

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

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**TITLE:** Results of the 2009 Administration of the Stanford Achievement Test, Grade 2      **DATE:** July 9, 2009

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

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**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. Hispanic students and English Language Learners, for example, continue to score progressively higher in both content areas. Such results demonstrate 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. 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. The special education student group, for example, experienced a slight decline in performance in both content areas relative to 2008. This type of information is crucial to school improvement efforts, especially when considering the link that exists between the SAT 10 Grade 2 and the MSA Grade 3.

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**~~RECOMMENDATION~~/FUTURE DIRECTION:**

SAT 10 data, in combination with other performance indicators, can assist with school improvement planning efforts and guide instructional decisions. Schools receive information about individual student performance on several subtests and for total reading and total mathematics. For total reading and total mathematics, the student's national percentile rank is also reported.

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## Background Information

In spring 2009, Howard County Public School System (HCPSS) students in Grade 2 took the nationally normed Stanford Achievement Test Version 10 (SAT 10) test. This marks the third time that Grade 2 students have been tested with this instrument. Taking this test helps students gain test-taking skills under standardized testing conditions, and gives them a practice run for the federally mandated Maryland School Assessment (MSA) in reading and mathematics in Grade 3. Because the SAT 10 is aligned with the HCPSS curriculum, results from these test administrations, in combination with local assessments information, give schools and parents informative feedback and a first look into students' performance in reading and mathematics, which can be used for improving instruction.

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 for at least 70 percent of all students and each student group to achieve a proficient level of performance on the total reading and total mathematics components of the SAT 10 in Grade 2.

## SAT 10 Results for 2009

Overall, of the 3,411 Grade 2 students who participated in testing, about 83 percent scored at a proficient level in reading and mathematics. Several student groups achieved the 70 percent standard as presented in Table 1. Of the student groups that did not meet the standard, most showed improvement over the 2008 performance as shown in Figures 1 and 2.

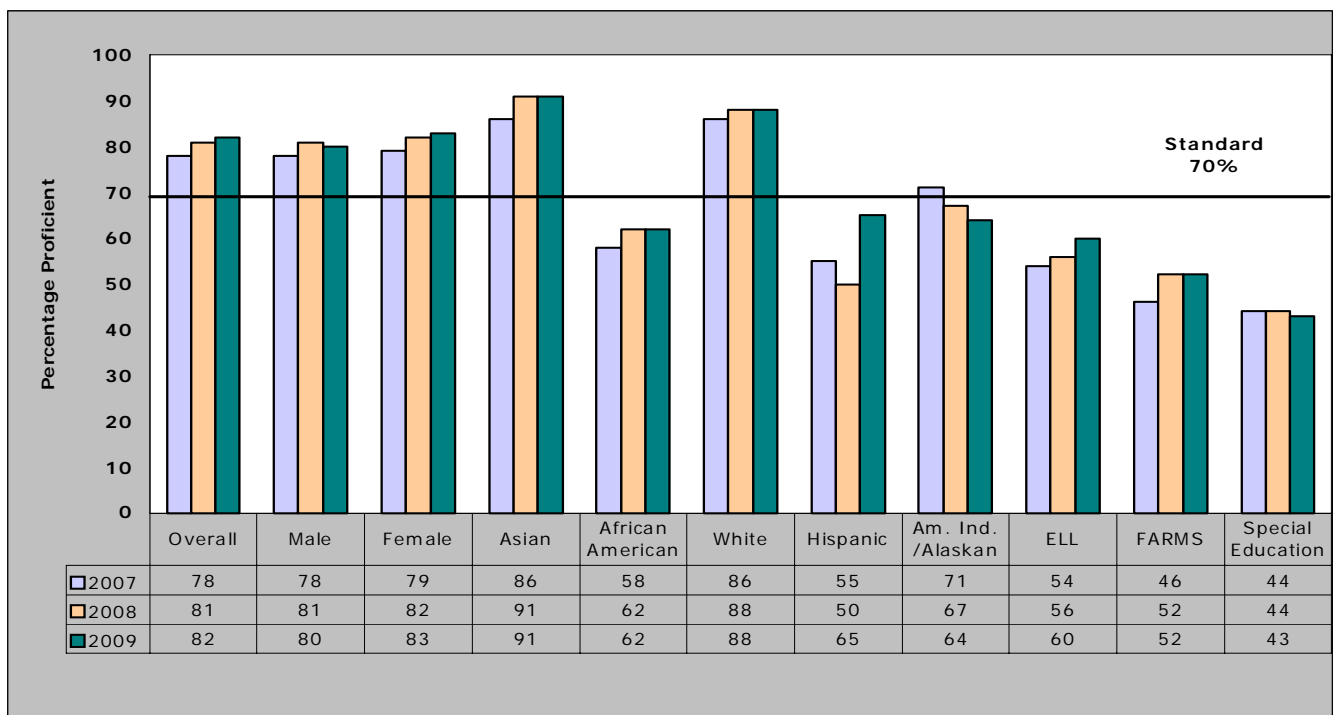
Table 1. Percentage of Grade 2 Students Achieving Proficient in Reading and Mathematics, 2009 Administration of the SAT 10

Student Group	Number of Students	Reading	Mathematics
Overall	3,400	83	82
Male	1,740	79	80
Female	1,660	87	83
Asian	579	91	91
African American	714	69	62
White	1,694	88	88
Hispanic	212	64	65
Am. Ind./Alaskan	11	82	64
ELL	202	54	60
FARMS	497	59	52
Special Education	221	43	43

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



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



## School by School Results

The results for each elementary school are presented in Table 2. Of the 40 elementary schools, 33 schools met the standard in reading and mathematics and 31 met the standard in both, as noted by the shaded cells in the table.

Table 2. Percentage of Students Achieving Proficient in Reading and Mathematics By School

<b>Elementary School</b>	<b>Total Reading</b>	<b>Total Mathematics</b>
Atholton	80.2	82.8
Bellows Spring	86.2	80.7
Bollman Bridge	76.2	67.5
Bryant Woods	66.0	67.8
Bushy Park	93.3	90.4
Centennial Lane	87.7	94.2
Clarksville	94.1	94.1
Clemens Crossing	89.6	91.9
Cradlerock	65.3	58.6
Dayton Oaks	86.6	91.6
Deep Run	82.9	80.4
Elkridge	85.6	79.1
Forest Ridge	84.2	79.6
Fulton	84.9	88.5
Gorman Crossing	80.4	84.7
Guilford	84.9	86.3
Hammond	98.6	89.1
Hollifield Station	82.2	81.0
Ilchester	94.6	92.5
Jeffers Hill	77.7	77.7
Laurel Woods	60.2	44.9
Lisbon	67.6	95.7
Longfellow	69.3	78.6
Manor Woods	92.9	88.5
Northfield	88.1	94.0
Phelps Luck	70.8	59.2
Pointers Run	89.8	88.1
Rockburn	81.4	82.4
Running Brook	50.0	44.4
St. John's Lane	91.4	92.6
Stevens Forest	85.3	82.9
Swansfield	65.5	60.6
Talbott Springs	75.3	79.2
Thunder Hill	90.3	86.5
Triadelphia Ridge	94.9	88.1

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

<b>Elementary School</b>	<b>Total Reading</b>	<b>Total Mathematics</b>
Veterans	82.5	72.4
Waterloo	84.8	85.8
Waverly	85.3	84.1
West Friendship	94.1	86.2
Worthington	85.5	87.9

### **Summary**

The performance of HPCSS Grade 2 students on the SAT 10 continues to be remarkably strong. 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. Hispanic students and English Language Learners, for example, continue to score progressively higher in reading and mathematics, while the special education student group experienced a slight decline in performance in both content areas from last year. This type of information is crucial to school improvement efforts, especially when considering the link that exists between the SAT 10 in Grade 2 and the MSA in Grade 3.