

**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: Results of the 2010 Administration of the Stanford Achievement Test Tenth Edition (SAT 10), Grade 2 **DATE:** August 19, 2010

PRESENTER(S): Jose Stevenson, Director of Student Assessment and Program Evaluation

OVERVIEW:

The performance of Grade 2 students on reading and mathematics components of the SAT 10 remains remarkably strong since HCPSS began administering the test in 2007. Overall, over 80 percent of Grade 2 students achieved proficiency in reading and mathematics in 2010. African American students met the reading standard for the first time in 2010, while students receiving FARMS and special education services continue to score progressively higher in both content areas since 2007, the baseline year. Such results demonstrate the effectiveness of many of the strategies implemented across the system, including the work of principals, teachers, and curricular support staff, the positive impact of initiatives related to differentiated professional development and resources, and the information schools receive regarding the performance of students. However, the data also showed that there is still a need for these and possibly other initiatives to help every student group achieve the local standard of 70 percent of students scoring at proficient. The Hispanic student group, for example, experienced a decline in performance in both content areas relative to 2009. This type of information is crucial to school improvement efforts, especially when considering the positive relationship that exists between the test scores for SAT 10 Grade 2 and the MSA Grade 3.

RECOMMENDATION/FUTURE DIRECTION:

Examining results on the SAT 10 as well as performance on the local assessments provides school staff with information to guide instructional decisions and support students in achieving success. Schools receive information about individual student performance on several subtests and for total reading and total mathematics.

**Submitted
by:**

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**Approval/
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Background Information

The Stanford Achievement Test, Tenth Edition (SAT 10) has been administered to students in Grade 2 since spring 2007. Results from this test, in combination with results from local assessments and other measures, provide schools and parents a first look into students' performance in reading and mathematics. The SAT 10 also provides students their first experience at taking a test that is timed and administered over multiple days. This experience helps prepare them to take the Maryland School Assessment in Grade 3 as required by the *No Child Left Behind* (NCLB) Act.

HCPSS has identified local standards in order to present the Grade 2 results in the same format as the MSA results—identifying the percent of students able to score proficient. In order to align the Grade 2 SAT 10 results with the Grade 3 MSA results, statistical analyses were conducted to help define a proficiency level aligned with MSA. Based on this work, the HCPSS standard is 70 percent of all students achieving a proficient level of performance on the total reading and total mathematics components of the SAT 10 in Grade 2.

2010 SAT 10 Results

Of the 3,571 Grade 2 students who participated in testing in spring 2010, over 80 percent scored at a proficient level in reading and mathematics. Several student groups achieved the 70 percent standard as presented in Table 1. African American students met the standard for the first time in reading. Of the student groups that did not meet the standard, most showed improvement over the 2009 performance in both reading and mathematics as shown in Figures 1 and 2. Students receiving FARMS and special education services made the largest gains in both content areas.

Table 1. Percentage of Grade 2 Students Achieving Proficient in Reading and Mathematics, 2010 Administration of the SAT 10

Student Group	Number Tested	Reading		Mathematics	
		Number Proficient	Percent Proficient	Number Proficient	Percent Proficient
Overall	3,571	2,989	84	2,918	82
Male	1,838	1,510	82	1,511	82
Female	1,733	1,479	85	1,407	81
Asian	678	600	89	605	89
African American	746	534	72	489	66
White	1,705	1,522	89	1,514	89
Hispanic	229	139	61	134	59
American Indian/Alaskan	13	10	77	11	85
Not Reported	200	184	92	165	83
English Language Learners	294	163	55	175	60
FARMS	635	401	63	371	58
Special Education	249	117	47	125	50

Figure 1: Percentage of Grade 2 Students Achieving SAT 10 Proficiency Reading

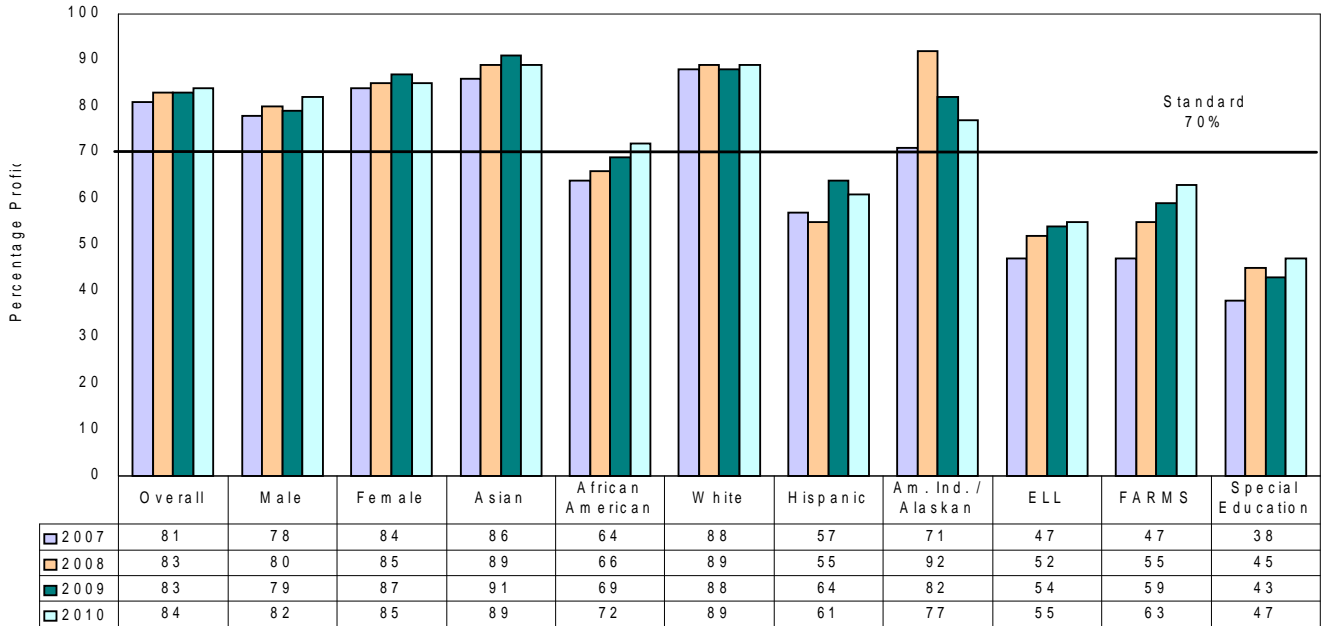
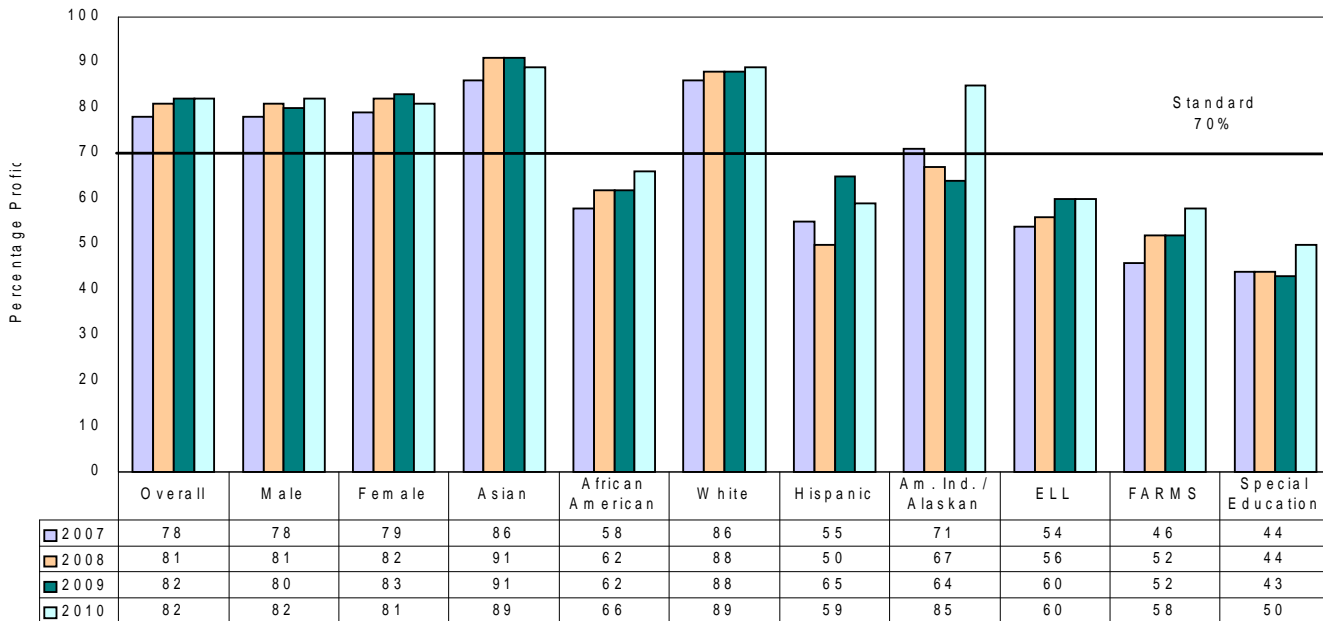


Figure 2: Percentage of Grade 2 Students Achieving SAT 10 Proficiency Mathematics



2010 SAT 10 Individual School Results

The vast majority of schools met the local standard in both reading and mathematics for the SAT 10. Of the 40 elementary schools, 37 schools (93 percent) met the standard in reading and 34 (85 percent) met the mathematics standard. Thirty-four schools (85 percent) met the standard in both, as noted by the shaded cells in Table 2.

Table 2: Percentage of Students Achieving Proficiency in Reading and Mathematics by School

Elementary School	Total Reading	Total Mathematics
Atholton	77	80
Bellows Spring	89	78
Bollman Bridge	65	61
Bryant Woods	86	88
Bushy Park	89	91
Centennial Lane	88	89
Clarksville	93	87
Clemens Crossing	93	95
Cradlerock	75	81
Dayton Oaks	95	99
Deep Run	85	74
Elkridge	84	86
Forest Ridge	85	77
Fulton	79	77
Gorman Crossing	91	79
Guilford	73	65
Hammond	90	91
Hollifield Station	76	78
Ilchester	95	86
Jeffers Hill	78	81
Laurel Woods	74	68
Lisbon	96	94
Longfellow	77	72
Manor Woods	95	90
Northfield	93	91
Phelps Luck	69	63
Pointers Run	88	90
Rockburn	88	85
Running Brook	62	65
St. John's Lane	94	89
Stevens Forest	75	78
Swansfield	70	60
Talbott Springs	71	74

Table 2: Percentage of Students Achieving Proficient in Reading and Mathematics by School (Cont.)

Elementary School	Total Reading	Total Mathematics
Thunder Hill	92	96
Triadelphia Ridge	88	87
Veterans	82	82
Waterloo	82	82
Waverly	90	90
West Friendship	77	77
Worthington	85	87

2007 to 2010 SAT 10 Trends

Examination of student performance trends reveals steady improvement in reading and mathematics for all student groups since 2007, as shown in Tables 3 and 4.

- Overall, the percentage of students scoring proficient in reading has improved from 81 to 84 percent (a gain of 3 percentage points), and from 78 to 82 percent (a gain of 4 percentage points) in mathematics.
- While all student groups show improvement, students who receive FARMS services have seen double digit gains in reading and mathematics from the 2007 baseline administration of the SAT 10.

Table 3: SAT 10 Reading Proficiency Trend, Grade 2, 2007 to 2010

Student Group	Number Tested		Number Proficient		Percent Proficient		Change in Percent Proficient
	2007	2010	2007	2010	2007	2010	
Overall	3,266	3,571	2,636	2,989	81	84	+3
Male	1,749	1,838	1,363	1,510	78	82	+4
Female	1,517	1,733	1,273	1,479	84	85	+1
Asian	514	678	442	600	86	89	+3
African American	709	746	452	534	64	72	+8
White	1,763	1,705	1,549	1,522	88	89	+1
Hispanic	174	229	100	139	57	61	+4
Am. Ind./Alaskan	7	13	5	10	71	77	+6
Not Reported	99	200	88	184	89	92	+3
ELL	182	294	85	163	47	55	+8
FARMS	439	635	208	401	47	63	+16
Special Education	259	249	98	117	38	47	+9

Table 4: SAT 10 Mathematics Proficiency Trend, Grade 2, 2007 to 2010

Student Group	Number Tested		Number Proficient		Percent Proficient		Change in Percent Proficient
	2007	2010	2007	2010	2007	2010	
Overall	3,266	3,571	2,551	2,918	78	82	+4
Male	1,749	1,838	1,359	1,511	78	82	+4
Female	1,517	1,733	1,192	1,407	79	81	+2
Asian	514	678	443	605	86	89	+3
African American	709	746	412	489	58	66	+8
White	1,763	1,705	1,516	1,514	86	88	+2
Hispanic	174	229	95	134	55	59	+4
Am. Ind./Alaskan	7	13	5	11	71	85	+14
Not Reported	99	200	80	165	81	83	+2
ELL	182	294	98	175	54	60	+6
FARMS	439	635	200	371	46	58	+12
Special Education	259	249	114	125	44	50	+6

Summary

The performance of HPCSS Grade 2 students on the SAT 10 continues to be remarkably strong. Overall, in 2010, eight out of 10 second graders are achieving proficiency in reading and mathematics. African American students reached the proficiency level in reading for the first time in 2010, while students receiving FARMS and special education students continue to score progressively higher in both reading and mathematics since 2007. The Hispanic student group experienced a decline in performance in both content areas from last year.

Such performance underscores the effectiveness of many of the strategies implemented across the system, including the work of elementary school principals, teachers, and curricular support staff, the positive impact of initiatives related to differentiated professional development and resources, and the information schools receive regarding the performance of students. This type of information is also crucial to school improvement efforts, especially when considering the positive relationship that exists between the test scores for SAT 10 in Grade 2 and the MSA in Grade 3.