

School Accountability Report Card

School Year 2008-09

(Published during 2009-10)

E.R. Taylor Elementary School

0423 BURROWS ST, SAN FRANCISCO, CA 94134

Principal: VIRGINIA DOLD

Phone: 415-330-1530

Fax: 415-468-1742

SFUSD School ID #: 513

Calif.School ID #: 6040943

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Carlos Garcia

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

The School Accountability Report Card (SARC) which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Section I - Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Section II - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission statement of E. R. Taylor is to promote intellectual development, physical and mental health, self discipline and cultural sensitivity so that each student can achieve to his/ her fullest potential and be on the road to being "COLLEGE BOUND".

E.R. Taylor is a unique school located in a quiet neighborhood in the southeast section of S. F. with a variety of program to support student achievement. The school consists of Pre-K - 5th grade classes with ELD, Spanish Bilingual, and Chinese Bilingual classrooms available. The motto of our school is that our students are 'College Bound' and there are many activities to to support this vision. In addition there is a Healthy Start program that provides family support services to help our parents/guardians support their children to reach their potential. Taylor is a National Blue RibbonSchhol for 2009 and we have recieved the Title One Academic Achievement Award from the State of California for the last four years. In addition, Taylor is a State Shining Star School for our Comprehensive Student Support Services.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

There is a variety of parent involvement opportunities at Taylor. Through our Healthy Start office we are fortunate to have a two Parent Involvement Coordinators who facilitate parent activities that help support student learning and organizes volunteers. On corrdinator speaks chinese and the other Spanish. We have a PTA which has monthly meetings around topics that are of interest to parents and the community. We have both Chinese and Latino Parenting classes and we encourage the parents of our school to share their cultures through activities, celebrations, and pot luck dinners. We feel very fortunate to have a wonderful diversity of cultures at Taylor.

Student Enrollment By Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	100
1	98
2	107
3	121
4	98
5	109
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	633

Student Enrollment By Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	4.74
American Indian or Alaska Native	0.00
Asian	59.72
Filipino	2.84
Hispanic or Latino	26.54
Pacific Islander	0.79
White (Not Hispanic)	1.74
Multiple or No Response	3.63
Socioeconomically Disadvantaged	72.00
English Learners	54.00
Students with Disabilities	10.00

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2006-07			Avg Class Size	2007-08			Avg Class Size	2008-09		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5	0	0	20.2	4	1	0	20.0	5	0	0
1	20.0	5	1	0	21.5	0	4	0	19.6	5	0	0
2	19.4	5	0	0	20.3	4	2	0	21.4	2	3	0
3	18.4	4	1	0	19.8	3	2	0	20.0	5	1	0
4	28.8	0	4	0	25.5	0	4	0	24.8	0	4	0
5	27.5	0	4	0	27.0	0	4	0	25.3	0	4	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Section III - School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Taylor has a comprehensive safety plan that has been in effect for many years. We are a "Tribes" school which operates on four "tribes agreements" and three basic principles: "Be Responsible, Be Respectful and Be Safe". The children are well aware of the Tribes agreements and the three principles. Discipline issues are handled respectfully and conflict management strategies are used to solve problems among the students. There is an extensive Disaster Plan in the event of an earthquake or emergency which includes collecting disaster food packets and plans for an evacuation of the school if necessary.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2.2	3.6	2.1	5.6	7.5	6.3
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Section IV (School Facilities) begins on next page.

Section IV - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Taylor was built in the early years of the the 20th century. It is a beautiful building which has retained the original charm. There has been a variety of updates over the last 10 years and Prop A ADA and safety improvements were completed in the last several years. We have new bathroom facilities, ramps, a new fire alarm system, fire sprinklers and improved exits.

Eight years ago the Taylor staff wrote a grant to build a garden on the side of the school. this is maintained by students, staff and families and has added to the beauty of our neighborhood. We have designed an improved "green" school yard that has trees and plants rather than only asphalt.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Bungalow Rm 1 - heaters aren't working (called it in), vent in bathroom sounds broken. WO Bungalow Rm 2 - shared heat and bathrooms. (See Bungalow Rm 1). WO Room 23 - Heater too noisy to teach over. WO
Interior: Interior Surfaces	X			Cafeteria - section 4, one table bench is broken and dangerous to students. WO Room 23 - 1 ceiling tile needs to be fixed. WO Room 18 - Hole in wall near light switch. WO Room 12 - peeling paint on wall. WO Stairways - 2nd to 3rd floor peeling paint. WO Room 34 - Hole in flooring, tripping hazard. WO
Cleanliness: Overall and Pest Infestation	X			Yard - Benches below room 2 trap garbage attract vermin. Custodial dept. notified
Electrical:			X	Bungalow Rm 1, Yard bathrooms, Rm 14, 11, 12, 35 - Repair/Replace Light Covers. WO Girls Bathroom, Rm 34, 32, 17 - Light out. WO Room 15 - light fixture broken needs to be completed. WO 3rd floor hallways - Too dark, replace light fixture so student can be tutored in hall area. WO Main Hallway - Light fixture loose broken needs to be reattached. WO
Restrooms/Sinks/Fountains:			X	Yard bathrooms - Toilet off sitting on floor in girl's bathroom. WO Room 12 - sinks overflow when it rains. WO
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs			X	

External: School Grounds, Windows, Doors

X

Yard Benches - Yard games lines need to be repainted WO. Benches below room 5 splintering danger to students WO. Gottengin Replace benches removed during ADA upgrades. WO Bungalow Rm 1 - Arm broken on gate. WO Room 11 - Shade strings broken. WO Gate signage for entire building - All school gates need official signage to be kept closed. WO

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary				X
Inspection Date	12/2/2009			

Section V (Teachers) begins on next page.

Section V - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	35	36	35	3228
Without Full Credential	0	0	0	73
Teaching Outside Subject Area of Competence	1	1	0	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2008-09

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district (75 or more in free/reduced lunch meal program), and at low-poverty schools in the district (25% or less in free/reduced lunch meal program). More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.5	3.5
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	98.1	1.9

Section VI - Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker	0.6	----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VII - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Instructional materials were adopted by the SFUSD Board of Education for the 2009-2010 school year and were provided for all high school students enrolled in advanced algebra, economics, environmental science and algebra and trigonometry classes. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 13, 2009 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2009-2010, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 13, 2009 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VIII (School Finances) begins on next page.

Section VIII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,419	\$1,249	\$4,170	\$59,447
District	----	----	\$4,170	\$59,447
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,512	\$67,049
Percent Difference - School Site and State	----	----	-24.3%	-11.3%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

There are many supplemental Services at Taylor. We have a Healthy Start Program that is funded by a private contributor to our school. This funding provides for an on-site Social Worker, Counselors who conduct individual and group sessions for students, a part-time nurse, a College Bound Coordinator and an Administrative Assistant. The School Health Programs Office also supports our program with a part-time Nutrition Coordinator and a Learning Support consultant. Our College Bound Program includes student field trips to universities in the area, as well as a variety of parent workshops. The Playworks program provides physical education activities throughout the day. Taylor has an afterschool Homework/enrichment program five days a week for students needing extra support

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,195	\$42,065
Mid-Range Teacher Salary	\$60,878	\$67,109
Highest Teacher Salary	\$77,630	\$86,293
Average Principal Salary (Elementary)	\$95,305	\$107,115
Average Principal Salary (Middle)	\$103,348	\$112,279
Average Principal Salary (High)	\$98,115	\$122,532
Superintendent Salary	\$255,000	\$216,356
Percent of Budget for Teacher Salaries	33%	39%
Percent of Budget for Administrative Salaries	5%	6%

Section IX - Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8 and 9-11; and history-social science in grades 8 and 10-11. The CAPA includes ELA, mathematics, and science in grades 2-11, and for science for grades 5, 8 and 10. The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades 3-8 and science in grade 5 and is an alternative assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

STAR Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	56	63	67	49	51	53	43	46	50
Mathematics	73	79	78	49	51	52	40	43	46
Science	48	56	73	45	51	52	38	46	50
History-Social Science	0	0	0	41	42	45	33	36	41

Standardized Testing Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	62	38	*	
American Indian or Alaska Native				
Asian	74	88	84	
Filipino	71	86	*	
Hispanic or Latino	50	62	55	
Pacific Islander	*	*	*	
White (not Hispanic)				
Male	61	78	71	
Female	73	79	77	
Economically Disadvantaged	68	79	73	
English Learners	55	72	53	
Students with Disabilities	43	45	31	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	30.4	17.6	8.8
Grade 7	0.0	0.0	0.0
Grade 9	0.0	0.0	0.0

Section X (Accountability) begins on next page.

Section X - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	8	8
Similar Schools	7	10	9

API Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	31	26	21	865
African American				
American Indian or Alaska Native				
Asian	23	20	8	907
Filipino				
Hispanic or Latino	36	44	15	787
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	27	24	34	868
English Learners	25	30	12	864
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

<i>AYP Criteria</i>	<i>School</i>	<i>District</i>
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<i>Indicator</i>	<i>School</i>	<i>District</i>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	31
Percent of Schools Currently in Program Improvement	----	27.7 %

Section XI - School Completion and Postsecondary Preparation

Not Applicable.

Section XII - Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide three full days of professional development during the academic year.

Section XIII - National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades 4, 8 and 12 and for long-term trends assesses grades 9, 13 and 17. Additionally, the NAEP only provides state test results for grades 4 and 8. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on the NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP Results By Grade Level - All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades 4 and 8.

Subject and Grade Level	Average Scale Score		% at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Math 2009, Grade 4	232	239	41	25	5
Math 2009, Grade 8	270	282	36	18	5

NAEP Results for Students with Disabilities and/or English Language Learners (ELL) by Grade Level - All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Subject and Grade Level	State Participation Rate			National Participation Rate		
	Students with Disabilities and ELL	Students with Disabilities	English Language Learners	Students with Disabilities and ELL	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	NA	74	93	NA	65	80
Reading 2007, Grade 8	NA	78	92	NA	66	77
Math 2009, Grade 4	NA	79	96	NA	84	94
Math 2009, Grade 8	NA	85	96	NA	78	92

End of SARC Document.