THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

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Approved memorandum with signatures is on file.

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TO: School Board Members

FROM: Katherine Blasik, Ph.D., Assistant Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: Frank Till
Superintendent of Schools

SUBJECT: **2004 STANFORD ACHIEVEMENT TEST, NINTH EDITION (SAT-9) RESULTS - STANDARD CURRICULUM GROUPS IN READING COMPREHENSION AND MATHEMATICS PROBLEM SOLVING**

The Florida Comprehensive Assessment Test (FCAT) results for students in grades 3 through 10 were released by the Florida Department of Education (DOE) in early May. As you know, the results showed outstanding performance for the 2004 school year. Results of the spring 2004 administration of the Stanford Achievement Test, Ninth Edition (SAT-9) show similar achievement for students in grades 1 and 2. As you will see in the attached report, student performance on the nationally normed SAT-9 remains high. The SAT-9 is the parallel assessment to the FCAT Norm Referenced Test (NRT) as given in grades 3-10 and thus is a strong indicator of future FCAT performance. **District averages of student performance on the nationally normed SAT-9 remain well above the national average of the 50th percentile in grades 1 and 2 for both Reading and Mathematics.**

As No Child Left Behind identifies achievement issues for targeted groups of students in grades 3-10, it is equally as important to view assessment results for grades 1 and 2 in terms of student groups as well as issues of achievement gaps in comparison of these groups. When viewing the overall grade 1 and 2 results over a three year period for Black, Hispanic, and White students, it is apparent that achievement is steadily increasing with the exception of grade 1 Black students where Mathematics has evidenced a decrease and Reading has remained stable.

In viewing issues specific to the achievement gap of the identified student groups, again a three-year trend is the basis for demonstrated change. An achievement gap review indicates mixed results with the gap between Grade 1 Hispanic and White students slightly improving in Reading but remaining stable in Mathematics while the grade 1 gap between Black and White students widened in Reading and Mathematics. In grade 2, the gap in Reading and Mathematics between Hispanic and White students has decreased while the Black and White gap has decreased slightly in Reading but remained significant and unchanged in Mathematics.

SAT-9 Districtwide Results

Reading and Mathematics test results for Broward grade 1 and grade 2 students who participated in SAT-9 testing during the last three years are summarized in Table 1. When reviewing test scores, remember that the average national percentile score is 50.

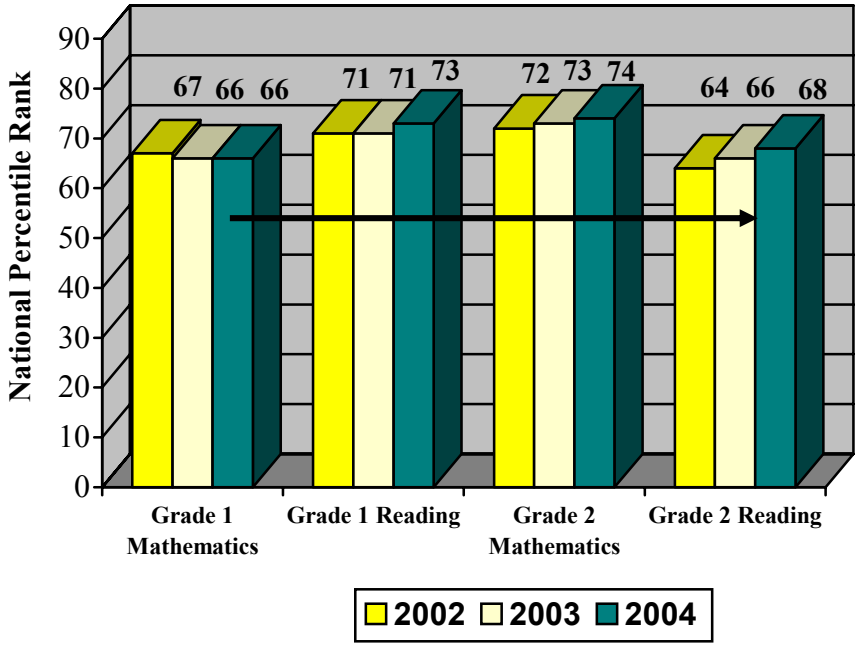
As indicated in Table 1, overall SAT-9 test scores in Reading and Mathematics continue to significantly surpass the average national percentile of 50. Reading scores increased by two points this year over the previous year for grade 1 (up to 73%ile from 71%ile) and for grade 2 (up to 68% from 66%). When looking at Mathematics this year compared to 2003, grade 1 scores remained stable (66% vs. 66%) while grade 2 scores improved slightly (up to 74% from 73%).

Table 1: SAT-9 Average Percentile Rank

Grade	Mathematics Percentile			Reading Percentile		
	2002	2003	2004	2002	2003	2004
1	67	66	66	71	71	73
2	72	73	74	64	66	68

Figure 1 graphically illustrates Broward's spring 2002, 2003, and 2004 SAT-9 performances for grades 1 and 2. The horizontal arrow indicates the average national percentile rank of 50.

Figure 1: SAT-9 Average Percentile Rank, 2000-2002



SAT-9 Results by Gender

Displayed in Tables 2 and 3 are SAT-9 results by gender. A positive trendline is seen in Reading scores for females at grades 1 and 2 and in Mathematics and Reading for males in grade 2. A slight decrease in Mathematics is evident for grade 1 males. A one-year decrease in Mathematics scores is noted for grade 1 females this year, while one-year increases are seen for grade 1 males in Reading and for grade 2 females in Mathematics. Note that the average Reading scores for males in each of the three years were below those for females. However, in Mathematics, average scores for males surpassed those of females in all three years.

Table 2: Broward Grade 1 SAT-9 Results by Gender

	2002				2003				2004			
	Mathematics		Reading		Mathematics		Reading		Mathematics		Reading	
Gender	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile
Female	8,324	66	8,261	75	8,431	66	8,378	76	8,601	65	8,545	77
Male	8,568	68	8,449	67	8,972	67	8,866	67	9,079	66	8,978	69

Table 3: Broward Grade 2 SAT-9 Results by Gender

	2002				2003				2004			
	Mathematics		Reading		Mathematics		Reading		Mathematics		Reading	
Gender	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile
Female	8,727	71	8,732	68	8,955	71	8,958	70	8,839	73	8,847	71
Male	8,972	73	8,977	59	9,144	74	9,147	62	9,149	76	9,154	65

SAT-9 Results by Ethnicity

Tables 4 and 5 report results by ethnicity. As displayed in Tables 4 and 5, disaggregated grade 1 and 2 test results for each ethnic group in both Mathematics and Reading were well above the national average of 50. In addition, when reviewing trends across years, performance improved or remained stable for all groups at Grades 1 and 2 in Mathematic and Reading. The one exception is for Grade 1 Mathematics as Black performance showed a slight downward trend over the three years reported (54th percentile in 2002, 51st percentile in 2003, and 50th percentile in 2004).

Tables 4 and 5 also provide information that can be used to review achievement gaps between groups of students. As displayed in Table 4, the gap between Grade 1 Hispanic and White students closed by two points in Reading (from a 9 point gap in 2002 to a 7 point gap in 2004) but remained stable in Mathematics (10 point gap in 2002 and 2004). The gap between Black and White grade 1 students widened by three points in Reading (13 point gap in 2002 to a 16 point gap in 2004) and by six points in Mathematics (22 points in 2002 to 28 points in 2004) during the three-year period illustrated in the table.

For grade 2, the achievement gap between students shows some areas of improvement and an area of concern. In Reading the gap between Hispanic and White students has decreased from 13 points in 2002 to 11 points in 2004; in Mathematics the gap between Hispanic and White

students narrowed slightly from 12 points to 11 points. For Black and White grade 2 students, the gap in Reading has slightly decreased from 21 points in 2002 to 20 points in 2004. However, in Mathematics the gap remains significant and unchanged at 27 points between Black and White students.

Table 4: Broward Grade 1 SAT-9 Results by Ethnicity

	2002				2003				2004			
	Mathematics		Reading		Mathematics		Reading		Mathematics		Reading	
Ethnicity	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile	#	%ile
Am Indian	73	62	70	69	76	70	76	74	60	64	60	70
Asian	402	78	402	84	504	80	502	84	512	80	509	85
Black	5,727	54	5,646	64	6,112	51	6,036	62	6,484	50	6,412	64
Hispanic	2,896	66	2,861	68	3,411	67	3,380	69	3,685	68	3,656	73
Multiracial	476	72	474	77	589	69	582	75	596	69	590	78
White	6,597	76	6,548	77	6,655	77	6,615	78	6,260	78	6,215	80

Table 5: Broward Grade 2 SAT-9 Results by Ethnicity

	2002				2003				2004			
	Mathematics		Reading		Mathematics		Reading		Mathematics		Reading	
Ethnicity	#	**%ile**	#	**%ile**	#	**%ile**	#	**%ile**	#	**%ile**	#	**%ile**
Am Indian	49	73	49	67	73	71	73	67	67	76	67	71
Asian	481	84	482	76	539	84	538	76	605	86	605	81
Black	5,986	56	5,986	52	6,304	56	6,307	54	6,236	58	6,235	57
Hispanic	3,347	71	3,345	60	3,906	72	3,908	63	4,058	74	4,062	66
Multiracial	433	78	434	71	510	80	511	73	559	78	561	72
White	6,698	83	6,705	73	6,732	84	6,734	75	6,404	85	6,413	77

School Results

School by school results are attached. Appendix Tables B1-B5 contains trend data for grades 1 and 2 in Mathematics and Reading over the past three years (2002-2004). As the student population of each grade level changes from year to year, some fluctuation of scores is expected. However, in analyzing data as reported in this release, it is important to review the data in terms of what the data reveal over the given time period. Scores that show consistent and significant growth may be evidence of positive instructional practices that result in increased student achievement. Consistent growth is demonstrated when the average percentile score of a given group of students increases in each year being studied. For analysis in this report, score changes of 10 percentile points or more are considered significant while score changes of 20 or more percentile points are highly significant.

It also follows that schools whose average percentile scores show a continual decrease over time warrant closer inspection to determine the factors related to the decrease. Table 6 identifies continuous and significant changes in average percentile scores for SAT-9 scores from 2002 through 2004 and indicates that although some schools are making significant progress, other schools are demonstrating a consistent decrease. By reviewing Table 6, significant changes can quickly be seen. Specific percentile changes can be reviewed through the Appendix Tables B1-B5.

Table 6: Continuous and Significant Changes in Average Percentile Scores				
	Continuous increase over three year period totaling 10 or more points	Continuous decrease over three year period totaling 10 or more points	Continuous increase over three year period totaling 20 or more points	Continuous decrease over three year period totaling 20 or more points
Grade 1 Reading	Boulevard Heights, Broadview, Driftwood, Harbordale, Nob Hill, Pompano Beach, Sheridan Park, Tradewinds	Robert C. Markham, Meadowbrook, North Fork		Sunland Park
Grade 1 Mathematics	Boulevard Heights, Dillard, Fairway, Hawkes Bluff, McNab, Nob Hill, Pasadena Lakes, Pompano Beach	Hollywood Central, James S. Hunt, Margate, Martin Luther King, Palmview, Pembroke Lakes, Quiet Waters, Rock Island, Stirling Charter School of Excellence	Tedder	Mary Bethune, Robert C. Markham, Lauderdale Manors, Sanders Park, Sunland Park
Grade 2 Reading	Broward Estates, Coconut Creek, Davie, Deerfield Beach, Driftwood, Charles Drew, Stephen Foster, Miramar, North Lauderdale, Palmview, Royal Palm, Sheridan Hills, Stirling, Tradewinds, Village, West Hollywood Chancellor Charter North Lauderdale	Hollywood Park, Martin Luther King, Lauderdale Manors, Rock Island, Walker		
Grade 2 Mathematics	Dillard, Hollywood Hills, Lake Forest, Norcrest, Peters, Pinewood, Sheridan Hills, Stirling, West Hollywood Chancellor Charter North Lauderdale	Hollywood Park, Lauderhill Paul Turner, Martin Luther King, North Side, Oakland Park, Parkside	Broward Estates, Oriole, Tradewinds	Deerfield Park, Lauderdale Manors, Rock Island

Inquiries concerning this report should be directed to **me at 754-321-2470 or Anne Dilgen, Director, Student Assessment, 754-321-4257.**

FT/KAB/AD:sjm

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