

New Jersey Department of Education

Supplemental Educational Services Providers

Form B: Data for Districts Served

Purpose: This table has two purposes:

1. To determine all of the individual districts that the provider served during the 2005-06 school year.
2. To collect data on student participation and progress during the 2005-06 school year.

Complete a Form B for each district served.

Select a district that the provider served.	
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1. How many students had an individual achievement plan?

2. Indicate the total number of students in this district who were enrolled/served by the SES provider between September 1, 2005, and August 31, 2006. (This includes all enrolled students who attended at least one session.)

3. Indicate the number of enrolled students from this district who completed all of the predetermined SES sessions.

4. Indicate the number of enrolled students from this district who completed 80 percent or more of the predetermined SES sessions in the 2005-06 school year.

5. Indicate the average length of each tutoring session in minutes in the 2005-06 school year. minutes

6. Indicate the average number of tutoring sessions that the students who enrolled in the SES program received in the 2005-06 school year.

7. Indicate the number of eligible students served by the SES provider in the 2005-06 school year who are Limited English Proficient (LEP)/English Language Learners (ELL).

8. Indicate the number of eligible students served by the SES provider in the 2005-06 school year who are students with disabilities (IDEA/SpEd; Section 504).

9. Indicate the number of eligible students served by the SES provider in the language arts/literacy content area in the 2005-

06 school year.

10. Indicate the number of eligible students served by the SES provider in the mathematics content area in the 2005-06 school year.

Evidence of Program Effectiveness

Purpose: The purpose of this table is to determine the assessments used to measure student progress and diagnose each student's ability level.

11. Indicate all of the assessments used by the provider to diagnose or determine student academic progress.
(Check all that apply.)

Select all that apply.

- NJASK3
- NJASK4
- NJASK5
- NJASK6
- NJASK7
- HSPA

GEPA

American School Achievement Test

Beery Visual Motor

xComprehensive Receptive & Expressive Vocabulary Test

Durrell Oral Reading Test

FCAT

Gates MacGinitie

GMADE

GRADE

Gray Oral Reading Test

IOWA Tests

Kaufman

Metropolitan

SRA

Stanford

Terra Nova

Test of Early Math Ability (TEMA)

<input type="checkbox"/>	Wechsler

<input type="checkbox"/>	Wide Range Achievement Test (WRAT)

<input type="checkbox"/>	Woodcock-Johnson Test Battery

<input type="checkbox"/>	Provider-Developed

Other assessments:	

12. As a result of an increase between the pre- and post-assessment(s) used above, how many students served in the language arts/literacy content area (Q. 9) in this district in the 2005-06 school year made academic progress in reading/language arts literacy.

13. As a result of an increase between the pre- and post-assessment(s) used above, how many students served in the mathematics content area (Q. 10) in this district in the 2005-06 school year made academic progress in math.

14. Indicate all of the perceived reasons why individual student SES academic goals were not achieved.

Select all that apply.

Student Attitude: Disposition and/or value toward learning

Behavior: Lack of self-control and focus to learn

Poor Student Attendance: Participated less than 75

percent of the required time at either the SES site or website;

Moved, program started late, student dropped out

Poor student-teacher interaction

Difficulty determining student needs

District interference

Undiagnosed learning disability

No post test data

Provider stopped providing SES

Not Applicable: All students made progress

Other reasons: