

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Richard D. Kuder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dwight D. Eisenhower Middle School
(As it should appear in the official records)

School Mailing Address 344 Calvin Court
(If address is P.O. Box, also include street address)

Wyckoff NJ 07481-1998
City State Zip Code+4 (9 digits total)

Tel. (201) 848-5750 Fax (201) 848-5682

Website/URL www.wyckoffschools.org Email rkuder@wyckoffschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date 3/27/03
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. James F. Bender
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wyckoff Township Public Schools Tel. (201) 848-5701

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 3/27/03
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Siobhan Carlino
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 3/27/03
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 5 TOTAL
2. District Per Pupil Expenditure: _____9038_____
- Average State Per Pupil Expenditure: _____8824_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	121	121	242
1				8	141	144	285
2				9			
3				10			
4				11			
5				12			
6	139	156	295	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							822

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|----------------------------------|
| 98 | % White |
| _____ | % Black or African American |
| _____ | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.3%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	824
(5)	Subtotal in row (3) divided by total in row (4)	.013
(6)	Amount in row (5) multiplied by 100	1.3

8. Limited English Proficient students in the school: .3%
3 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages:

9. Students eligible for free/reduced-priced meals: .3%
3 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

PART III --- SUMMARY STATEMENT

Dwight D. Eisenhower Middle School in Wyckoff, New Jersey is a beautiful place to learn, in which everyone—students, parents, and professional educators—works together to create a community of learners committed to the success of all children. Wyckoff is a suburb of Manhattan with the feel of a small town. It is located in Bergen County, just fifteen miles northwest of New York City. Sixty-six faculty members serve the needs of 824 students. The school is in a central location in the district and creates a wonderful sense of belonging for the community of learners, including students, teachers, and parents. This comprehensive facility for 6th, 7th, and 8th grade students is organized around a team concept with approximately 140 students per team. Each team has a designated team leader and a scheduled daily team-planning period to facilitate curriculum integration as well as collective sharing of student progress. The teaming concept further defines the sense of belonging, which the school promotes to truly embrace the concept of “No child left behind.”

The rigorous academic program provides opportunities to meet the needs of all students. Our middle school believes strongly in its mission to ensure that all students meet high academic standards. To achieve this outcome, we continually nurture a school community of lifelong learners where excellence is achieved in a fair and equitable learning environment. We provide experiences for all learners, which facilitate the development of a student’s full potential including intellectual, social, emotional, and physical growth. A full range of special education services is available to students in need, including an in-class support option for each team. Three full time guidance counselors along with the teaching teams help coordinate social, emotional and academic services for students. Incoming sixth graders are welcomed during the summer through the popular Scavenger Hunt to acquaint them with the facility and give them a sense of belonging before they arrive in September.

Parents play an important role in the school, working closely with the faculty and staff to coordinate cultural assemblies, field trips, newcomer’s functions, and student social events. The Eisenhower Service Project is a volunteer-driven organization designed to give students opportunities to give back to the community. Project-directed PTO fundraising activities provide dollars to the school, increased co-curricular offerings and enrichment for students. The school promotes a sense of belonging for every parent through continued parent contact via email, phone calls, notes, and daily announcements posted on the school web site. In addition to believing that no child be left behind, we also believe strongly that no parent be left behind.

Advances in technology at the school further nurture an atmosphere of belonging. Our school is networked and maintains a comprehensive, daily updated website with information readily available for students, parents and the community at large. By keeping close connections through e-mail, the community of learners maintains a close knit sense of belonging. Additionally, we maintain a highly vigorous intergenerational outreach program for our senior citizens including iMovie history documentaries, pasta parties and talent shows and an artist representation of “Bridging the Gap” for display in our school courtyard. Our intergenerational activities promote a greater understanding of humankind and sacrifices necessary for the betterment of society.

The New Jersey Department of Education recognized the school as a “1999 Star School,” the highest award given by the State of New Jersey. Additionally, the school received NJ Best Practice awards in 1998 for Technology and 2000 for Health. Best Practice awards are given for innovative strategies that promise high student achievement, address specific educational needs and yield documented results.

The warmth and pride at Eisenhower can be appreciated by a stroll through the campus—past the lighted art galleries, central courtyard, modern science labs, aquarium, lively murals, and engraved “memory lane” brick path. Eisenhower School is truly a place for all to belong...students, parents, faculty and community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results (See pages 21-23)

In reporting standardized test scores, the New Jersey State Department divides students into three categories: Partially Proficient, Proficient, and Advanced Proficient. A review of the attached tables indicates that in each of the last three years Wyckoff School District has achieved well above the state average in Language Arts and Mathematics.

Specifically, in 1998/1999, 98.7% of the district's eighth graders were proficient or advanced proficient as compared to 78% for the state. Within the Wyckoff School District this number dipped slightly in 1999/2000 to 97.1% proficient or advanced proficient, still significantly higher than the state average of 84% for the same year. Finally, the district results rose slightly in 2000/2001 to 97.3% as compared to the state average of 73.3%.

A similar result is found in an analysis of the mathematics portion of the standardized test scores. In 1998/1999 the state numbers indicated 62% of the eighth graders to be proficient or advanced proficient in Math. The Wyckoff results for the same time frame was 89.1% proficient or advanced proficient. Similarly, in 1999/2000 the state average was 67.3% proficient or advanced proficient, compared to 93.1% of the Wyckoff students being rated as proficient or advanced proficient. The district results for math experienced a miniscule drop to 91.3% proficient or advanced proficient in 2000/2001, still dramatically higher than the state average.

Terra Nova testing offers us a wide variety of reports enabling precise measures of both individual performance and curricular needs. From the results of these we are able to see the distribution of content area scores by several benchmarks. The Objective Performance Index (OPI) report has been particularly helpful to us. This report provides a clear look at the number of items a student would answer correctly if 100 items were given. Additionally, it shows us the objectives in each content area by mastery level – high, moderate, and low. By scanning a row of data for an objective, the teacher can easily identify students who are above or below the local group's average as well as get an individual profile of student's strengths and weaknesses according to content areas and objectives. Each year NCE scores can be compared for individual students to determine their actual yearly progress as well as the group NCE score history. Additionally, analysis of given student cohorts (sixth graders year 1 to seventh graders year 2), as measured /indicated by the Terra Nova results, also show gains each year in each category.

The Wyckoff School District views these tests as a diagnostic tool to assess our students. We do not rely on the results of any one particular test but look at them all as a pool of assessment. Each year we cyclically select curriculums for revision. As these achievement directed curriculums are addressed they will not only be updated and looked at for compliance with the core curriculum standards but also as a means of ensuring that our entire educational community has greater exposure to open ended questioning, problem solving, and the development of higher order thinking skills. In Wyckoff we continue to strive towards excellence. It is and will always remain our goal in to provide as rich a curriculum as possible to our students. This will ensure that whatever type of standardized testing they may encounter ... they will be very well prepared.

- a. No statistically significant data to report.
- b. No groups excluded from test
- c. Test data attached

2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Eisenhower School is committed to using student assessment data as a building block for future improvements in classroom instruction. Analysis of the results provides a powerful tool at the school and classroom level. Test results may indicate areas of strength and/or weakness for individual groups of students and curriculum as well as professional development can be adjusted accordingly. A new program was implemented this past September called the Academic Support Program (ASP). Student selection for

this program is based on information from the Objective Performance Index component of the Terra Nova Achievement Test. The Objective Performance Index (OPI) is a criterion-referenced report that supplies us with detailed information of a child's individual level of mastery of specific skills in reading, language and mathematics. The collection of this type of data allows us to gather and maintain individual data on student progress in math, language and reading and to give supplemental focused instruction in those identified areas. Each class is tracked from second grade through the middle school and individual grade level results are tracked year-to-year in an effort to determine whether changes in curriculum/instructional methods are having the desired result. In addition, as part of a district wide peer-to-peer program of ongoing professional support, school staff has regularly shared metacognitive strategies and refined instructional practices, which have contributed to the improvement of student learning. The school's commitment to teacher professional development is evidenced by hard results that reflect an upward trend in a school whose standardized scores have always been well above the national average.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Each month Eisenhower School uses all available Mondays to provide time for staff meetings (team leader, department and grade level) to discuss curriculum, staff development, areas of concern, and student progress. The guidance department converts all standardized test data to an in-house database. Class lists are generated for the new configured math, reading and language arts scores from highest to lowest, as well as any child who falls below the 50th NCE. Additional in-depth analysis is performed at the district level and results are transmitted to and addressed at the building level. This aggressive approach provides direct feedback on student performance directly related to local performance standards. Statewide assessment results are posted through the district's Website and are available through a yearly state-generated school "Report Card" which also includes statistical, demographic and financial information about the school and district.

Eisenhower School realizes the importance of creating relationships that help build and support a professional community. Parents are critical to the success of this type of community. They are extremely involved in many areas and PTO meetings showcase middle school curriculum areas and experiences. Evening events focus on furthering the understanding of the middle school child and presenting academic and behavioral strategies that are both practical and informative. Programs designed to meet the unique needs of middle school students and families are presented throughout the year. Many positive programs and events are publicized in local newspapers and on our web site as well as in our Wyckoff Newsletter that is mailed to the general public twice each year.

Academic support by parents is common because daily, weekly and monthly plans are posted by teachers on the Eisenhower web site and easily accessed by parents. Students in our Middle School volunteer for community projects and earn Eisenhower service hours. Parents, recognized as stakeholders, become part of curriculum decisions through their participation on various committees and their input to our five-year plans. Our Middle School students host an annual Pasta Dinner for senior citizens in Wyckoff and develop personal connections that withstand the test of time. Eisenhower students and staff continue to look for creative ways to build on our successful, existing base.

4. Describe in one-half page how the school will share its successes with other schools.

Eisenhower Middle School is a highly collaborative environment where ideas are freely exchanged among the staff. The same can also be said about the exchange of ideas outside the school. For many years, districts from around the state of New Jersey have come to Eisenhower to observe the programs, schedule and more recently the creation of our television station ETV. Not only do we encourage others to visit us, we encourage our staff to go out and visit other programs and make presentations at state level conferences. Over the past five years our school and district have presented programs at the New Jersey School Boards annual meeting, applied for and received a New Jersey Best Practice and Star School Award, and have had numerous opportunities to share our programs at New Jersey conferences.

However, perhaps the greatest opportunity that we have to share our success with others is using the Internet. In the last two years our website: (<http://www.wyckoffschoools.org/eisenhower/index.html>) has

grown to include the best and most creative ideas that our school can offer. Using narrative text and both still and QuickTime movies others can get almost a full understanding of what our outstanding programs offer. A major focus of our website is to publish the work of students and curricula. To date, twelve schools have visited our school TV station as a result word of mouth and our inclusive, instructive website. Last year a nursing home in England, while searching the web came across our online literary magazine "A Jar of Dreams" and subsequently used poetry created by our students in one of their journals for residents. Not only can Eisenhower share its success in the US, but also the world.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

To provide a strong foundation the curriculum is continually discussed, revised and enriched to ensure integration with the New Jersey Core Curriculum Standards and challenging curricular content. Annually, committees assess and improve curriculum both within subject areas and externally. All curriculum areas are reviewed and articulation is provided through the district Curriculum Council, grade level, subject area, and daily team meetings. Externally, all content areas are reviewed at the regional level Curriculum Council.

The language arts/ reading curriculum aims to present the study of our language through the instruction of basic skills in grammar, usage and mechanics, various genres of literature, purposeful writing and public speaking skills. The integration of these ideas is a key to the success of our program. Through projects such as our “I-Seach”, students research, write and make oral presentations on a subject in the first person and learn the various skills in context.

The mathematics program is strong in conceptual knowledge while stressing a strong foundation in basic facts and operation. Exploration and application of math concepts provides all students with an opportunity to develop math literacy. The math curriculum, based on the NCTM and state standards also uses calculators and computers as an integral part of the curriculum. Homogeneous groups are also monitored carefully to ensure that a student’s placement is correct and that upward mobility exists for students.

The science curriculum is an experiential, student-centered program. The program is designed around a series of instructional modules that, over the course of three years, meet both national and state standards. Using a spiraling approach, the curriculum introduces and then builds and refines concepts as students proceed through the grade levels. There is also extensive infusion of technology into the curriculum using portable computer labs to analyze and collect real-time data that is immediately used in the classroom.

The social studies curriculum is designed as a cumulative and integrated system of learning experiences orchestrated to develop selected skills, concepts, and attitudes. The curriculum’s focus is to educate and develop citizens for the world’s leading democracy and develop habits of the mind that help them navigate an increasingly complex and changing world. In keeping with the standards the social studies curriculum includes instruction into the five major periods of US history and seven periods of world history. In addition there is a strong emphasis on geography skills, problem solving and higher order thinking skills.

The world language program is unique. In sixth grade students are offered ECL (Exploring Cultures and Languages) in three language areas: Latin, French and Spanish. In each language cycle students are exposed to conversational language and cultural study. At the culmination of sixth grade, students have been introduced to three languages and will then make a decision to choose one for further study in seventh and eighth grade. At the end of grade eight, students are prepared to enter the second level of a language at the high school. Overall, our world language program continually promotes very high student achievement among our middle school population. This past year for example, Latin students met with tremendous success on the National Latin Exam taken by over 150,000 middle and high school students nationally. We had three gold medal winners, five silver and sixteen certificates of merit.

While these are brief explanations of our programs, our consistent message to our students and community is that we recognize the unique needs of our youngsters and endeavor to help all of our students, by providing the instructional support required, to achieve the high levels of expectation set by national and state standards and demanded by our community.

2. Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The language arts and reading curriculum aim to present the study of our language through basic skills in mechanics grammar and usage, various genres of literature, poetry, writing and public speaking skills. The implementation of a comprehensive writing guide develops a process for students to produce the best and most competent writing possible. Students perfect their writing craft through I-Search projects in the sixth and seventh grade, reports, reviews, timed writing experiences and extensive, purposeful expository writing.

It is our goal to foster a community of readers and educate students to be literate in the 21st century. Trade books, anthologies, newspaper and magazine articles, technical text, advertisements and poetry are all used to develop reading skills, vocabulary and both literal and inferential thinking. There are also ongoing efforts to make reading attractive to middle school youngsters. From modifications to the required reading list that appeal to reluctant readers, to author visits, to parent reading groups, we strive to increase our students desire to read, in addition to addressing their reading readiness and comprehension skills through analysis of testing data and attention to individual student remediation.

To attend to the needs of less proficient readers we evaluate students using a matrix that includes standardized testing data, past and current academic achievement, teacher recommendation and parent input to identify those students who should be placed in a more reading intensive environment. Using this measure, students are placed into everyday reading or every-other-day reading groups in sixth and seventh grade. In eighth grade students either receive additional reading instruction or are enrolled a world language program.

The integration of other content areas is also evident in our language and reading programs through the I-Search project. In this project students integrate the use of technology, reading and social studies to produce a multimedia presentation.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Eisenhower School has a rich history of providing students with a wide array of courses in an exploratory arts curriculum, which support and enhance our mission statement. We see our students three years at Eisenhower as part of the continuum of their educational experience, which will provide them with the necessary skills to be lifelong learners, technologically skilled purveyors of information, emotionally and socially strong citizens and intellectually creative problem solvers.

Visual, performing and media arts are very strong components of the exploratory curriculum. In order to keep the arts current and appealing to our students needs, our staff has grown by the addition of two staff members. The arts faculty works closely with other disciplines to make the "arts" experience a truly school-wide experience. We also reach out to the community to enhance this program. This year we sponsored Artists in Residence Month where artists representing the arts – literary and visual - visited the school to share their expertise and encouragement with our students. The visual artist from the Visual Arts League of New Jersey worked with our students and seniors citizens from Wyckoff to create a permanent work of art called "Bridging the Gap." The learning in the classroom is extended to our co-curricular activities and productions, which have been recognized at county and state competitions and festivals.

The technology program offers many opportunities for students to find their niche in this rich and expanding field. Students are given a wide range courses that suit their many learning styles and develop their nascent technology skills. A daily television program, digital photography and video, web design and basic keyboarding are the foundation of our technology program. Laptops are in use in all classrooms and each room is networked to other rooms and to the media center for locating materials. The use of our LAN and WAN instill in our students their role of living and functioning in a global society.

Exploratory arts provide experiences that will facilitate the development of a student's full potential as unique and special person. That is why our exploratory arts also include courses in Family and Consumer Sciences, Health Sciences, Study Skills and Exploring Cultures and Languages. While all our school programs contribute to our school's mission, the exploratory arts are special in that they offer a wide selection of courses that provide unique experiences that will address the many learning styles and diverse interests and strengths of our student body while providing them with the opportunities for creative problem solving, inquiry based learning and critical thinking skills. Our exploratory arts program

offers many options to reach our diverse and unique student body. There is something for everyone and Eisenhower's goal is to offer courses which ensure that diverse learners have opportunities to learn challenging content and achieve at high levels. Our exploratory arts curriculum leaves no child behind by ensuring that all children are provided with learning experiences in work place readiness skills consistent with district objectives and the New Jersey State Core Curriculum Standards.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Eisenhower rely on a variety of teaching methods depending on the needs of their students and the specific outcomes desired. In daily lessons, one can observe teachers using cooperative learning, student-initiated learning, hands-on learning, constructivist learning, reality based learning and other practices and methods. Teachers always plan lessons with high expectations for student success. Our teachers currently plan on-line and through matrix created specifically for Eisenhower staff they are asked to plan enrichment activities, in-class support accommodations, assessment strategies and align plans with Core Content Standards. All students are to succeed; teachers must account for different learning styles and provide a variety of learning tools.

Eighth grade social studies classes undertake a project called "Every Picture Tells a Story." Cooperatively in-groups, students are asked to create a storyboard of a specific event in American history that can be used as a teaching tool for students in other groups. One group might be given the Inauguration of George Washington and the beginning of our Republic; an example of constructivist and cooperative learning. The Cartographer's Dilemma is a problem-based practice used in 7th grade in which students are asked to solve the problem of how a mapmaker could create a flat map of the world from a 3 dimensional object. Students are given a ball and asked to cut it so it will lie flat. From there they deduce how a cartographer such as Juan de la Cosa who journeyed with Columbus on his second expedition, could have made a flat map of a round world.

The gifted and talented program, known as the WEL (Wyckoff Extended Learning) program, incorporates a number of teaching practices in their seventh grade Free Enterprise Program. In small groups, these students design a restaurant beginning with the menu and decor to kitchen designs and equipment. Cooperative learning, reality-based and constructivist learning are three of the teaching strategies within this program. In sixth grade, student-initiated learning is prevalent in a unique course called Exploring Cultures and Languages, which prepares the sixth graders for their choice of a foreign language in 7th grade. At the end of the year they organize "Culture Grams" where students research and present any aspect of any culture and language studied during the year to other students. Think, pair and share is a strategy upon which the sixth grade language arts teachers base their "Mostly Mythology" unit where students read Greek and Roman myths and as a pair, they create a skit based upon what they have learned in the original myth.

Though these lessons and teaching practices are just a small sampling of the outstanding lessons offered by our teaching staff, they do represent many types of teaching methods which address the different types of learning styles. The lessons are taught in a variety of environments from the classroom to the media center to the computer lab. Students are always given a variety of tools with which they can complete the assignment. But it is important to stress that with our emphasis on making connections out of the classroom, that there will be a logical emphasis and application of computer use.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development in the school focuses on the teacher as a life-long learner and looks to embrace a developmental approach to continued adult learning. Teachers and other staff have numerous opportunities to build a professional community that enhances their collective capacity to work together to support student learning. Teachers can pick from over thirty in-district workshops as well as courses and workshops offered by other local school districts. Wyckoff also provides an annual allowance to each teacher to be applied toward "fee" courses offered through colleges and professional organizations. Within a five-year period in the state of New Jersey, all teachers must complete at least 100 hours of

professional development. Over the past 12 months, 100% of Eisenhower teachers completed workshops in technology and inclusion, two of the four district goals. The school strongly encourages collegial support through weekly team/department meetings, monthly faculty meetings and summer curricular workshops. This past summer 39% of Eisenhower teachers took part in workshops, which focused on a collective effort of reflection, research, analysis and planning for updating multiple student curricula. These revised curricula will provide the basis of future teaching efforts and will support student learning in a cohesive and collaborative fashion.

The school recognizes the differences in the levels of professional development of the staff and tailors programs based on these differences. First year teachers/counselors/specialists participate in a “peer-to-peer” mentoring program that includes a 2-day orientation and 20 hour in-service class covering topics such as parent/teacher communications, Pupil Assistance Committee procedures, the Writing Process, differentiated instruction and the development of IEP’s. This first year professional program provides necessary information to make an immediate impact on improving student achievement in new teachers’ classes. These teachers/counselors/specialists are paired with a carefully selected “master” coach who complements their skills and provides critical support through observation and evaluation.

Additionally, our staff is very involved with the International Reading Association. Staff participation in IRA workshops translates into an immediate impact on improving student achievement through the introduction of new reading strategies, new book selections, and new teaching/learning strategies for students.

Wyckoff Public Schools District
Grade Six Multiple Assessment
Terra Nova – Form A
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Terra Nova – Form A Level 16

Edition/publication year 1997 Publisher CTB/McGraw Hill

What groups were excluded from testing? None. Why, and how were they assessed?

Scores are reported here as (check one): NCEs X Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	<u>72.0</u>	73.5	71.4	71.8	69.4
Number of students tested	235	272	232	250	219
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

Wyckoff Public Schools District
Grade Seven Multiple Assessment
Terra Nova – Form A
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7 Test Terra Nova Form A Level 17

Edition/publication year 1997 Publisher CTB/McGraw Hill

What groups were excluded from testing? None. Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	74.4	71.9	75.3	73.2	72.0
Number of students tested	276	236	250	221	247
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

What groups were excluded from testing, why, and how were they assessed? None

Number excluded - 0 - Percent excluded: - 0 -

Scores are reported here as (check one):
Scaled Scores X NCEs

Testing Month: March	1999-2000	2000-2001	2001-2002
LA/L: Total M-SS			
Total Students #/MSS	221 / 228.3	251 / 229.0	237/229.2
Gen. Educ. Students #/MSS	205 / 230.5	220 / 231.8	214/231.6
Spec. Educ. Students #/MSS	15 / 203.5	30 / 208.6	22/208.0
LEP Students #/MSS	1 / 156.0	1 / 206.0	1/182.0

* denotes score not given

LA/L: Levels of Proficiency	PP	P	AP	PP	P	AP	PP	P	AP
Total Students #/ %	2/5.5	194/88.2	14/6.4	16/6.4	213/84.9	22/8.8	14/5.9	206/86.9	17/7.2
Gen. Educ. Students #/ %	6/2.9	184/90.2	14/6.9	6/2.7	192/87.3	22/10.	4/1.9	193/90.2	17/7.9
Spec. Educ. Students #/ %	5/33.3	10/66.7	0/0.0	10/33.3	20/66.7	0/0.0	9/40.9	13/59.1	0/0.0
LEP Students #/ %	1/100.0	0/0.0	0/0.0	0/0.0	1/100.0	0/0.0	1/100.0	0/0.0	0/0.0

* denotes score not given

Testing Month: March	1999-2000	2000-2001	2001-2002
MATH: Total M-SS			
Total Students #/MSS	221 / 235.0	251 / 235.6	238/229.5
Gen. Educ. Students #/MSS	205 / 237.5	220 / 239.8	215/232.7
Spec. Educ. Students #/MSS	15 / 205.5	30 / 204.2	22/200.0
LEP Students #/MSS	1 / 176.0	1 / 258.0	1/180.0

* denotes score not given

MATH: Levels of Proficiency	PP	P	AP	PP	P	AP	PP	P	AP
Total Students #/ %	21/9.5	129/58.4	71/32.1	32/12.8	130/52.0	88/35.2	38/16.0	125/52.5	75/31.5
Gen. Educ. Students #/ %	14/6.8	121/59.0	70/34.1	19/8.7	115/52.5	85/38.8	27/12.6	114/53.0	74/34.4
Spec. Educ. Students #/ %	6/40.0	8/53.3	1/6.7	13/43.3	15/50.0	2/6.7	10/45.5	11/50.0	1/4.5
LEP Students #/ %	1/100.0	0/0.0	0/0.0	0/0.0	0/0.0	1/100.0	1/100.0	0/0.0	0/0.0