

**Terra Nova3 Testing report for 2016**  
**Willamette Christian School, Eugene, Oregon**

**Introduction**

Willamette Christian School is a private Christian School with high standards and reasonably small class sizes. WCS expects students to score at or above grade level scores (5 to 6 stanines) on the entrance exam. With this standard and expectation, WCS desires our students to exceed the normal national mean scale scores and would strive to maintain 75 to 85 percentile and 6 to 7 stanine levels on overall National Ranking.

WCS, in all grade levels, exceeds the national group mean scale scores in all content areas. In this report we will consider each grade level and evaluate according to our desired expectations.

Kindergarten (Note that kindergarten does not test in Science or Social Studies)

Content Area	WCS Scale Score Difference	WCS National Percentile	WCS Stanine Ranking (1-9)
Reading	+46.4 points	84	7
Language	+32.0	72	6
Math	+24.4	75	6

The kindergarten group exceeded the national group scale scores by 46.4 points at the 87<sup>th</sup> percentile in Reading. In Language the group exceeded national scale scores by 32.0 points at the 72<sup>th</sup> percentile. Math stats were slightly lower with the group exceeding national scale scores by 24.4 points with a 77<sup>th</sup> percentile ranking. Overall the Kindergarten class scored well.

First Grade

Content Area	WCS Scale Score Difference	WCS National Percentile	WCS Stanine Ranking (1-9)
Reading	+53.4	82	7
Language	+26.1	72	6
Math	+19.7	69	6
Science	+8.2	67	6
Social Studies	+4.6	59	5

The first grade group exceeded national group mean scale scores in all areas, but most significantly in Reading. Although the other scores are acceptable, it is recommended that the administration and teacher evaluate areas of improvement for greater student success in Language, Math, and Science and significantly in Social Studies.

## Second Grade

<b>Content Area</b>	<b>WCS Scale Score Difference</b>	<b>WCS National Percentile</b>	<b>WCS Stanine Ranking (1-9)</b>
Reading	+53.3	77	6
Language	+8.1	70	6
Math	+22.5	83	7
Science	+8.2	69	6
Social Studies	+19.4	74	6

The Second grade exceeded national group scale scores in all content areas with acceptable percentiles and stanine rankings, however, it is recommended that the administration and teacher evaluate areas of improvement for greater student success in Language, Science and Social Studies.

## Third Grade

<b>Content Area</b>	<b>WCS Scale Score Difference</b>	<b>WCS National Percentile</b>	<b>WCS Stanine Ranking (1-9)</b>
Reading	+24.6	70	6
Language	+23.4	76	6
Math	+35.6	88	7
Science	+42.9	85	7
Social Studies	+28.8	71	6

Third grade exceeds national group scales scores in all areas, but significantly in Math and Science. Although the other scores are acceptable in Language, it is recommended that the administration and teacher evaluate areas of improvement for greater student success in Reading and Social Studies.

## Fourth Grade

<b>Content Area</b>	<b>WCS Scale Score Difference</b>	<b>WCS National Percentile</b>	<b>WCS Stanine Ranking (1-9)</b>
Reading	+18.9	70	6
Language	+28.1	73	6
Math	+34	83	7
Science	+17.8	73	6
Social Studies	+17.1	71	6

Fourth grade exceeds the national group scale scores in all areas, but significantly in Math. It is recommended that the administration and teacher evaluate areas of improvement for great student success in all other areas.

### Fifth Grade

<b>Content Area</b>	<b>WCS Scale Score Difference</b>	<b>WCS National Percentile</b>	<b>WCS Stanine Ranking (1-9)</b>
Reading	+21.3	72	6
Language	+22.7	74	6
Math	+24.5	78	6
Science	+19.4	72	6
Social Studies	+6.1	60	5

Fifth grade, although on grade level and does exceed the national group scale scores; greater achievement would be desired, specifically in Reading, Science and most significantly in Social Studies. The administration will meet with the teachers (5<sup>th</sup> and MS) to evaluate more closely student performance and identify areas of improvement for greater student success.

### Sixth Grade

<b>Content</b>	<b>Point Range Difference</b>	<b>National Percentile</b>	<b>Stanine Ranking (1-9)</b>
Reading	+12.5	71	6
Language	+22.1	73	6
Math	+29.2	68	6
Science	+24.5	64	6
Social Studies	+16.3	67	6

Sixth grade exceeded the national group scale scores and stanines in all content areas, however, sixth grade does not meet desired percentile ranks, it is therefore recommended that the administration and middle school teachers meet to evaluate more closely student performance and identify areas for improvements for greater student success in all content areas.

### Seventh Grade

<b>Content</b>	<b>Point Range Difference</b>	<b>National Percentile</b>	<b>Stanine Ranking (1-9)</b>
Reading	+41	84	7
Language	+40	87	7
Math	+35	79	7
Science	+32.5	86	7
Social Studies	+31	83	7

Seventh grade exceeded the national group scale scores and meets the expectation and high standards of WCS in all content areas.

### Eighth Grade

<b>Content</b>	<b>Point Range Difference</b>	<b>National Percentile</b>	<b>Stanine Ranking (1-9)</b>
Reading	+23	84	7
Language	+18.5	66	6
Math	+24.6	80	7
Science	+16.2	63	6
Social Studies	+17.8	80	7

Eighth grade exceeds the national group scale scores in all areas with specific strengths in Reading, Math and Social Studies. The administration will meet with the middle school teachers to evaluate more closely student performance and identify areas of improvement for greater success in Language and Science.

### **Summary**

Willamette Christian School students exceeded national group mean scales in grades and content areas. In all areas WCS achieved at grade level with several content areas exceeding grade level stanines. 60% of WCS students tested kindergarten through 8<sup>th</sup> grades achieved high mastery, while 32.5% of the students tested were ranked at moderate mastery, leaving only 7.5% at low mastery.

Achievement testing allows WCS to evaluate areas of strength and identification of areas of improvement. The administration along with the faculty will look at all areas needing improvement to evaluate student differentiation, reflecting on improved instructional practices and methodology which will strengthen student performance.