PRESS RELEASE
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Overall Student Achievement Remains Level for District

August 8, 2013 (San Francisco) – San Francisco’s standards-based test scores show a leveling off in performance across the district in English Language Arts (ELA) and modest gains in Mathematics.

Proficiency rates in math continued to improve with a growth of 1.6 percent in grades two through seven; approximately sixty-nine percent (69.2%) of students scored proficient or above. When grades two through seven and “end of course” (Algebra, Geometry, etc.) are combined, SFUSD’s gains in math proficiency showed a modest increase of .2 percent with a proficiency rate of fifty-seven percent (57.4%).

Student proficiency on the California Standard’s Test (CST) in English Language Arts remains over 60 percent (60.2%). There was a slight decrease of less than half a percentage point (-0.3%) compared to last year.

“When looking at student achievement, the most informative perspective is to see trends and how students perform over time, not just one year of growth. It’s important to note that our students have made significant gains in English over the past five years and a positive growth trend continues in math,” says Superintendent Richard A. Carranza.

“We will continue to analyze these results as well as several other important measures of student achievement and wellbeing and learn from them so that we can improve. Our school site leaders are actively looking at their students’ data and they will analyze student achievement data with teachers next week so that we can continue to improve instruction,” says Carranza.

The percent of students proficient in SFUSD and the comparison of rates from last year to this year remain higher than the state in both ELA and math. Overall, the state of California saw a slight drop in student achievement scores in math and ELA. SFUSD, along with all California districts, has begun the transition to the new Common Core State Standards in math and English.

“We are in the midst of a metamorphosis. Teachers are being asked to teach differently and the old ways of testing students, such as those used on the CST, are changing with the incoming ‘Smarter Balanced Assessments’ to better reflect what students need to know to be successful. Just as we now have a well-rounded accountability system under the new federally approved School Quality Improvement System, we look forward to having these new assessments that reflect the kind of teaching and learning we are asking of our students with the new Common Core State Standards.”

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