



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

**TITLE:** Results of the Grade 2 Stanford Achievement Test for 2008

**DATE:** July 10, 2008

**OVERVIEW:**

The Howard County Public School System administers a standardized test, the Stanford Achievement Test Version 10 (SAT 10), to students in second grade. This test is used to provide staff and parents with a preliminary look at performance in reading and mathematics and to give students a formal testing experience prior to Grade 3.

In 2008, Grade 2 students did an excellent job on the SAT 10 as 82.5 percent scored proficient in reading and 81.1 percent scored proficient in mathematics. These results were an improvement over scores in 2007 and exceeded the local standard of 70 percent scoring proficient. The performance of almost every student group also improved on the 2008 test, but there is still room for improvement in helping every student group achieve the local standard.

There were 35 elementary schools able to reach the local standard of 70 percent proficient in reading and 34 schools met the local standard in mathematics. Twelve schools had more than 90 percent of their students proficient in reading and 13 schools had more than 90 percent of their students proficient in mathematics.

**RECOMMENDATION/FUTURE DIRECTION:**

Schools and central office staff members use the SAT 10 results in combination with information gathered through the local assessment program to guide improvement efforts. This year, it will also be possible to examine the SAT 10 scores from 2007 with the same students' scores on the 2008 MSA. This analysis will provide schools and central office staff with even more information regarding the value of the SAT 10 as a predictive measure for MSA.

**Submitted by:**

Theresa Alban  
Executive Director, Strategic Planning  
Assessment and Program Evaluation

Portia White  
Coordinator of Testing

**Approval/**

**Concurrence:**

Sydney L. Cousin  
Superintendent

Sandra J. Erickson  
Deputy Superintendent

## Introduction

---

The Howard County Public School System (HCPSS) has historically given students a standardized test in the spring of Grade 2 as a means to give students an experience with a standardized test prior to the mandated tests in Grade 3. Whenever possible, the HCPSS has used a standardized test that aligned with both our curricular standards and the mandated state tests. Since 2007, the Stanford Achievement Test Edition 10 (SAT 10) has been used for this purpose.

The local standards for the Grade 2 test were designed to mirror the format of the Maryland School Assessment (MSA) results—identifying the percent of students able to score proficient or above. To achieve the proficient status, a student must score at or above the 5<sup>th</sup> stanine for the total and subtest scores. (There was no attempt to identify an advanced level of performance, since studies had not been conducted for this level.)

## Results

Table 1 presents the percent of students able to score at a proficient level on the total reading and total mathematics portion of the Stanford Achievement Test in Grade 2. The local standard is for 70 percent of students to reach a proficient level of performance.

Table 1: Percent of Students Achieving Proficient in Reading and Mathematics

Student Group	Number of Students		Reading		Mathematics	
	2007	2008	2007	2008	2007	2008
Overall	3264	3411	80.7%	82.5%	78.1%	81.1%
Male	1749	1806	77.9%	80.4%	77.6%	80.6%
Female	1515	1605	83.8%	84.8%	78.7%	81.7%
Asian	513	589	85.9%	88.6%	86.1%	91.3%
African American	708	688	63.7%	66.4%	58.0%	62.3%
White	1763	1806	87.8%	88.9%	86.1%	88.4%
Hispanic	174	181	57.4%	55.2%	54.6%	49.7%
Am. Ind./Alaskan	7	12	71.4%	91.6%	71.4%	66.6%
Not Reported	9	121	88.8%	87.6%	88.8%	77.6%
ELL	182	237	46.7%	51.9%	53.8%	56.1%
FARMS	439	479	47.3%	54.9%	45.5%	52.1%
Special Education	259	233	37.8%	44.6%	44.0%	43.7%

It is encouraging to see performance gains overall and for almost every student group in both reading and mathematics. Staff members at the schools and Central Office will reflect on ways to address the performance of student groups which have not yet met the local standard of 70 percent proficient.

The results for each elementary school in reading and mathematics are presented in Table 2. There were 35 schools able to reach the local standard of 70 percent in reading and 34 schools in mathematics, as noted by the shaded cells in the table. Twelve schools had more than 90 percent of their students proficient in reading and 13 schools had more than 90 percent of their students proficient in mathematics.

Table 2: Percent of Students Achieving Proficient in Reading and Mathematics by School

Elementary School	Total Reading		Total Mathematics	
	2007	2008	2007	2008
Atholton	75.0%	74.5%	66.6%	72.5%
Bellows Spring	85.1%	87.1%	81.8%	79.8%
Bollman Bridge	54.4%	70.1%	56.9%	66.6%
Bryant Woods	66.1%	71.9%	54.8%	70.1%
Bushy Park	90.7%	96.0%	89.6%	92.0%
Centennial Lane	91.2%	93.4%	92.3%	94.5%
Clarksville	88.7%	94.4%	88.7%	95.5%
Clemens Crossing	89.7%	92.8%	80.8%	95.2%
Cradlerock	64.7%	55.1%	60.5%	44.8%
Dayton Oaks	89.2%	88.4%	89.2%	86.9%
Deep Run	69.0%	76.0%	72.6%	66.0%
Elkridge	88.7%	85.5%	84.2%	79.8%
Forest Ridge	77.9%	82.6%	74.5%	82.6%
Fulton	86.2%	90.8%	88.5%	90.8%
Gorman Crossing	66.2%	80.9%	62.7%	82.1%
Guilford	79.7%	80.2%	72.1%	76.0%
Hammond	88.6%	94.4%	95.4%	90.2%
Hollifield Station	84.2%	84.3%	79.6%	87.5%
Ilchester	95.3%	98.9%	89.5%	91.8%
Jeffers Hill	75.9%	77.7%	72.1%	71.4%
Laurel Woods	55.0%	57.1%	47.8%	57.1%
Lisbon	88.4%	85.0%	86.9%	81.2%
Longfellow	74.5%	65.2%	80.0%	72.2%
Manor Woods	89.4%	91.1%	91.3%	92.2%
Northfield	89.9%	92.6%	84.4%	87.3%
Phelps Luck	63.9%	69.7%	48.8%	60.6%
Pointers Run	91.1%	74.7%	81.4%	91.5%
Rockburn	82.7%	79.8%	77.5%	85.0%
Running Brook	63.8%	81.6%	55.3%	78.3%
St. John's Lane	70.0%	85.3%	67.6%	92.1%
Stevens Forest	73.8%	68.6%	83.3%	62.7%
Swansfield	61.4%	70.2%	57.8%	64.8%
Talbott Springs	75.4%	79.6%	88.6%	82.8%
Thunder Hill	91.4%	91.5%	91.4%	91.9%
Triadelphia Ridge	91.3%	89.5%	86.9%	91.0%
Veterans	NA	86.8%	NA	83.9%
Waterloo	75.5%	78.0%	86.0%	74.5%
Waverly	92.1%	90.2%	89.2%	89.0%
West Friendship	89.7%	80.0%	87.1%	80.0%
Worthington	90.2%	91.4%	81.9%	91.4%

In addition to the overall results, schools receive data by student group as well as information on these subtests: word study, reading vocabulary, reading comprehension, problem solving, mathematics procedures, and language. These data can assist with school improvement planning efforts. Schools

also receive information about individual student performance on these subtests and for total reading and total mathematics. These data are helpful to guide instructional decisions at the school level.

## **SUMMARY AND NEXT STEPS**

---

Schools and central office staff members use the SAT 10 results in combination with information gathered through the local assessment program to guide improvement efforts, particularly for students who have not achieved proficiency. This year, it will also be possible to examine the SAT 10 scores from 2007 with the same students' scores on the 2008 MSA. This analysis will provide schools and central office staff with even more information regarding the value of the SAT 10 as a predictive measure for MSA.

A Grade 2 testing work group has been convened under the direction of Portia White, Coordinator of Testing and includes curricular staff as well as school-based administrators. This group will discuss the use of the SAT 10 given a decision by the MSDE to no longer include the norm-referenced component of the MSA. This means that many of the items on the version of the Stanford Achievement Test used for the MSA in Grades 3 to 8 will be eliminated. These eliminated items will be those aligned to national content standards and norms, and which are not specific to the Maryland Content Standards. It will be important for the HCPSS to examine the Stanford Achievement Test for Grade 2 to see if the desired alignment to the MSA will continue with these changes.