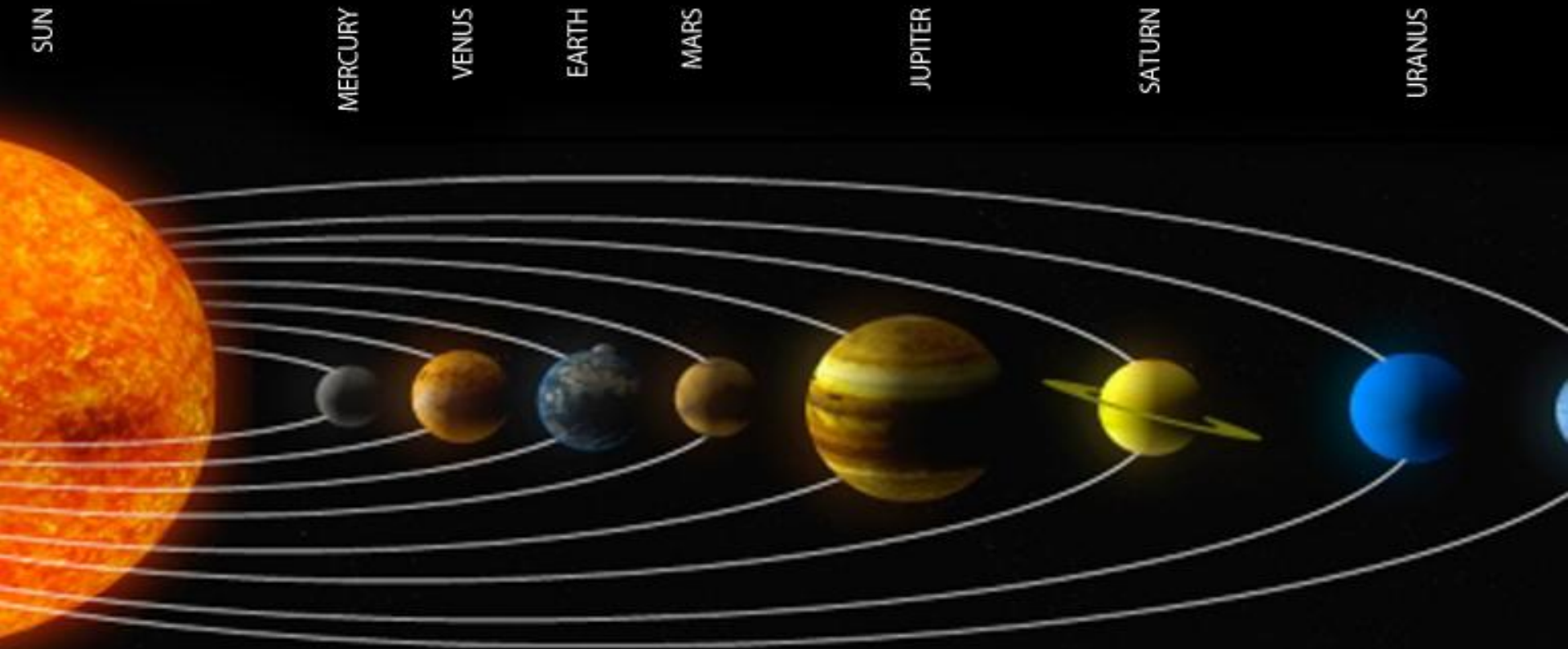
# STAR Data Analysis 2009



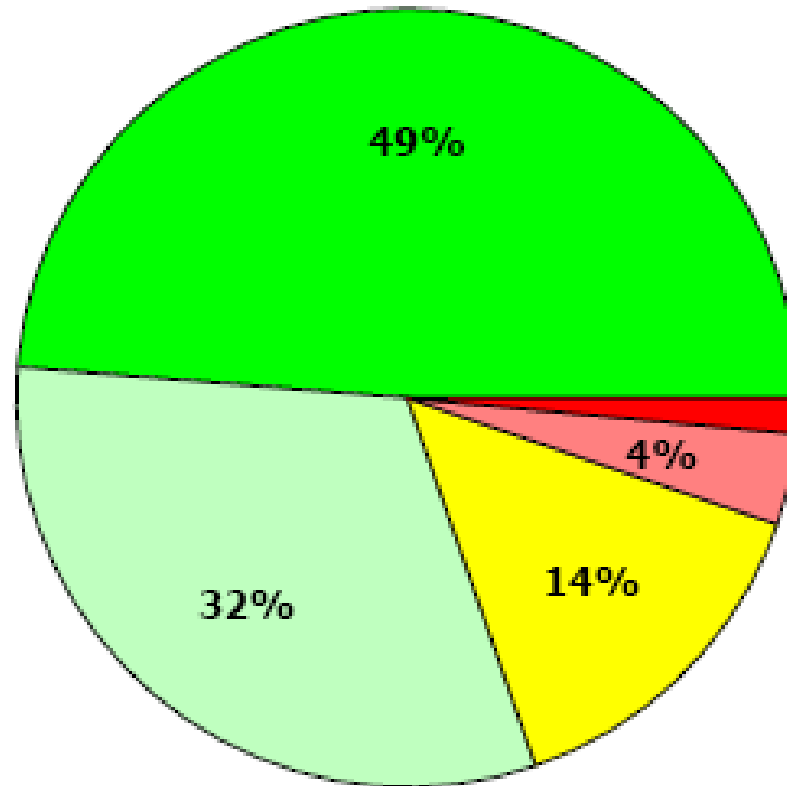
Belmont-Redwood Shores School District

# 2009 Achievement Data Analysis

Dr. Emerita Orta-Camilleri, Superintendent  
Nellie Hungerford, Assistant Superintendent  
Penny Weaver, Assistant Superintendent



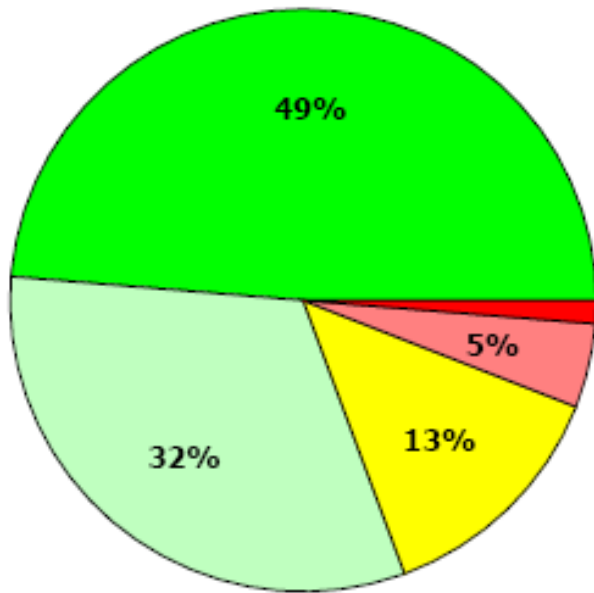
# Performance Level Distribution



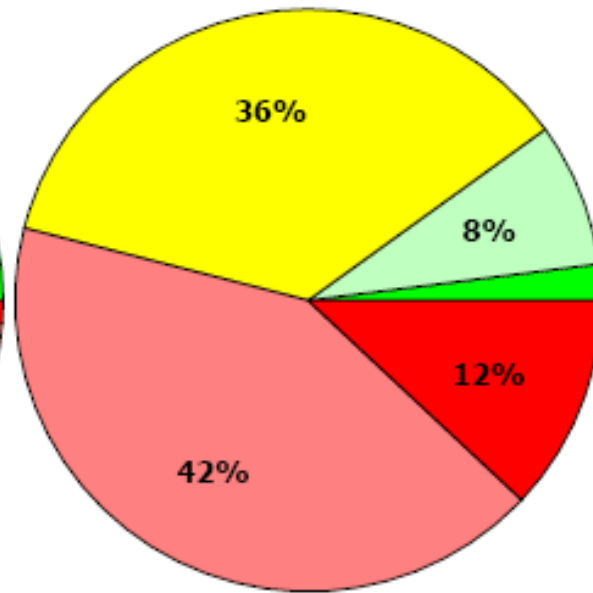
**English-Language Arts**

**Student Count - 1977**

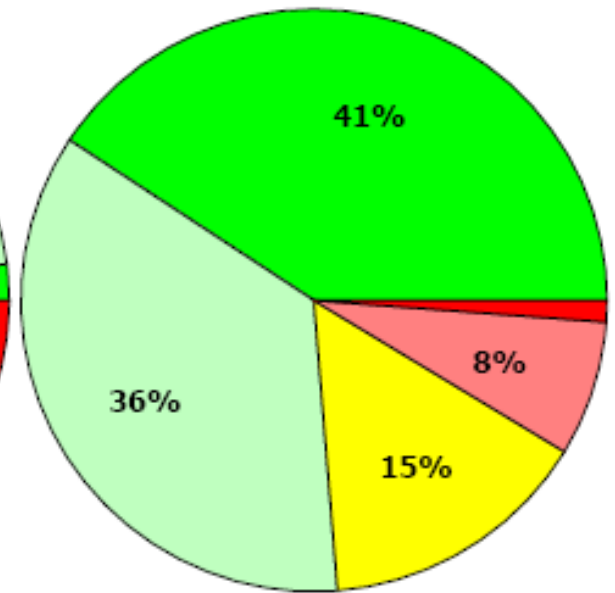
# Performance Level Distribution



**Mathematics**  
Student Count - 1647

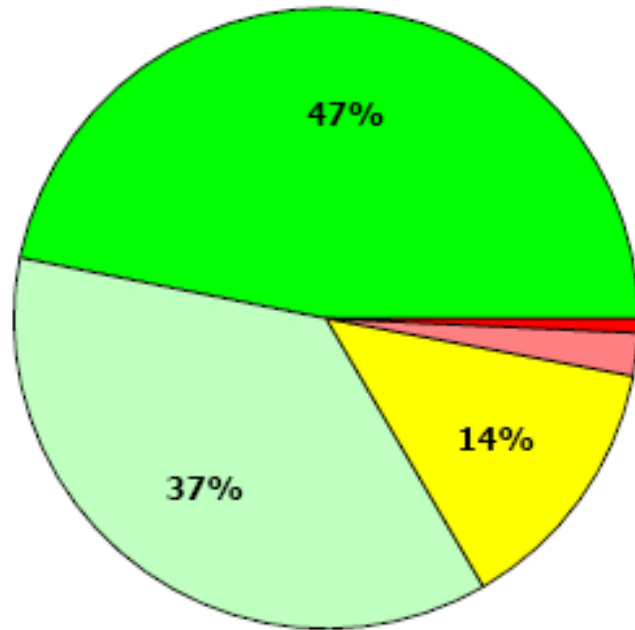


**General Mathematics**  
Student Count - 50

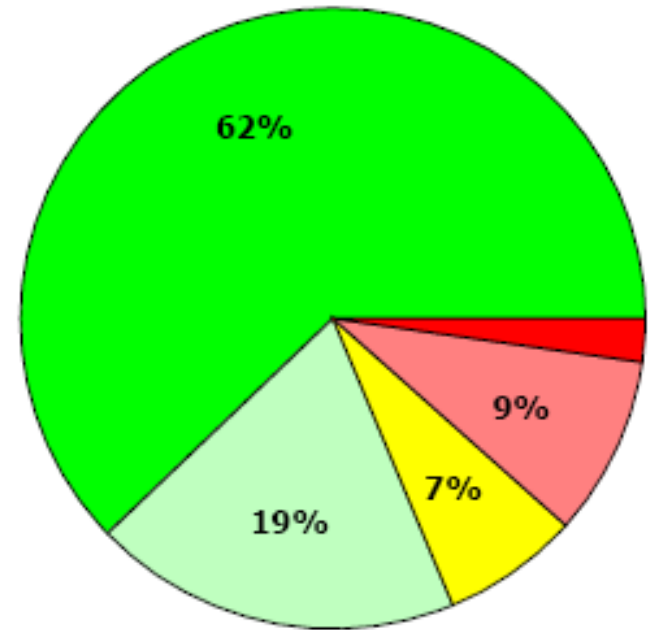


**Algebra I**  
Student Count - 253

# Performance Level Distribution

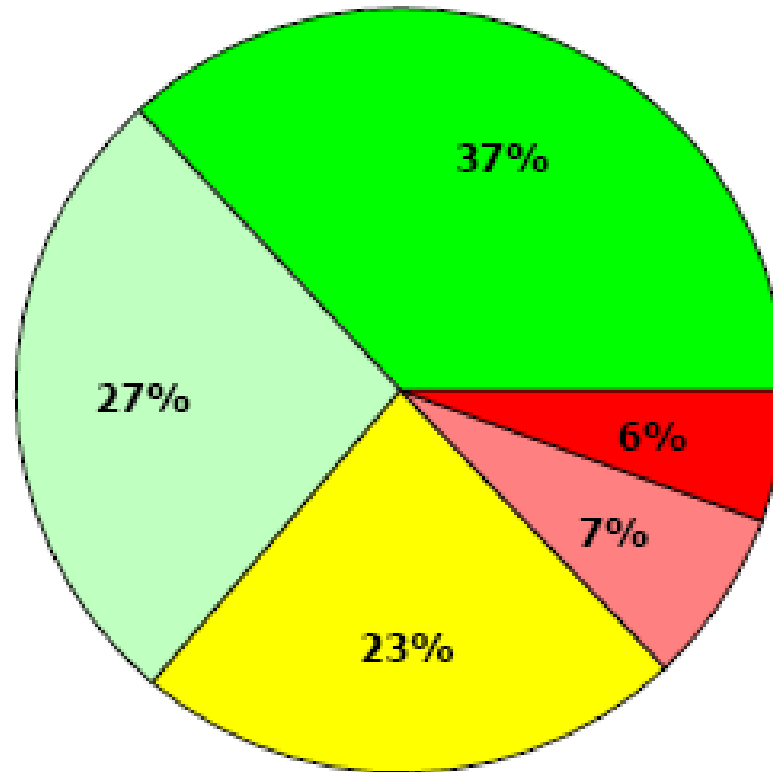


**5th Grade Science**  
Student Count - 271



**8th Grade Science**  
Student Count - 267

# Performance Level Distribution



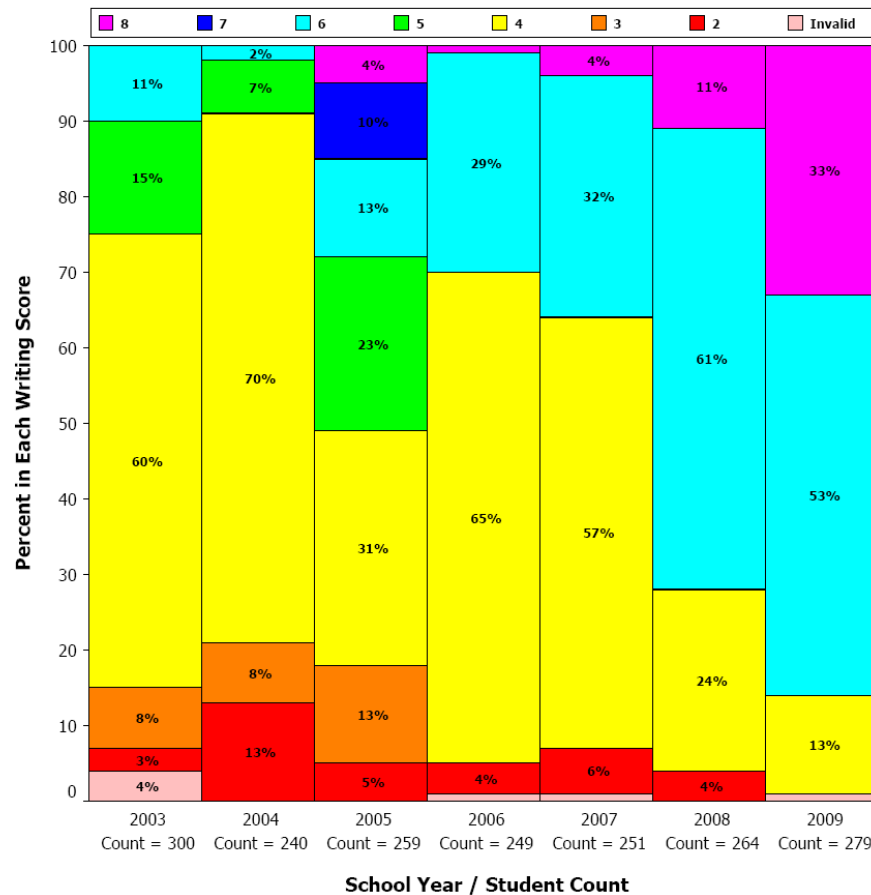
**History-Social Science Cumulative**

**Student Count - 271**

# 4<sup>th</sup> Grade Writing 2003-2009

Belmont-Redwood Shores Elementary  
Mixed Schools  
Grade 4

**STAR California Standards Writing Scores**  
California Standards Test



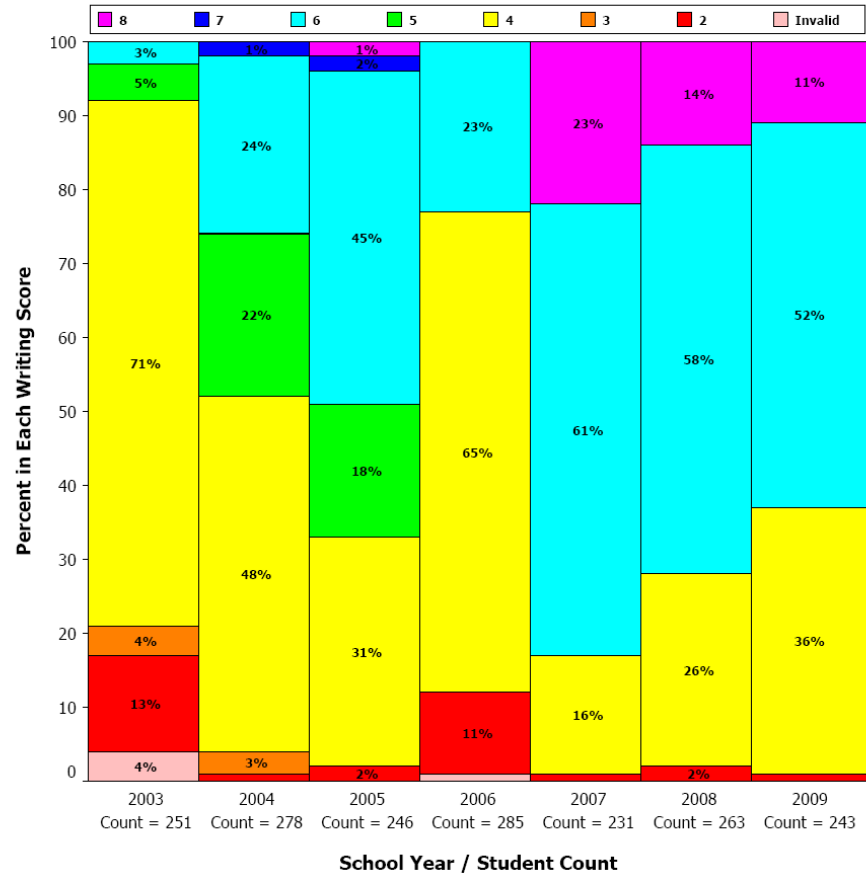
# 7th Grade Writing 2003-2009

Belmont-Redwood Shores Elementary

Mixed Schools

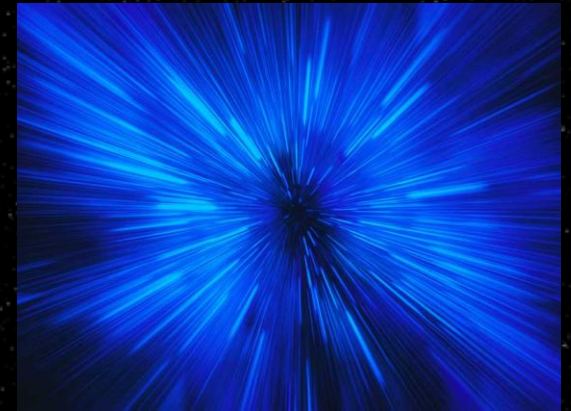
Grade 7

## STAR California Standards Writing Scores California Standards Test









# Analysis – Guiding Questions

- What are significant trends in student performance?
- Where are the gaps?
- Are we on course with instructional focus, support systems, fiscal resources, and staff development to achieve the next way point? (All schools 900+)



# Achieving the Next Waypoint

-  High achievement expectations – increase student voice and *engagement*;
-  Maintain program rigor while *differentiating*;
-  Implementation *consistency*;
-  Use Data to guide *intervention*;
-  *Monitor Subgroups, Especially English Learners*
-  Provide opportunities for *collaboration*