



New Century Education

SCIENTIFIC RESEARCH UPDATE

Curriculum: Mathematics

Student Population: Elementary School, Economically Disadvantaged,
English Language Learners

State: Texas

Years: 2005-2006

Elementary Students Who Used New Century's Mathematics Intervention More as Part of their Math Curriculum Scored Significantly Higher on TAKS than Those Who Used New Century Less

RESEARCH SUMMARY

Location: Edcouch Elsa Independent School District, Edcouch, TX

Targeted Student Population: 3rd, 4th and 5th grade students.

Student Demographics: Hispanics (99.3%). Of these students, over 99.4% were economically disadvantaged and 69.9% were designated Limited English Proficient.

Research Design: The software was purchased for use with all at-risk students, defined as those students with prior year scale scores below 2100. However, the software was used among students with higher prior year scores as well. Students were expected to use the curriculum for a minimum of 90 minutes per week during the regularly scheduled math classes throughout the year. This study is a retrospective analysis of the performance of those students with whom the software was used.

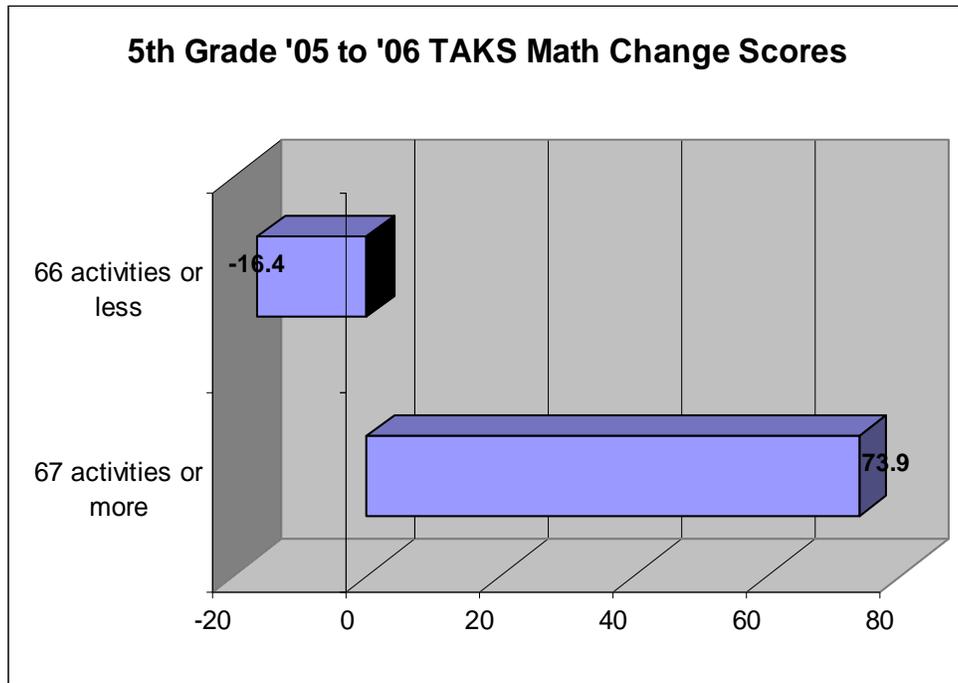
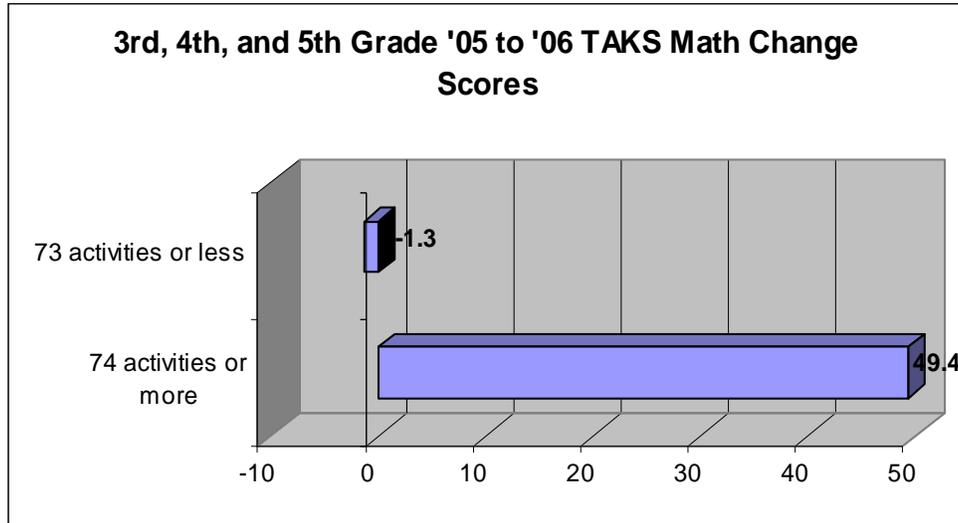
Assessment Instrument: Texas Assessment of Knowledge and Skills (TAKS), a criterion referenced test administered in April.

Results: The sample of students with both 2005 (pre-test) and 2006 (post-test) TAKS scale scores across all three grades totaled 298 (including 153 with prior year scores below 2100 and 145 with prior year scores 2100 or above). Students were placed in two groups based on the number of New Century activities they successfully completed. Using grade as a covariate, an analysis of covariance (ANCOVA) was used to measure relative performance of the two groups. A significant ANCOVA ($p=.015$) showed that light users of New Century (73 activities or less, $n=149$) declined an average of 1.3 points₁ on the TAKS exam from 2005 to 2006, whereas heavy users of New Century (74 activities or more, $n=149$) gained an average of 49.4 points₁.

More dramatically, a significant analysis of variance ($p=.004$) showed that among just 5th graders, light users (66 activities or less, $n=81$) declined an average of 16.4 points while heavy users of New Century courseware ($n=79$) gained an average of 73.9 points.



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An Evaluation of the New Century Learning System, Edcouch Elsa Independent School District, 3rd-5th Grade Mathematics, by J. Glushakow

For a copy of the full report contact New Century Education at (866) 326-1133 or

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