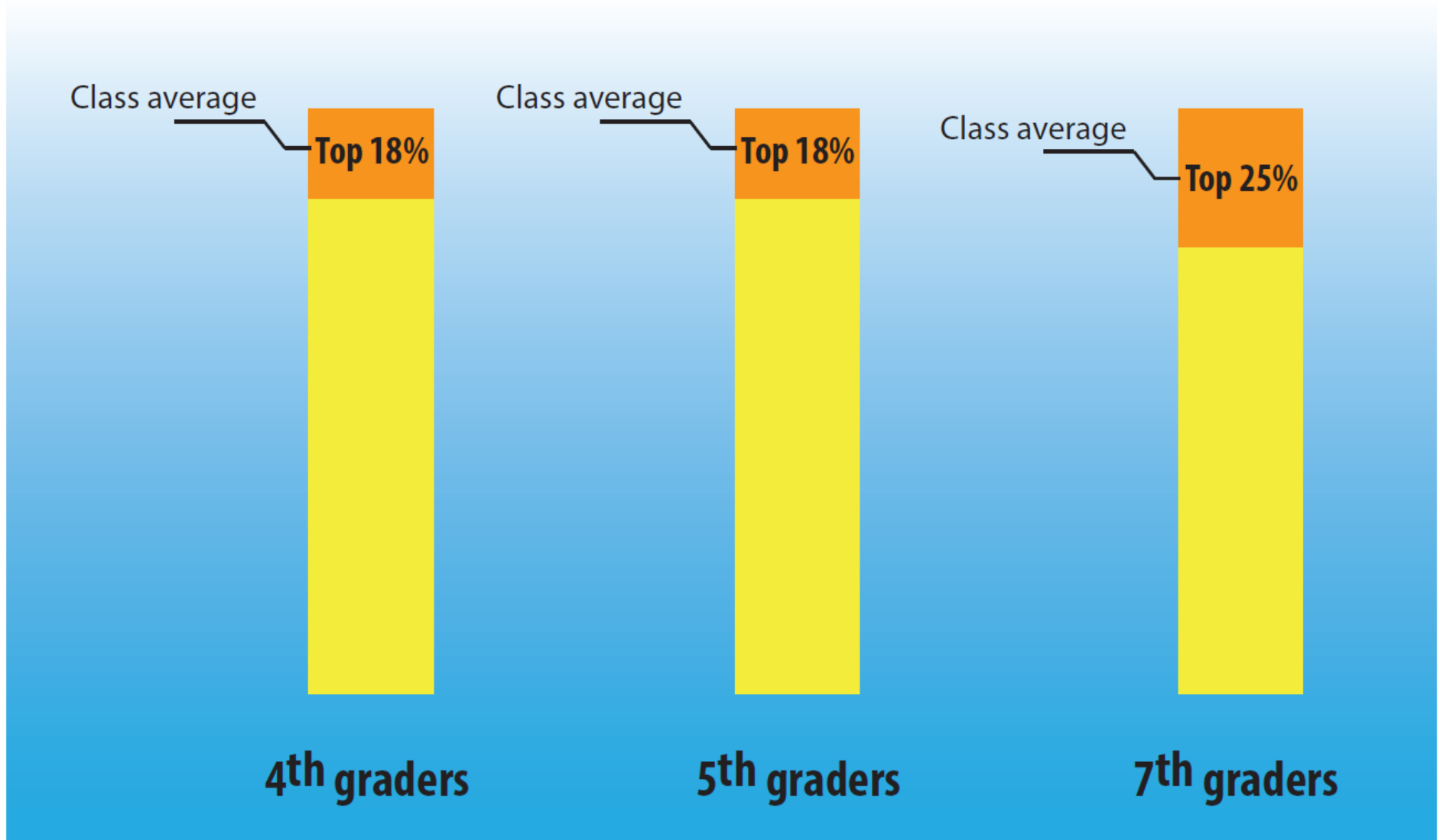


Highlights of our SAT-10 online scores

2014

Class score when compared to the national average across all test batteries including language and math.



Each school year, SDFAS administers various forms of standardized testing to students across a number of grade levels. Over the course of the past few years, we have been in the process of evaluating the value each standardized testing measure has offered to our students, our teachers, and our families. Our goal has been to find and administer a standardized testing measure that will effectively and efficiently allow us to gauge students' academic growth, retain and track comparative data from year to year, compare our students' achievement with the achievement of students from other schools, report data clearly and effectively to teachers and parents, help us to identify areas in which students must be offered additional support or enrichment, and provide meaningful feedback on the efficacy with which we are executing our dynamic program. For the past two years, we have been piloting a relatively well-known standardized exam called the SAT-10 Online, and we feel that this exam has offered us many of the benefits we have been looking for.

Firstly, the new SAT-10 Online exam is much more comprehensive in scope than previous models, and is designed to guide teaching and learning toward high achievement standards, which is very much in line with the SDFAS educational mission. In addition, because the test is offered via an efficient online interface, it is a much less time-consuming endeavor than paper-based exams, both in terms of raw delivery time in the classroom and in terms of reporting. In fact, score reports and analyses are available to us as soon as the student completes each section of the test, and are permanently stored for later study and comparative analysis in an online database. Furthermore, given that thousands of schools nationwide (both public and independent) administer the Stanford Achievement Test Series exams to their students each year, SAT-10 Online reporting allows for much more robust comparison than previous have. These exams also serve as precursors to the high-school SAT Reasoning Test, which is the primary exam American universities look at when determining applicant eligibility.¹

The SAT-10 Online includes a battery of examinations that tests students' reasoning abilities, skills, and content knowledge within the English language arts and mathematics subject areas. While the SAT-10 test battery is not exhaustive of the breadth of our dual-immersion curriculum, feedback regarding student performance across critical skill areas such as reading comprehension, mathematical reasoning, and mathematical operations is extraordinarily valuable for our teachers and families, given that the main function of the exam is to help us to identify areas of academic success, as well areas that are potentially in need of support, both with respect to our curriculum and for specific students.

¹ It is important to note that, though they share similar nomenclature, the SAT Reasoning Test and the SAT-10 test are not affiliated in any way, and are produced by separate companies.

Results of the SAT-10 Online are interpreted in concert with every other aspect of student's performance over the course of the academic year. Professional teachers determine a student's strengths, weaknesses, and abilities by analyzing the entire body of a student's work, behavior, and performance. The same approach should be taken when interpreting your own student's scores (your child's scores?), as well as scores across grade levels. For example, while testing results data may be quite positive, they fail to take into account the many other facets an SDFAS education offers our children, such as bilingual fluency, 21st century skills, multicultural awareness and appreciation, etc. Nevertheless, testing results data from the past several years shows that SDFAS students are highly competitive when compared against other students enrolled in both public and private schools nationwide, even in younger grades, where students have been exposed to a comparatively small amount of direct English language instruction. This trend is consistent with a growing amount of research on the benefits of two-way bilingual immersion education, which suggests that bilingual students in two-way immersion schools fare just as well, and in many cases, better, than students in other bilingual or monolingual schools at the elementary age.² This trend is also promising for SDFAS students' academic futures as they rise through school systems that rely increasingly upon standardized test scores as a measure of student ability.

Some highlights of our SAT-10 Online scores from 2014 include:

- As a class, *including all* English language learners tested, 4th graders scored in the top 18% when compared against the national average across all test batteries, including language and math. This included twenty-one 4th grade students who scored in the top 15% of all students nationally, and 3 who scored in the top 4% of all students nationally.
- As a class, *including all* English language learners tested, 5th graders scored in the top 18% when compared against the national average across all test batteries, including language and math. This included fourteen 5th grade students who scored in the top 15% of all students nationally, and 4 who scored in the top 4% of all students nationally.

² For a complete review of research in the field of two-way immersion, see the following reference: Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in Two-Way Immersion Education: A Review of the Research* (Report No. 63). Baltimore, MD: Center for Research on the Education of Students Placed At Risk.

- As a class, excluding English language learners tested, 7th graders scored in the top 25% of all students tested, including 6 students who scored in the top 15% overall, and two students who scored in the top 3% overall.