

School Accountability Report Card ***School Year 2008-09***

(Published during 2009-10)

John Muir Elementary School

0380 WEBSTER ST, SAN FRANCISCO, CA 94117

Principal: ALENE WHEATON

Phone: 415-241-6335

Fax: 415-431-9938

SFUSD School ID #: 650

Calif.School ID #: 6041255

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 of John Muir Elementary School is to create an environment where learners are empowered to excel in academic achievement, build character, affirm cultural and linguistic diversity while fostering an interconnected with our global community.

Opportunities for Parental Involvement

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

Involvement:

All parents are welcomed and encouraged to become actively engaged in school activities. There are many ways to become involved. We suggest:

1. Volunteering for special projects.
2. Serving on Committees
3. Joining the PTA
4. Active participation in School community events.
5. Fundraising

The John Muir community which consist of students, Staff, neighborhood partners, and parents work together to strengthen the educational opportunities and environment for all.

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	58
1	49
2	44
3	42
4	22
5	28
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	243

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	37.04
American Indian or Alaska Native	0.82
Asian	1.23
Filipino	5.76
Hispanic or Latino	44.44
Pacific Islander	0.00
White (Not Hispanic)	5.35
Multiple or No Response	5.35
Socioeconomically Disadvantaged	86.00
English Learners	41.00
Students with Disabilities	11.00

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	18.0	3	0	0	17.0	3	0	0	19.3	3	0	0
1	17.0	1	0	0	12.7	3	0	0	16.3	3	0	0
2	15.0	2	0	0	15.0	2	0	0	17.5	2	0	0
3	15.5	2	0	0	16.0	1	0	0	17.0	3	0	0
4	28.0	0	2	0	15.5	2	0	0	16.0	1	0	0
5	18.0	2	0	0	14.3	3	0	0	17.0	2	0	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.

Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with state requirements.

Implement tobacco, drug and violence prevention programs

Create an anti-bias environment

Crisis Response Committee and Plan

Disaster Backpacks (red-colored) in each classroom

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	0.4	0.0	0.0	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.

The building is generally in good repair. Improvement needed interior painting of each classroom. Covers for the radiators in the hallways and classrooms. The schoolyard needs to be resurfaced, and lines for games repainted, and a structure built for small- and large-muscle development would be an assistance to the students at John Muir.

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			
Interior: Interior Surfaces		X		Library – Damaged plaster under South windows. WO Café, Rms 1A, 6, 10, 15, 16 – Missing & broken Ceiling Tile(s). WO 2nd Floor Girl's Toilet – Damaged Linoleum at entrance door. WO 1st Floor Hallway – Linoleum near Entrance deteriorating. WO
Cleanliness: Overall and Pest Infestation	X			
Electrical:	X			Café – Café Entrance lights old and covers damaged. WO 3rd Floor Hallway – Two Junction Boxes on wall near ceiling missing covers, not hazardous. WO
Restrooms/Sinks/Fountains:	X			1st Floor Hallway – Adjust water pressure on upper water fountain by Entrance. WO 2nd Floor Hallway – Water Fountain by Rm 14 adjust pressure. WO
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors			X	Playground – Asphalt by Café Door deteriorated. WO Rm1A, 2 – Entrance door doesn't close. WO 1st Floor Hallway – Webster St Exterior Door Stop inoperative. 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	9/18/2009			

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	16	18	18	3228
Without Full Credential	0	0	0	73
Teaching Outside Subject Area of Competence	0	0	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	0	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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	486
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker		----
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/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil Supplemental</i>	<i>Expenditures Per Pupil Basic</i>	<i>Average Teacher Salary</i>
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.

We have the Beacon afterschool Learning the Omega Boys and girls club partnership.
Arts Education, Star School Initiative

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/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
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	19	19	18	49	51	53	43	46	50
Mathematics	19	24	25	49	51	52	40	43	46
Science	20	19	8	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	16	16	17	
American Indian or Alaska Native				
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	9	26	0	
Pacific Islander				
White (not Hispanic)				
Male	19	29	8	
Female	17	22	7	
Economically Disadvantaged	16	26	8	
English Learners	14	27	0	
Students with Disabilities	27	27	*	
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	11.1	22.2	33.3
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	1	1	1
Similar Schools	1	1	1

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	-42	64	-42	592
African American	-72			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-21	44	-70	542
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-23	56	-46	588
English Learners	-48			549
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	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	In PI	In PI
First Year of Program Improvement	2005-2006	2006-2007
Year in Program Improvement	Year 5	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.