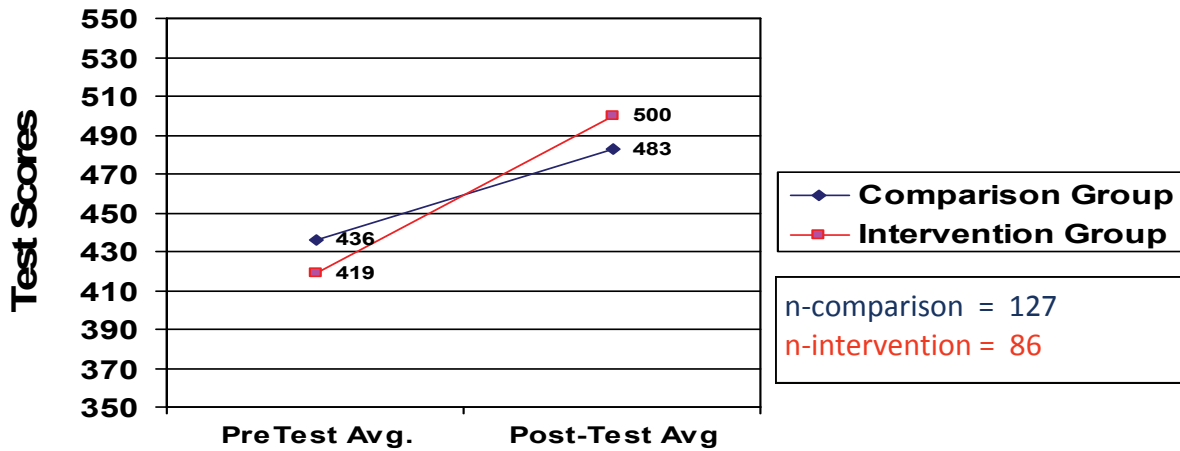


### Pre and Post Terra Nova Scores for Kindergarten Students

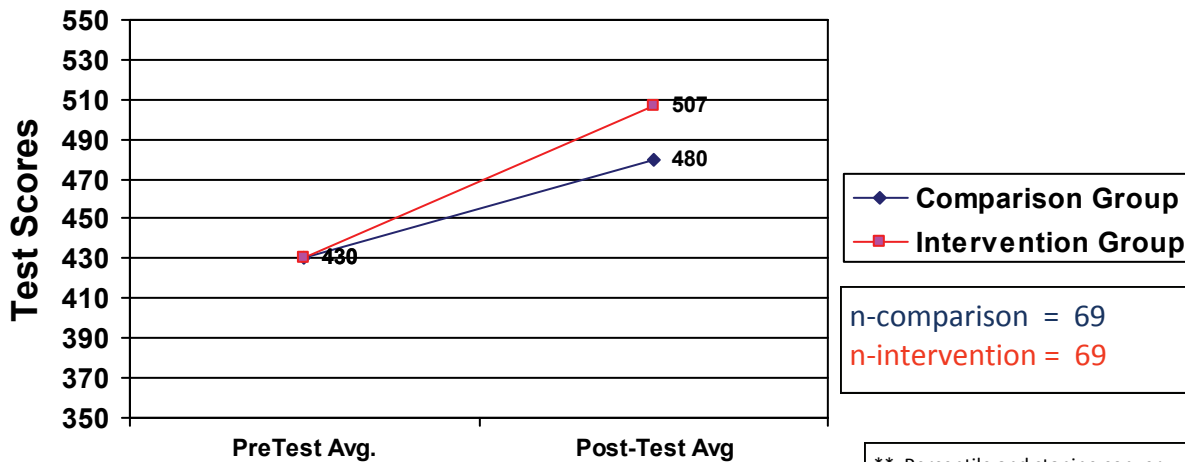


**PRE\***  
**National Percentile**  
 Intervention: n/a  
 Comparison: n/a  
**Stanine**  
 Intervention: n/a  
 Comparison: n/a

**POST**  
**National Percentile**  
 Intervention: 57  
 Comparison: 39  
**Stanine**  
 Intervention: 5  
 Comparison: 4

\* Percentile and stanine conversions are not available for this test.

### Pre and Post Terra Nova Scores for Kindergarten Students (Matched Sample Only)

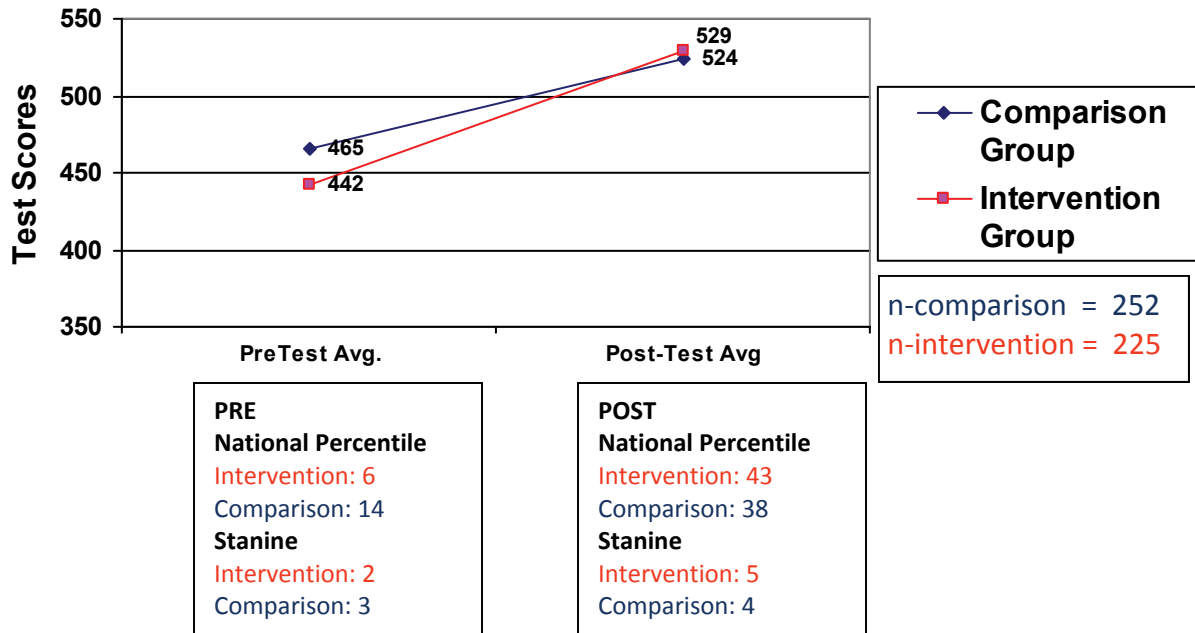


**PRE \*\***  
**National Percentile**  
 Intervention: n/a  
 Comparison: n/a  
**Stanine**  
 Intervention: n/a  
 Comparison: n/a

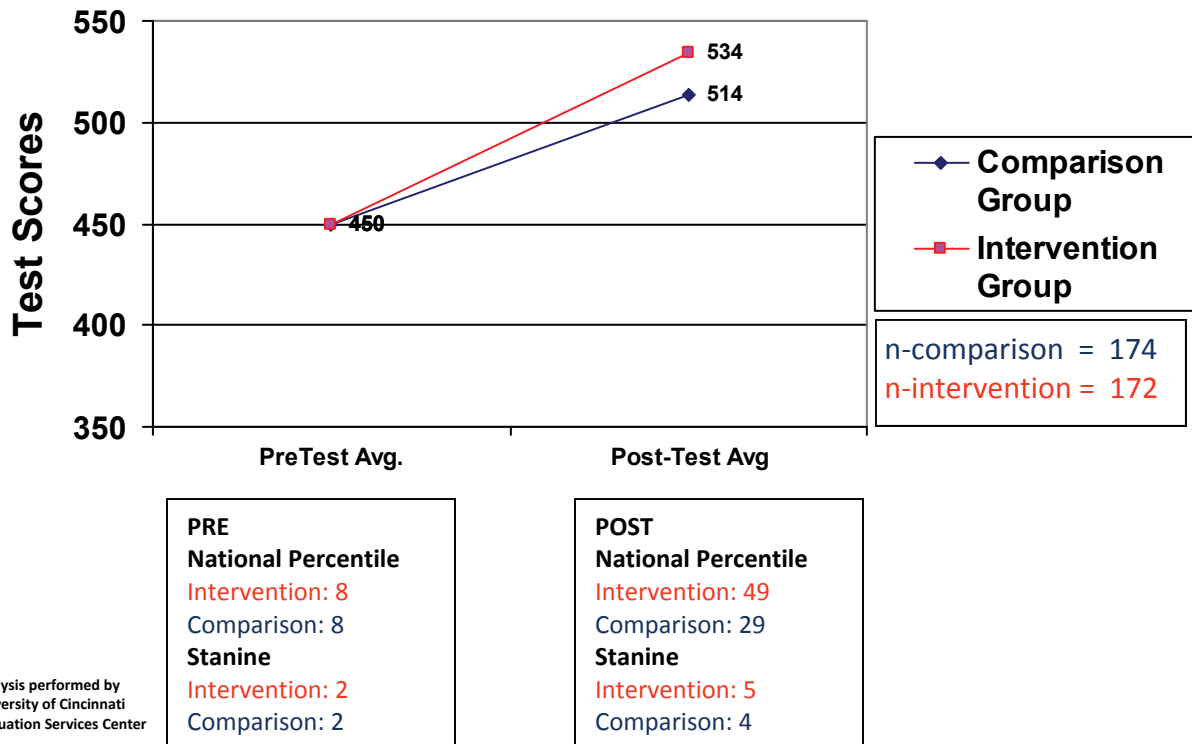
**POST**  
**National Percentile**  
 Intervention: 64  
 Comparison: 36  
**Stanine**  
 Intervention: 6  
 Comparison: 4

\*\* Percentile and stanine conversions are not available for this test; however, equivalence may be presumed between the intervention and comparison groups regarding both percentile and stanine.

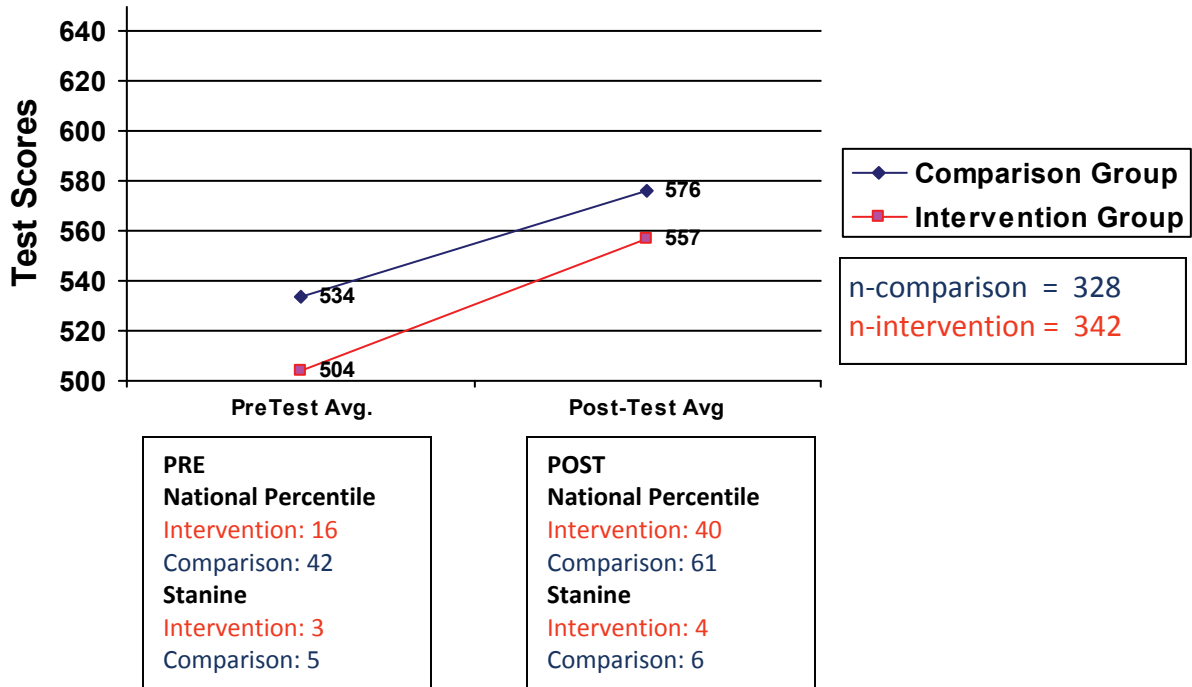
**Pre and Post Terra Nova Scores  
for First Graders**



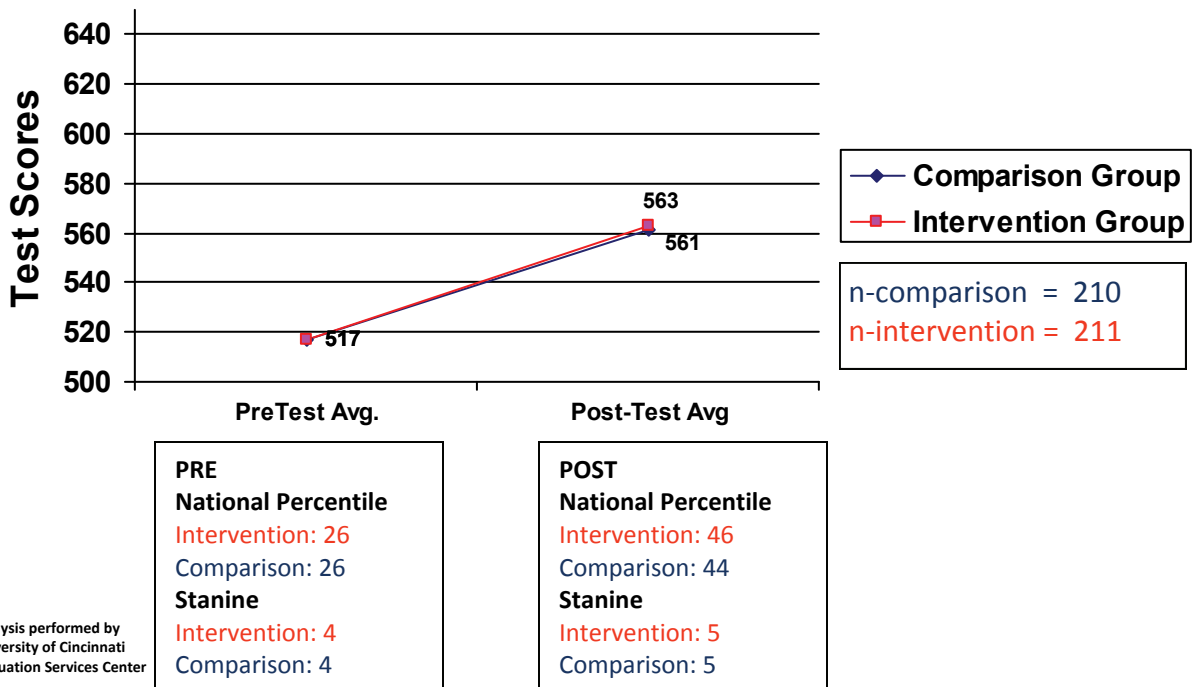
**Pre and Post Terra Nova Scores  
for First Graders  
(Matched Sample Only)**



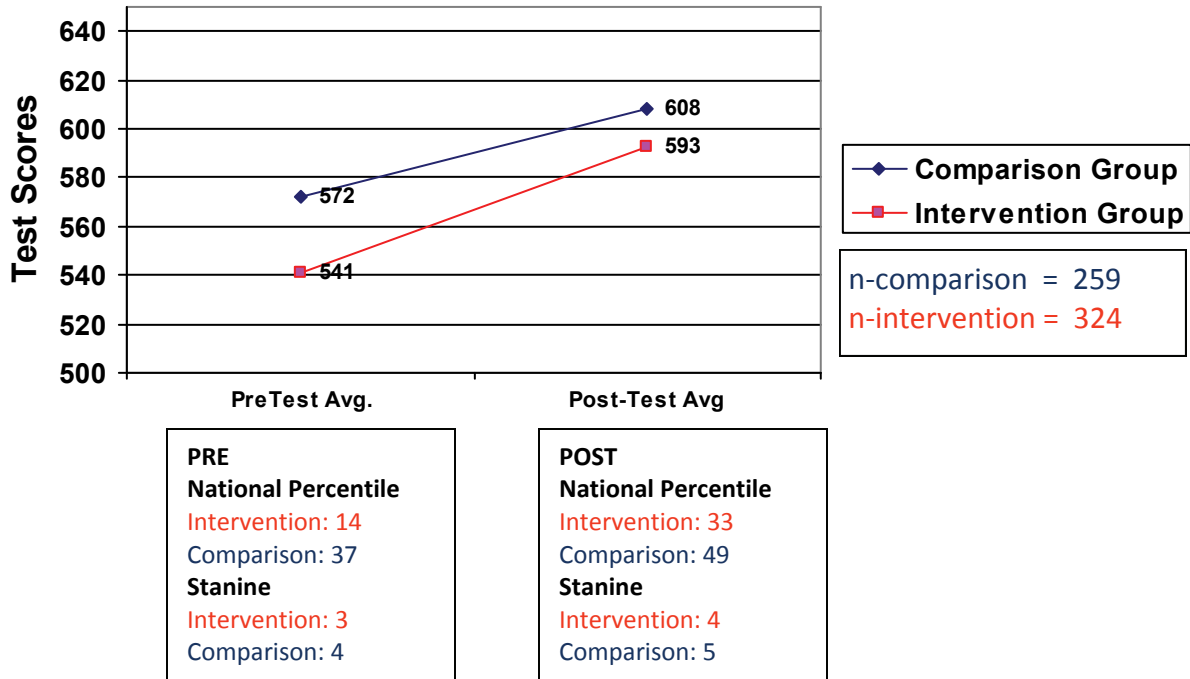
### Pre- and Post Terra Nova Scores for Second Graders



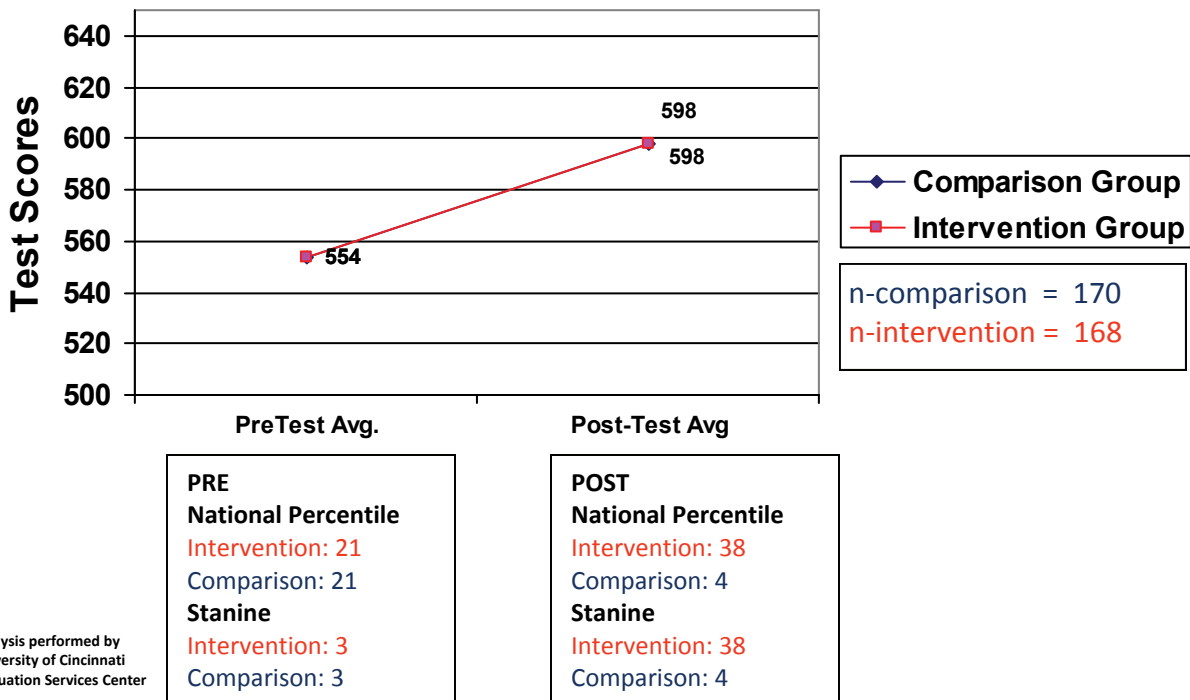
### Pre- and Post Terra Nova Scores for Second Graders (Matched Sample Only)

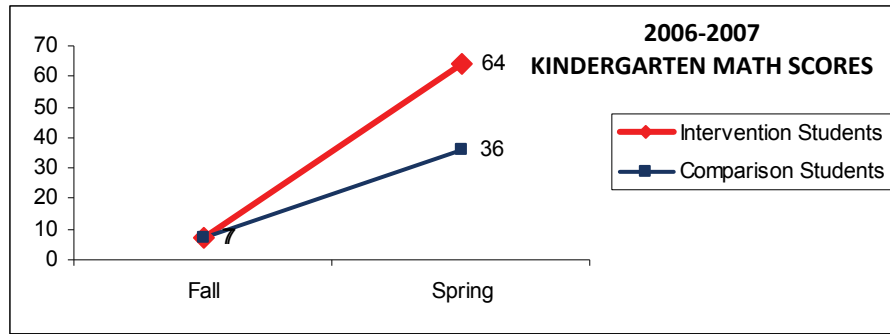


### Pre and Post test Terra Nova Scores for Third Graders

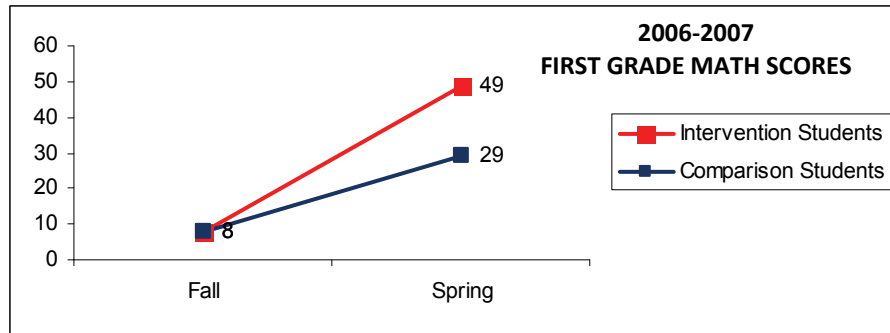


### Pre and Post test Terra Nova Scores for Third Graders (Matched Sample Only)





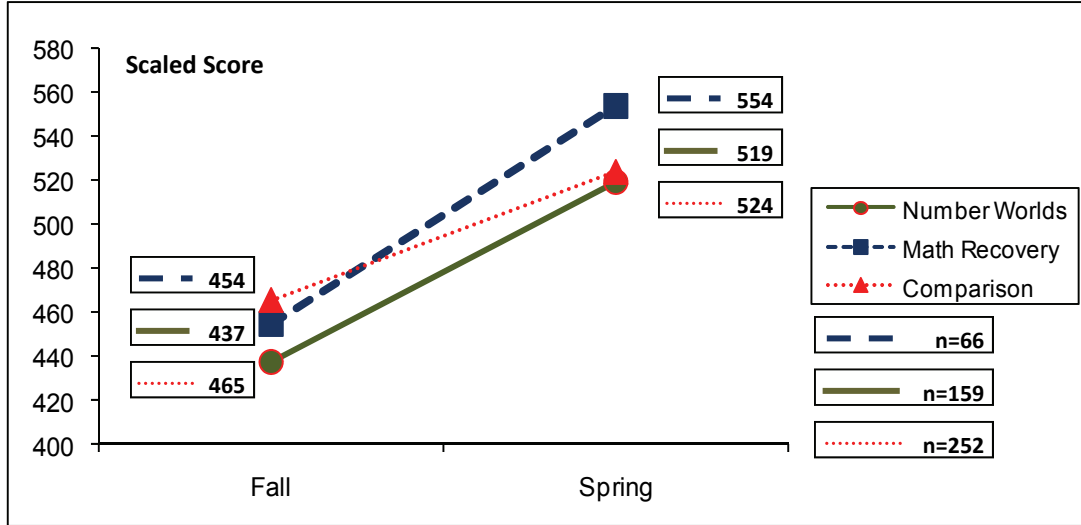
<b>Fall National Percentile*</b> <b>Intervention: 7</b> Comparison: 7	<b>Spring National Percentile</b> <b>Intervention: 64</b> Comparison: 36	* Spring norm referencing data were used to generate all Kindergarten percentiles due to a natural lack of fall referencing
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<b>Fall National Percentile</b> <b>Intervention: 8</b> Comparison: 8	<b>Spring National Percentile</b> <b>Intervention: 49</b> Comparison: 29	All scores were generated using the CTB McGraw-Hill Terra Nova Assessment
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Analysis performed by  
University of Cincinnati  
Evaluation Services Center

**FIRST GRADE  
TERRA NOVA ANALYSIS BY PROGRAM**



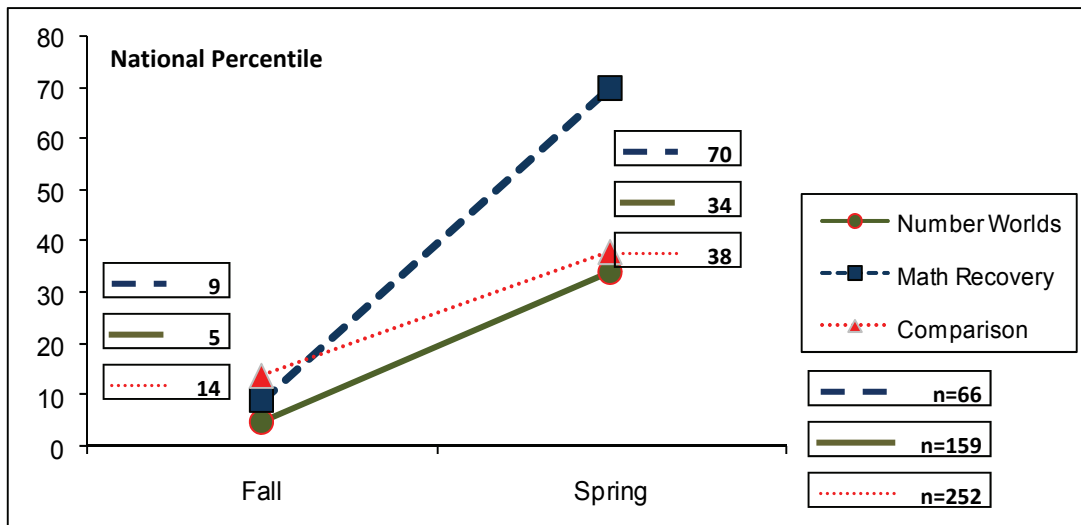
**Number Worlds**  
t = 23.062  
df = 158  
Significance = .000

**Math Recovery**  
t = 19.10  
df = 65  
Significance = .000

**Comparison Group**  
t = 27.2  
df = 251  
Significance = .000

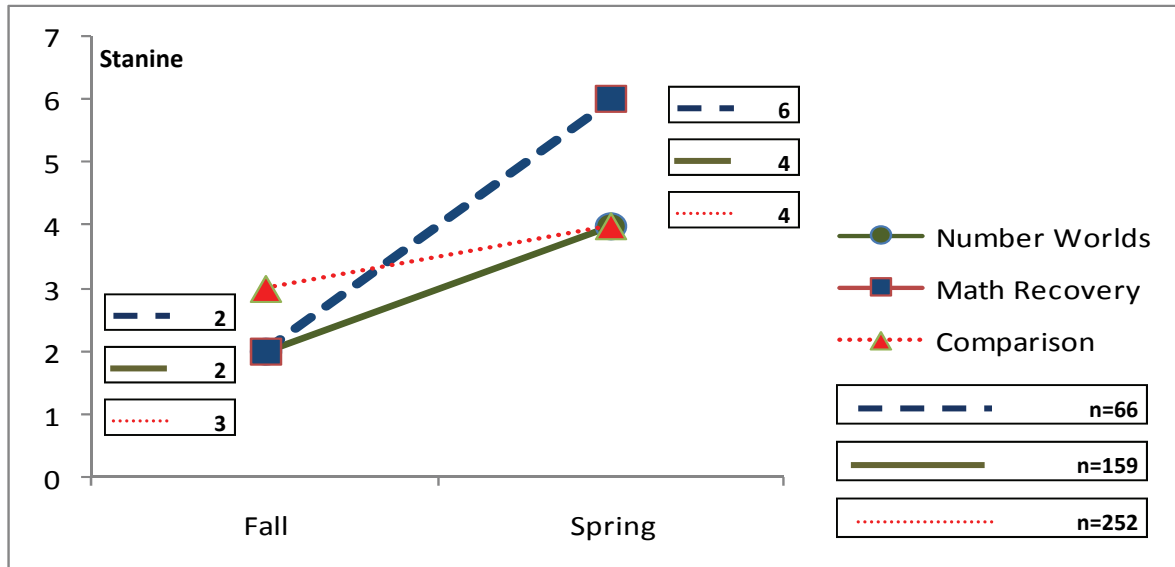
NUMBER WORLDS	
Mean Student Group Size	6.94 Students
Mean Instructional Time per Student	91.25 hours

MATH RECOVERY	
Mean Student Group Size	1.00 Students
Mean Instructional Time per Student	28.27 hours



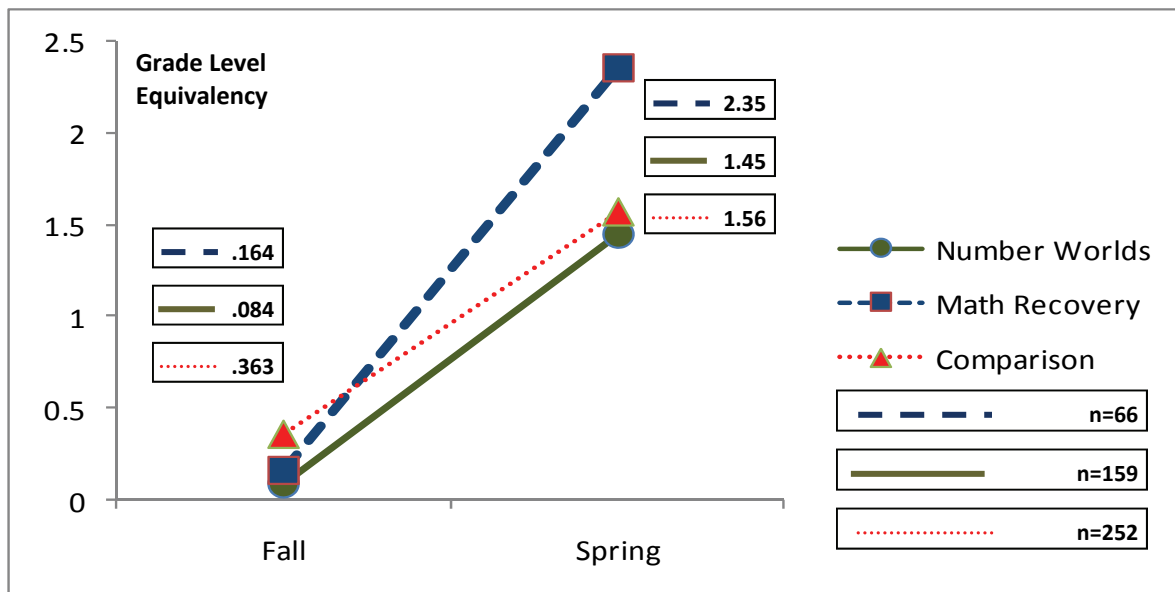
# FIRST GRADE TERRA NOVA ANALYSIS BY PROGRAM

Analysis performed by  
University of Cincinnati  
Evaluation Services Center



NUMBER WORLDS	
Mean Student Group Size	6.94 Students
Mean Instructional Time per Student	91.25 hours

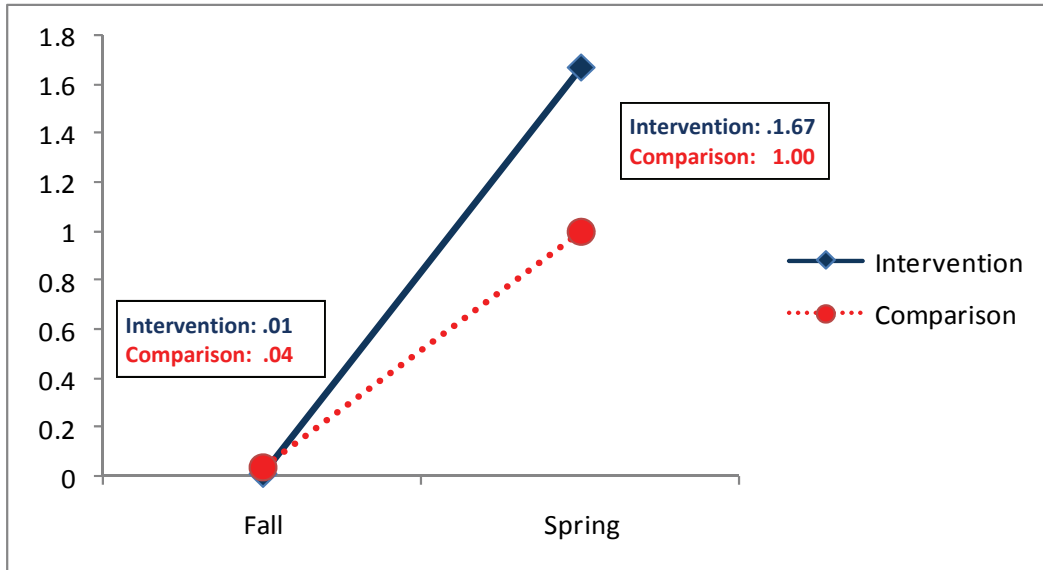
MATH RECOVERY	
Mean Student Group Size	1.00 Students
Mean Instructional Time per Student	28.27 hours



# KINDERGARTEN TERRA NOVA GRADE LEVEL GAINS

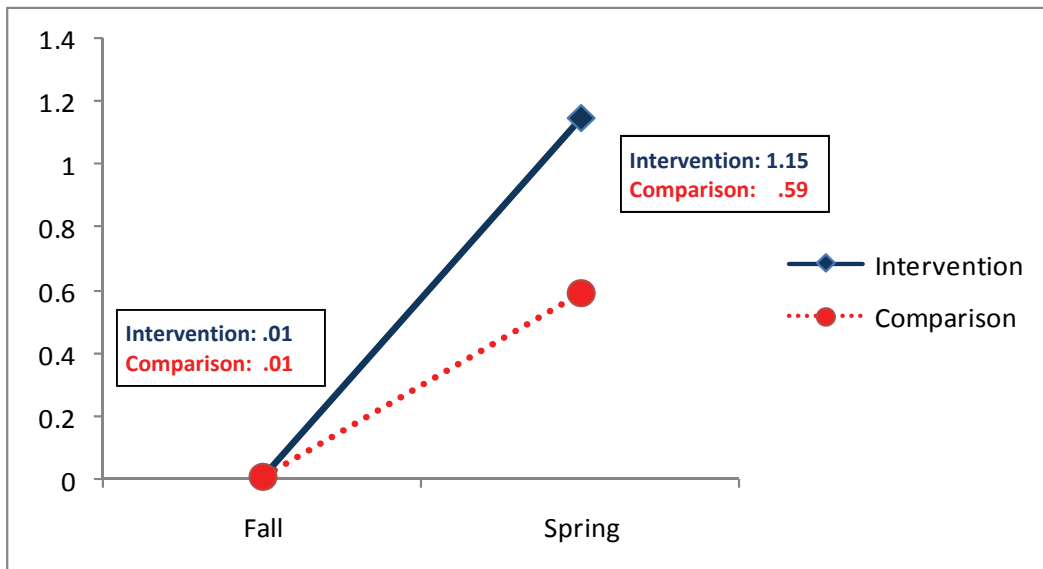
n-comparison = 127  
n-intervention = 86

## Entire Sample



n-comparison = 69  
n-intervention = 69

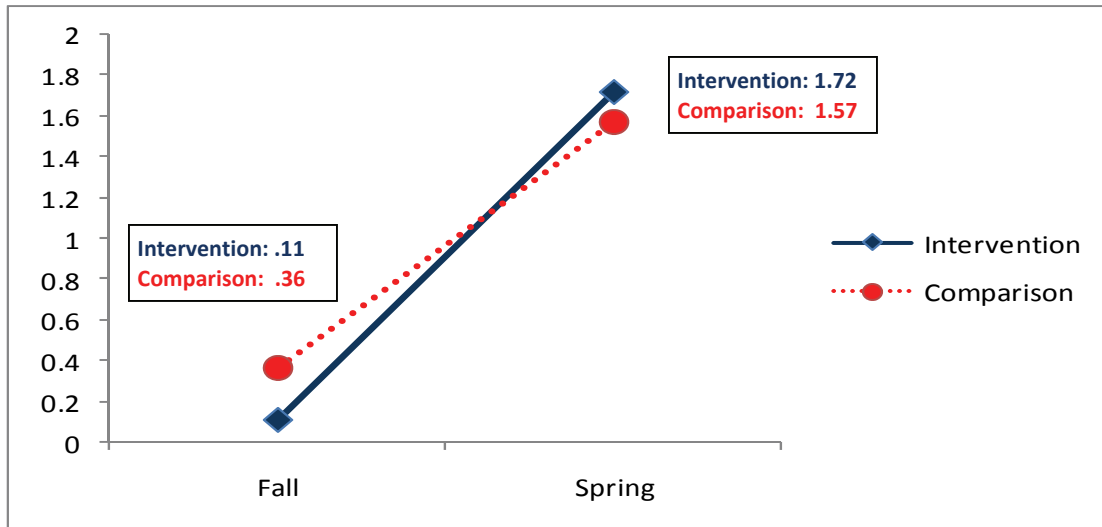
## Matched Pair Analysis



## FIRST GRADE TERRA NOVA GRADE LEVEL GAINS

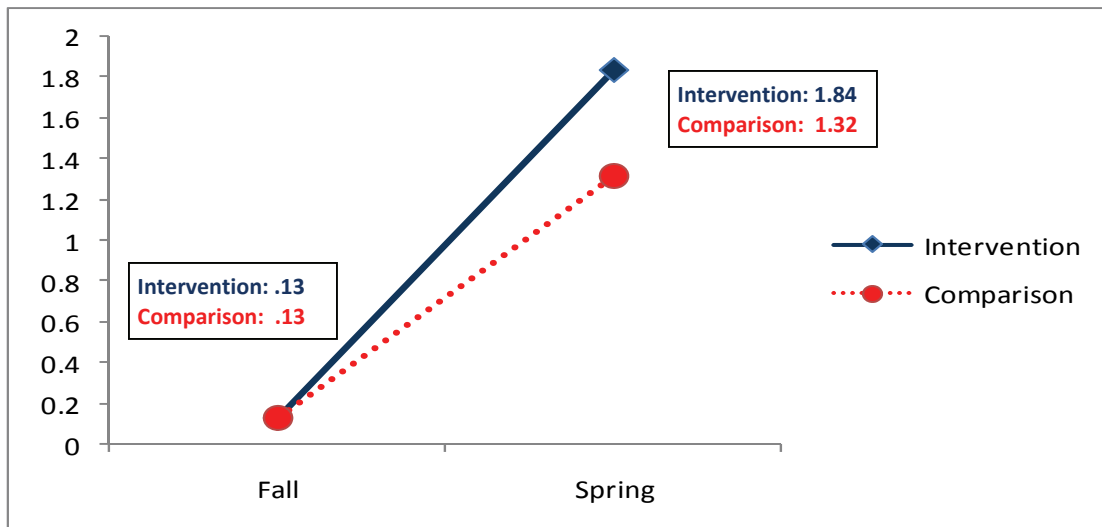
n-comparison = 252  
n-intervention = 225

### Entire Sample



n-comparison = 174  
n-intervention = 172

### Matched Pair Analysis

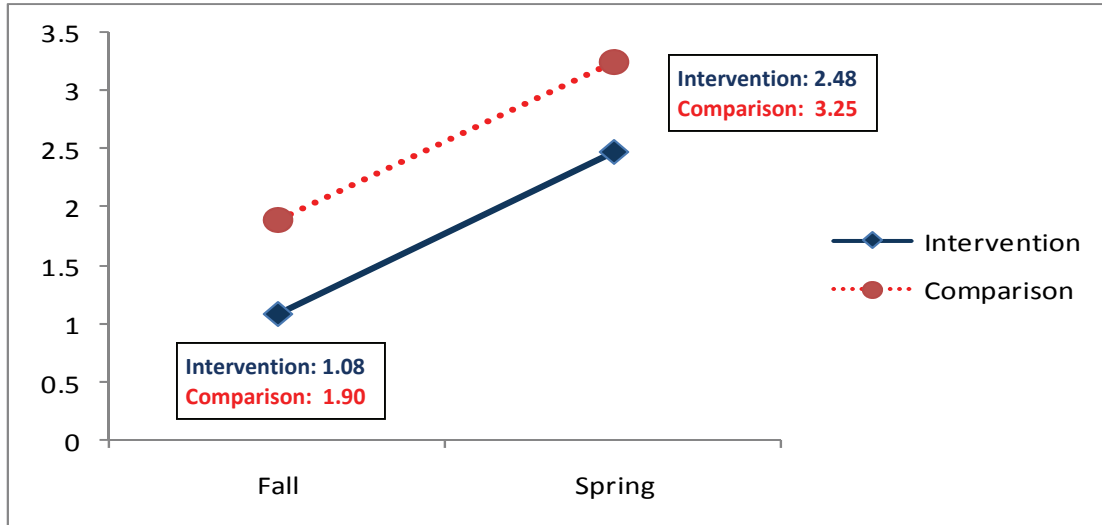


## SECOND GRADE TERRA NOVA GRADE LEVEL GAINS

Analysis performed by  
University of Cincinnati  
Evaluation Services Center

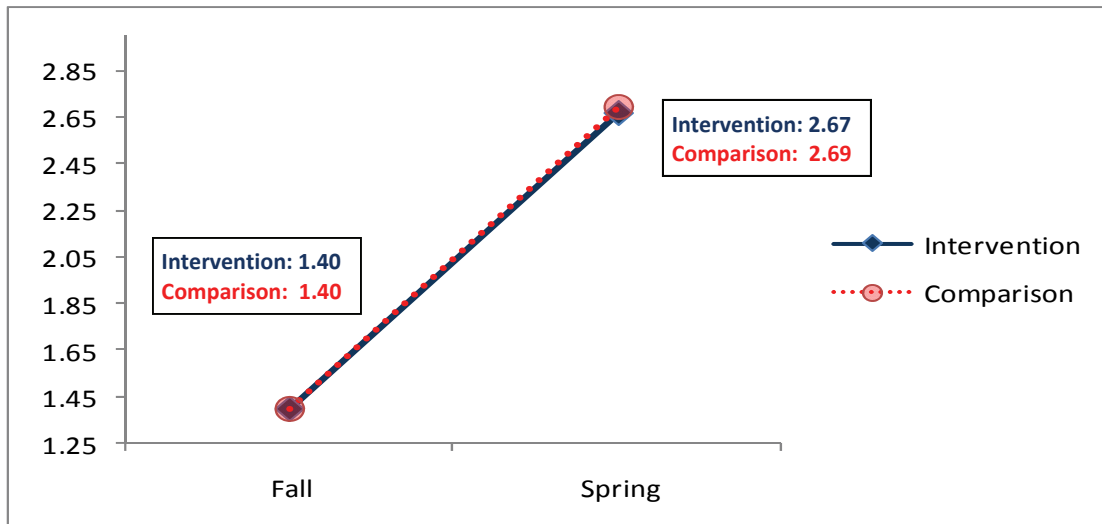
n-comparison = 328  
n-intervention = 342

### Entire Sample



n-comparison = 210  
n-intervention = 211

### Matched Pair Analysis

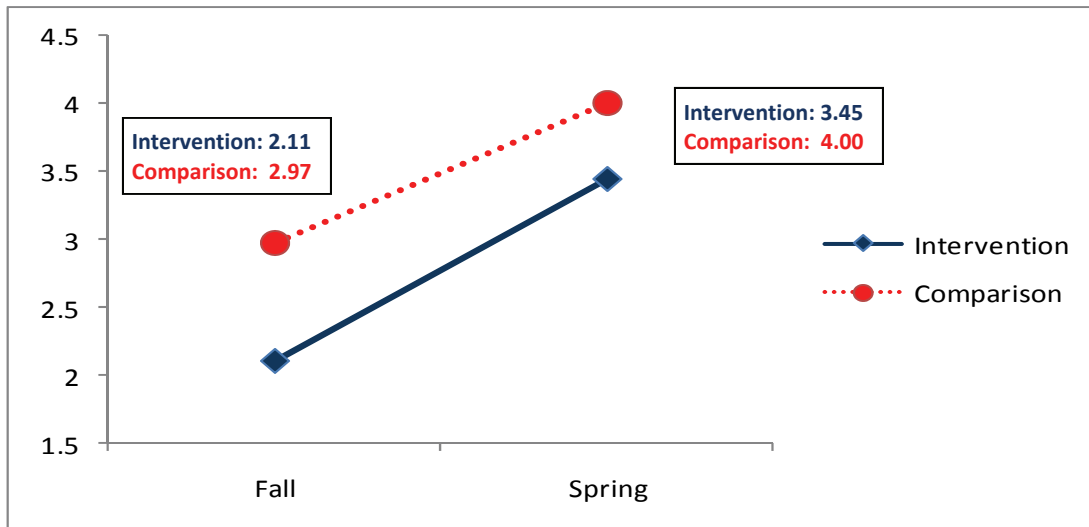


# THIRD GRADE TERRA NOVA GRADE LEVEL GAINS

Analysis performed by  
University of Cincinnati  
Evaluation Services Center

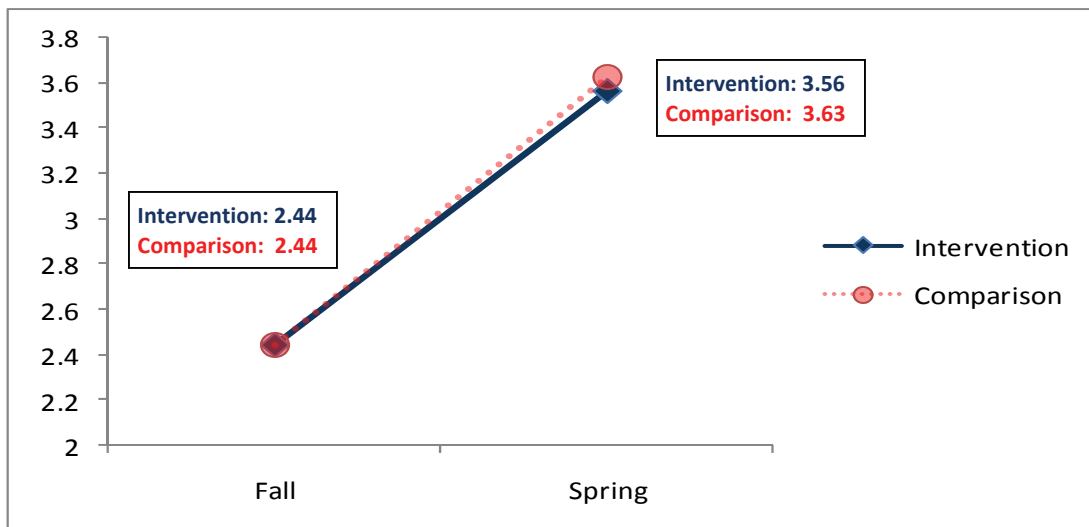
n-comparison = 259  
n-intervention = 324

## Entire Sample

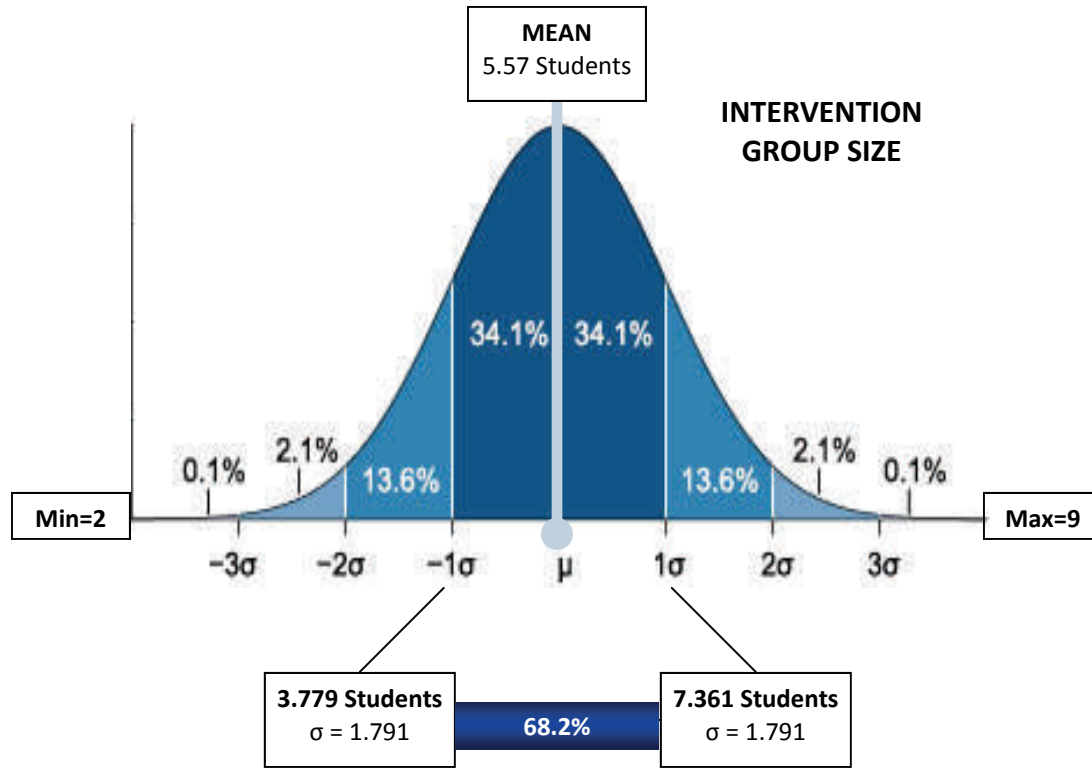


n-comparison = 170  
n-intervention = 168

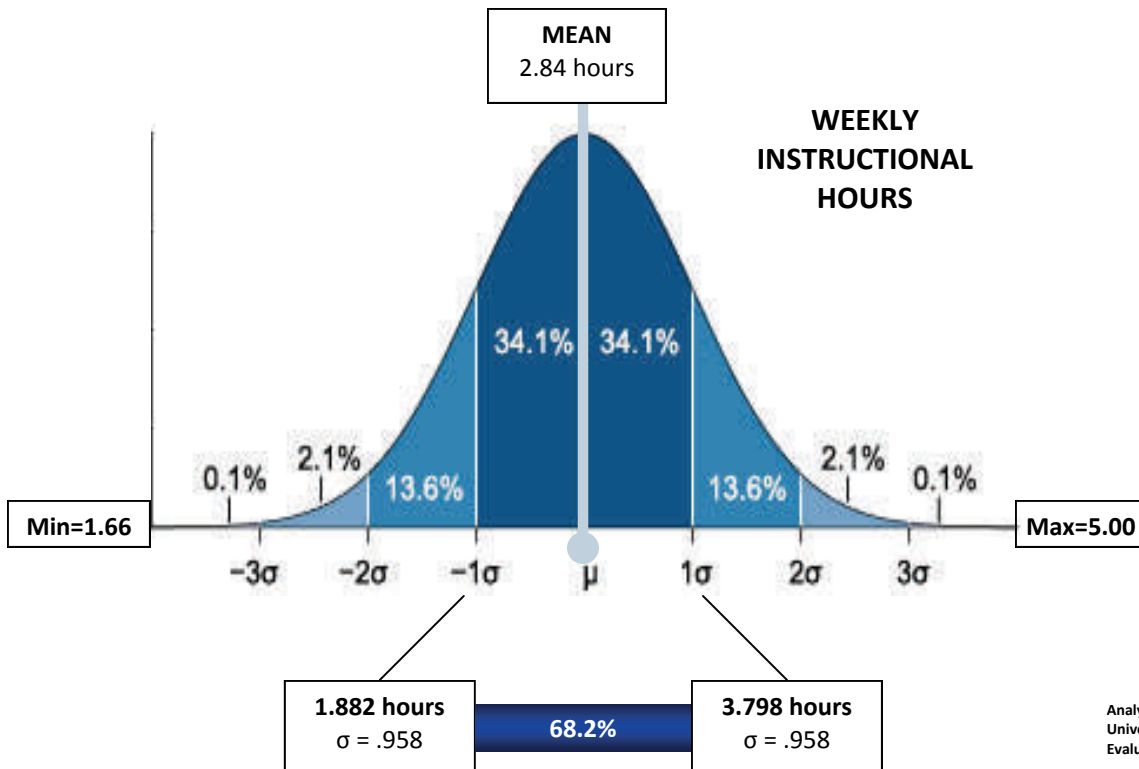
## Matched Pair Analysis



# NUMBER WORLDS KINDERGARTEN DISTRIBUTIONS



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University of Cincinnati  
Evaluation Services Center













