

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Ronald G. Gagnon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Divine Mercy Catholic School
(As it should appear in the official records)

School Mailing Address 1940 North Courtenay Parkway
(If address is P.O. Box, also include street address)

Merritt Island Florida 32953-4240
City State Zip Code+4 (9 digits total)

Tel. (321)452-0263 Fax (321)453-7573

Website/URL www.dmccs.org E-mail gagnonr@dmccs.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 1/23/04
(Principal's Signature)

Name of Superintendent* Dr. Harry V. Purpur
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. (407)246-4905

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 1/23/04
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Elizabeth C. Schmidt
(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 1/23/04
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)

_____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A

Average State Per Pupil Expenditure: _____ N/A

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. 3 Number of years the principal has been in her/his position at this school.
10 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	18	12	30	7	5	9	14
1	11	19	30	8	16	10	26
2	10	15	25	9			
3	12	17	29	10			
4	11	11	22	11			
5	7	8	15	12			
6	15	13	28	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							219

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>83.5</u> % White |
| <u>1</u> % Black or African American |
| <u>13</u> % Hispanic or Latino |
| <u>2.5</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 3.78 %

(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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	238
(5)	Subtotal in row (3) divided by total in row (4)	.038
(6)	Amount in row (5) multiplied by 100	3.78%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: English, Spanish, Vietnamese, Polish

9. Students eligible for free/reduced-priced meals: 1 %
3 Total Number of Students Who Qualify

If this method does not produce 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.

10. Students receiving special education services: 9 %
20 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 13 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 9 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 5 </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> 3 </u>	<u> </u>
Total number	<u> 19 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.9%</u>	<u>96.6%</u>	<u>96.6%</u>	<u>97.2%</u>	<u>97.2%</u>
Daily teacher attendance	<u>97%</u>	<u>98%</u>	<u>97%</u>	<u>97%</u>	<u>98%</u>
Teacher turnover rate	<u>13%</u>	<u>31%</u>	<u>31%</u>	<u>38%</u>	<u>20%</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. Not applicable. Intended for high schools only.

PART III – SUMMARY

Divine Mercy Catholic School, on Merritt Island, Florida, is dedicated to teaching life long values and to providing a quality education in a disciplined, Christian environment to students in grades pre-kindergarten through eight. Founded by the Sisters of Mercy in 1964, in a warehouse at the Merritt Island Airport, the school has evolved into a campus which houses:

- Twelve classrooms
- Science Laboratory
- Technology Laboratory
- Art Studio
- Library/Media Center
- Media Production Studio
- Student Services Laboratory
- Health Clinic
- Outdoor Basketball Court
- Fitness Center
- Soccer Fields
- Playground
- Cafeteria
- Gymnasium/Auditorium

Excellence in education is the hallmark that has come to be associated with Divine Mercy School. A strong effort is made to achieve excellence in the following ways:

- To foster the development of Catholic principles by encouraging service to the community, respect for the environment, and regard for cultural diversity
- To foster a love of learning that leads students to view education as a life-long process
- To instill in students a sense of self-esteem, a love of justice, and honesty
- To create a broad-based curriculum dedicated to excellence that will challenge students to think for themselves, to become problem solvers, and to develop a sense of personal satisfaction and self-worth

Divine Mercy School has a Department of Student Services which utilizes many unique methods to cultivate the minds of children by increasing strengths and addressing weaknesses. Student Services employs brain-based strategies that demonstrate how the body and mind play an essential role in all learning. Services include:

- Student Learning Profiles/Advisement
- Screening/Assessment
- Physical, Occupational, and Speech Therapy
- Grief and Crisis Counseling
- Brain Gym
- Classroom Guidance & Character Education
- Peer Tutoring/Mentoring
- Child Study Team
- Educational Kinesiology
- Neurofeedback Training
 - Play Attention
 - Interactive Metronome

Through participation in the Home and School Association, Divine Mercy School has 100% parental involvement. Each family is responsible for a minimum of fifty service hours per year, and many go well beyond that. The school's proximity to the Kennedy Space Center and the number of parents skilled in the aerospace industry bring to the school a unique body of knowledge and skills which enrich many aspects of the school's curriculum. A monthly newsletter keeps parents informed of current school events. On a quarterly basis, the principal hosts an open forum to assure good communication between parents and school.

True to the pioneering spirit of Merritt Island's early Catholic Community, Divine Mercy School has always labored diligently with limited resources to achieve excellence in education. The Life-Long Learning Program, designed to meet adult needs and interests, has added a new educational component to the community. The school, staff, and parents have excitedly entered a new phase of growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1) All students in grades two through eight take the Iowa Test of Basic Skills (ITBS) which is a nationally normed referenced test, published by Riverside Publishing. All student scores are included in the group scores report at the end of this document. The eighth grade scored above the 90th percentile in the nation in both reading and math in 2001, 2002 and 2003.

All people are born with a world of potential – potential that will be realized only if it is tapped. Students at Divine Mercy are challenged in a stimulating, enriched environment. The included student scores illustrate the commitment that both teachers and students have toward achieving excellence. For the past three years, the students at Divine Mercy have established a pattern of high academic achievement.

In 2001-02, all grades achieved above the 90th percentile in reading. In 2002-03, 5 out of 6 grades achieved above the 90th percentile. Grade 4 was at the 88th percentile. Again, in 2003-04, all grades achieved above the 90th percentile.

In 2001-02, 3 out of 5 grades scored in the top 10 percent of the nation in 2001-02 in mathematics. Grade 4 and grade 5 were in the 84th and 85th percentile respectively. In 2002-03, 4 out of 6 grades scored in the top 10 percent of the nation. Grade 3 scored in top 14 percent and grade 4, the top 26 percent. In 2003-04, 4 out of 6 grades scored in the top 10 percent. Grade 5 scored in the top 15 percent and grade 7 in the top 14 percent. Significant increases were made by grades 3 and 4, with grade 3 increasing 17 percentage points and grade 4 increasing 15 percentage points.

Worthy of note is that Divine Mercy does not exclude any students from testing. No attempt is ever made to teach to the test. During test week, students continue to take their regularly scheduled classes on a modified basis. Because of Divine Mercy's commitment to teaching the whole child, special subject areas that are not routinely tested on a standardized test are highly regarded as an integral part of a child's education.

2) The Iowa Test of Basic Skills is given to every student in grades three through eight in the fall of each year. Results of the fall testing are returned early which allows for curriculum adjustments as necessary. Second grade testing occurs in March when students have become more proficient readers and are better prepared to take a standardized test.

The Director of Student Services reviews data and test scores of every individual student and identifies those working below grade level. That data is shared with the principal and individual teachers. Standardized tests such as the Iowa Test of Basic Skills (ITBS) measure only one type of intelligence. The staff utilizes strategies of multiple intelligences to promote a positive classroom environment where students' strengths are emphasized and individual needs addressed. Strategies for accommodations, remediation and enrichment are designed based on individual learning styles.

A Child Study Team consisting of the principal, guidance counselor, Director of Student Services, and a teacher certified in varying exceptionalities meets weekly. It is the team's responsibility to monitor individual student progress over the course of the year, to serve as a resource to the classroom teachers, and to facilitate staffing with parents and teachers. For students with diagnosed learning disabilities, the Child Study Team is responsible for creating and monitoring an Individualized Learning Plan (ILP).

3) Student progress is communicated formally to parents eight times per school year. Four mid-terms and four report cards are sent home for grades one through eight. Students in kindergarten and pre-kindergarten receive four skills assessments annually. In addition, parent-teacher conferences are

scheduled after the first and third marking periods. Weekly envelopes containing student work are sent home each Friday and returned on Monday with a parent signature. Communication is ongoing throughout the year via telephone, e-mail or personal conferences.

ITBS test results are sent home with a cover letter inviting parents with particular concerns, or those who need interpretation, to meet with the Director of Student Services for clarification. A detailed report on ITBS test results is presented to the School Board annually by the Director of Student Services.

Students are made aware of the multiple intelligences and of their particular strengths. Because each learner is unique, teachers are committed to using a variety of assessments that recognize the individuality of each student. Cooperative learning presentations, jigsaw activities, hands on projects, weekly quizzes, artistic projects, journaling, oral presentations and writing assignments foster a true appreciation of a student's capabilities while empowering students to recognize their strengths and overcome any weaknesses.

4) If chosen as a No Child Left Behind/Blue Ribbon School, Divine Mercy School will be committed to sharing its successes. Staff members have served and will continue to serve as members of:

- Florida Catholic Conference School Visitation and Accreditation Teams
- Florida Catholic Conference Accreditation Standards Revision Committee
- Diocesan Curriculum Revision Committees
- Diocesan Staff Development Committee
- Diocesan Technology Coordinators Committee
- Diocesan Principals' Advisory Committee
- Presenters in the Parish Life-Long Learning Program
- Vertical teams for the local catholic high school

The Divine Mercy staff willingly shares with other schools the following areas of professional development:

- Integration of technology and education
- Theories and strategies of brain based education
- Brain dominance profiling
- Neurofeedback training
- Brain Gym techniques
- Early childhood interventions
- Developmentally appropriate practices at the elementary level
- Accommodations for special needs students
- Media production

Together, faculty and parents form a solid foundation for learning and growth and would welcome the opportunity to share any successes.

PART V – CURRICULUM AND INSTRUCTION

1) Divine Mercy School provides an environment where every student can succeed. Students are enabled, not labeled. The curriculum is based on the standards, benchmarks and strands of the Diocese of Orlando, the Florida Sunshine State Standards and the national standards espoused by the Department of Education. Subjects are taught in a variety of ways, thus addressing the varied learning styles of students. Teachers have been trained on the brain's development and how this impacts learning styles.

In addition to following diocesan, state and national standards, the following are some of the highlights which compliment our school's curriculum:

Language Arts Strengths – integrated language arts program, middle school literature program, drama club, Tropicana Speech Contest, Orlando Sentinel Spelling Bee, essay contests, Pizza Hut Book It Program, Scholastic Reading Counts Program, and parish reading grannies

Religion Strengths – middle school retreat program, community service activities, community food pantry, toys for migrant workers, grandparent pen pals, weekly visits to a local nursing home, student involvement in liturgical celebrations, and Christmas and Spring musical programs offered to the senior citizens in our community

Math Strengths – all students in grade 7 take Pre-Algebra, all students in grade 8 take Algebra I, team teaching in the middle school classrooms, and integration of technology through the use of the Internet and Smart Board interaction

Science Strengths – strong hands-on component, daily mini-labs in the middle school, each middle school class participates in a community project annually, annual participation in the county science fair, and annual astronaut memorial and space exposition

Social Studies Strengths – focus on cultural diversity: peace, justice and acceptance, discovery learning, integration of technology, and global interaction among schools via e-mail and standard mail

Spanish Strengths – students in K through grade 8 take Spanish; students in grades 7 and 8 take Spanish I; middle school classes are taught in Spanish; a Hispanic Festival of music, dance, and food is held bi-annually.

Art Strengths – integration of history, theory, and practice; grant from Artsonia to exhibit student work on the internet; annual art exhibit; and display of student artwork throughout the school

Music Strengths – integration of history, theory, and practice; English hand bell choir, cherub and youth choirs; middle school Midi elective; annual Christmas and Spring school concerts

Physical Education Strengths – wide range of team sports, incorporation of cardiovascular and fitness training promotes life-long fitness skills, participation in Presidential Physical Fitness Program, and physical education teacher also serves as the school athletic director

Computer Strengths – formal lab classes for pre-kindergarten through grade 6, quarterly projects integrated into the curriculum areas by each teacher from pre-kindergarten through grade 8, student produced school web page, student produced morning news program, middle school media production elective, and middle school Midi elective

2) The reading program at Divine Mercy is an integral part of a “cognitive apprenticeship approach to literacy” which is integrated throughout the curriculum and is based on the results of recent literacy studies. This approach relies on continual assessment, observation, and responsive teaching; flexible plans, modeling, coaching, structured routines, and opportunities for assisted and independent work. Early childhood education focuses on helping children develop the essential skills, knowledge (including phonemic awareness), and enthusiasm that are essential for beginning readers to succeed. Elementary grades focus on strengthening these skills and abilities to help each student grow as a reader. The Scott Foresman Program is the elementary school’s basic text, although all teachers supplement the text with classroom libraries to enhance the reading experience in each grade.

The focus in middle school is on reading and analyzing all types of great literature. Prentice-Hall is used as a basic text, it too is supplemented with age-appropriate literature of various genres. Students work independently and in groups with teachers (including guided reading in the younger grades). Students also work in groups with other students. These reading response activities include age-appropriate research using the Internet and regularly scheduled sessions in the school library. Students develop plays based on books they’ve read, participate in student-led reading discussions in story circles, and develop individual or group presentations.

Scholastic Reading Counts, a computerized reading incentive program, is being implemented school-wide. Teachers have been trained and the software is being installed in the classrooms.

In summary, teachers assess and plan a curriculum or method of teaching where each child meets with success and can reach the highest level of reading achievement possible. The entire program, from Pre-K through grade 8, builds on the strengths of the learners – building from what children know, then scaffolding to the next level.

3) At Divine Mercy Catholic School, students are introduced to science in the elementary grades. The teachers involve the students through a hands on approach. Students explore and learn science through exciting and stimulating experiments, which include butterfly gardens, pumpkin science, tadpole life cycles, plant life cycles, and solar system exploration. Science is integrated into all daily curricula. This is supported by work in the computer lab, field trips, Weekly Readers, and their science link in the reading text books.

As students enter middle school, they expand their knowledge of science and group work. In the science laboratory, students are taught the importance of lab partners, safety, and proper techniques. After each session, students are required to complete a write-up.

Sixth grade students study a brief overview of earth science curriculum. Labs and activities designed to help students understand scientific method include the areas of geology, weather, ecology, physics, and life cycles. Seventh grade students are introduced to life science, which begins to build their basic knowledge of biology. Students study cell, plant, and animal systems through the use of microscopes and dissections in the lab. Eighth grade students study physical science, which introduces them to the non-living areas of science. This includes chemistry and physics, and the development of technological and mathematical connections with the real world.

Divine Mercy offers the following extra-curricula programs, which support science and encourage each child to share their individual skills:

- Divine Mercy Science Fair (grades 3-6)
- Brevard Intracoastal Science Fair (grades 7 and 8)
- Young Astronaut Club
- Annual Space Exposition
- Water Watch (grade 7 water study)

- Extreme 2003 (grade 6)
- Craftsman/NSTA Young Inventors Award Program
- Bayer/NSF award (community grant proposals)
- NASA: Mission to Mars contest, Partnership for America's Young Inventors
- Odyssey of the Mind, World Champions 2000

4) The application of the latest discoveries in brain research and the need for differentiated instruction is a top priority at Divine Mercy. Recognizing there are multi learning modalities, the teachers at Divine Mercy strive to utilize as many instructional strategies as possible to enable students to meet with success. The following strategies are utilized in the classroom:

- Brain Gym activities which help students stay focused
- Use of music in classrooms to aid focus and memory
- Cooperative learning groups
- Think-Pair-Share teams
- Peer Tutoring and Mentoring Program
- Interactive lessons using the Internet and Smart Board technology
- Accommodations for students with special needs
- Alternative assessment strategies
- Direct discovery and active learning strategies
- Homework buddies
- Daily standard planner
- Interdisciplinary approaches (vertical and horizontal faculty teams)
- Closure techniques (exit cards and 3-2-1 summaries)
- Visual aids

5) At Divine Mercy, each year begins with a Day of Reflection, which focuses on the call to the ministry of teaching. The main thrust is to recognize that children, not subjects, are taught. Positive relationships between students and teachers are essential if learning is to take place. The classroom atmosphere is such that students feel safe and free to speak with teachers about any concerns, whether they be academic, social or personal.

The school's professional development program focuses on understanding the different learning styles of students and adopting teaching methods to address student needs and interests.

This includes the following:

- Harry Wong's "The Effective Teacher" Video Series
- Cooperative learning strategies: "Excellence in Education" Video series
- Integration of technology across the curriculum – guest presenter
- Horizontal and vertical teaming – guest presenters
- Multiple Intelligences: Learning styles/teaching methods – guest presenter
- Annual participation in Diocesan teacher in-service days
- Brain Research/Brain Gym activities – guest presenter
- Strategies for dealing with special needs students: "F.A.T City" video
- "The First Days of School" by Harry Wong provided to all new faculty members
- Ongoing teacher support and resource by the Director of Student Services and the Child Study Team
- All teachers belong to at least one professional association, and are encouraged to attend inservices outside of school and to visit other schools.

PART VI – PRIVATE SCHOOL ADDENDUM

Private school association(s): National Catholic Education Association and Florida Catholic Conference
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2350</u> K	\$ <u>2350</u> 1 st	\$ <u>2350</u> 2 nd	\$ <u>2350</u> 3 rd	\$ <u>2350</u> 4 th	\$ <u>2350</u> 5 th
\$ <u>2350</u> 6 th	\$ <u>2350</u> 7 th	\$ <u>2350</u> 8 th	\$ <u>N/A</u> 9 th	\$ <u>N/A</u> 10 th	\$ <u>N/A</u> 11 th
\$ <u>N/A</u> 12 th	\$ <u>N/A</u> Other				

2. What is the educational cost per student? \$ 2350.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 1000.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1.6 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 6.2 %

PART VII - ASSESSMENT RESULTS

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 3

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

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

	2003-2004	2002-2003
	ITBS A	ITBS A
Testing Month	October	March
SCHOOL SCORES		
Reading Total Score	81%	78%
Math Total Score	86%	69%
Number of Students Tested	29	26
Percent of Total Students Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0%	0%

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 4

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002
	ITBS A	ITBS A	ITBS A
Testing Month	October	October	October
SCHOOL SCORES			
Reading Total Score	75%	72%	78%
Math Total Score	76%	61%	69%
Number of Students Tested	22	19	26
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 5

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002
	ITBS A	ITBS A	ITBS A
Testing Month	October	October	October
SCHOOL SCORES			
Reading Total Score	79%	84%	75%
Math Total Score	73%	78%	73%
Number of Students Tested	15	17	26
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 6

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002
	ITBS A	ITBS A	ITBS A
Testing Month	October	October	October
SCHOOL SCORES			
Reading Total Score	76%	84%	82%
Math Total Score	76%	77%	80%
Number of Students Tested	28	27	24
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 7

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002
	ITBS A	ITBS A	ITBS A
Testing Month	October	October	October
SCHOOL SCORES			
Reading Total Score	77%	79%	80%
Math Total Score	70%	74%	74%
Number of Students Tested	14	15	17
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%

Divine Mercy Catholic School

2003-2004, 2002-2003 and 2001-2002 ITBS Form A Testing Results

Grade: 8

Test: ITBS Reading and Math Totals

Edition/Publication Year: Fall 2000

Publisher: Riverside Publishing

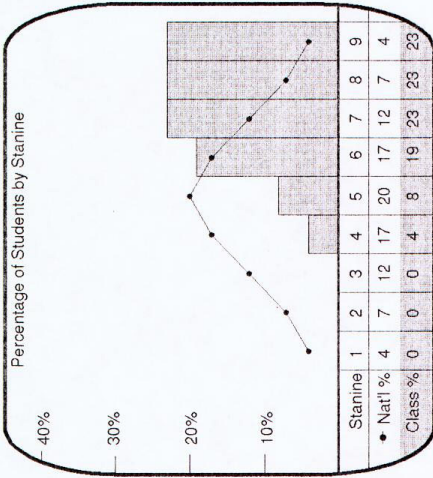
What groups were excluded from testing? Why, and how were they assessed?

All students were assessed throughout ITBS testing. No students were omitted from the summary report.

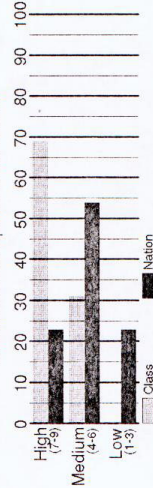
Scores are reported here as (check one)NCEs: _____ Scaled scores: _____ Percentiles: _____

	2003-2004	2002-2003	2001-2002
	ITBS A	ITBS A	ITBS A
Testing Month	October	October	October
SCHOOL SCORES			
Reading Total Score	86%	84%	84%
Math Total Score	90%	87%	81%
Number of Students Tested	26	28	27
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%

Prob. Solv. & Data Interp.



Percentage of students in the three stanine groupings for this class compared to the nation.



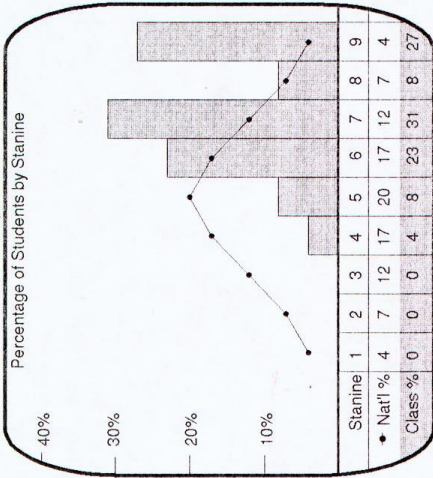
PROB. SOLV. & DATA INTERP. SUMMARY

Compared with students in the nation in this grade, this class has:

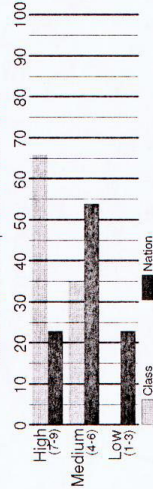
- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

The average Prob. Solv. & Data Interp. grade equivalent for this class, grade 8, was 13+, which represents a national percentile rank of 84 for this time of the year. The typical student in grade 8 in this class scored higher than 84 percent of grade 8 students in the nation.

***Math Computation**



Percentage of students in the three stanine groupings for this class compared to the nation.



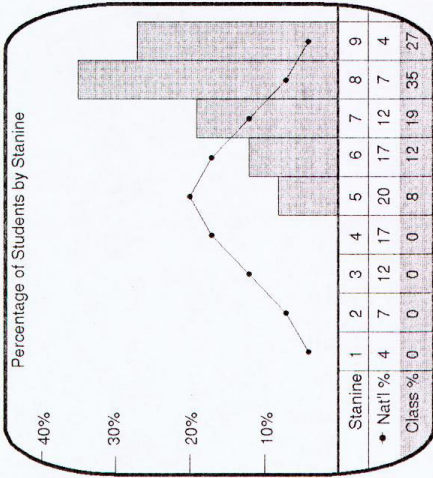
***MATH COMPUTATION SUMMARY**

Compared with students in the nation in this grade, this class has:

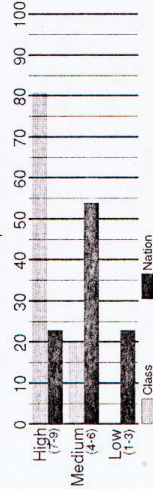
- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

The average *Math Computation grade equivalent for this class, grade 8, was 12.6 which represents a national percentile rank of 82 for this time of the year. The typical student in grade 8 in this class scored higher than 82 percent of grade 8 students in the nation.

Mathematics Total



Percentage of students in the three stanine groupings for this class compared to the nation.



MATHEMATICS TOTAL SUMMARY

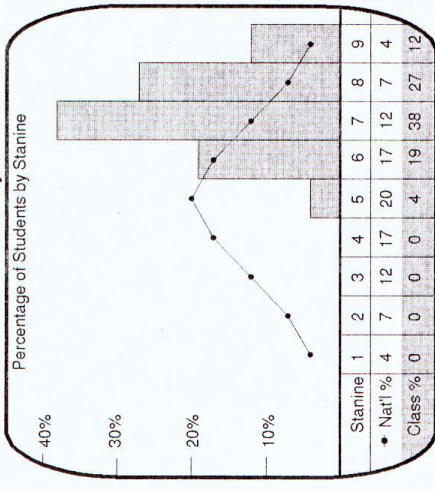
Compared with students in the nation in this grade, this class has:

- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

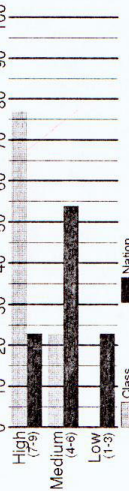
The average Mathematics Total grade equivalent for this class, grade 8, was 13+, which represents a national percentile rank of 90 for this time of the year. The typical student in grade 8 in this class scored higher than 90 percent of grade 8 students in the nation.

* = Math Computation is not included in the Math Total or in any score that includes the Math Total. For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

Vocabulary



Percentage of students in the three stanine groupings for this class compared to the nation.



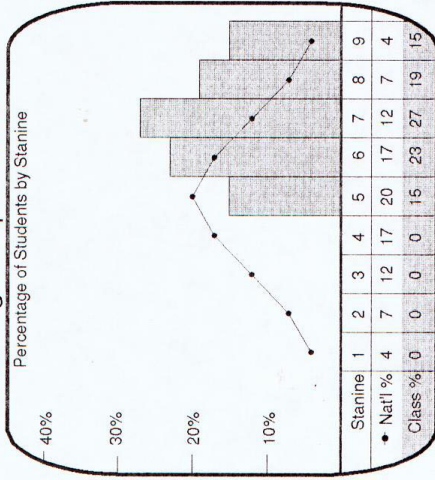
VOCABULARY SUMMARY

Compared with students in the nation in this grade, this class has:

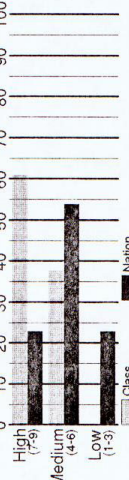
- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

The average Vocabulary grade equivalent for this class, grade 8, was 11.8, which represents a national percentile rank of 88 for this time of the year. The typical student in grade 8 in this class scored higher than 88 percent of grade 8 students in the nation.

Reading Comprehension



Percentage of students in the three stanine groupings for this class compared to the nation.



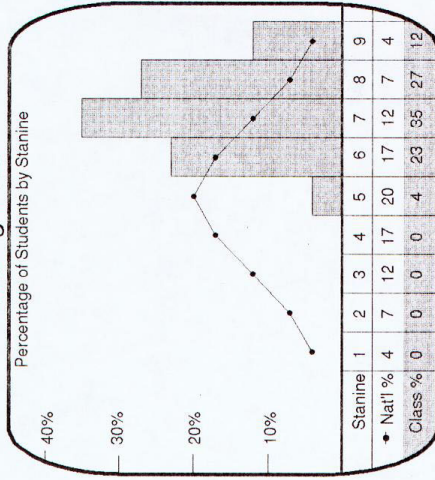
READING COMPREHENSION SUMMARY

Compared with students in the nation in this grade, this class has:

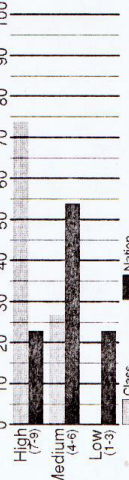
- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

The average Reading Comprehension grade equivalent for this class, grade 8, was 13+, which represents a national percentile rank of 83 for this time of the year. The typical student in grade 8 in this class scored higher than 83 percent of grade 8 students in the nation.

Reading Total



Percentage of students in the three stanine groupings for this class compared to the nation.



READING TOTAL SUMMARY

Compared with students in the nation in this grade, this class has:

- A larger percentage of high achieving students.
- A smaller percentage of medium achieving students.
- A smaller percentage of low achieving students.

The average Reading Total grade equivalent for this class, grade 8, was 12.9, which represents a national percentile rank of 86 for this time of the year. The typical student in grade 8 in this class scored higher than 86 percent of grade 8 students in the nation.

Natl % = National Percentage of Students in Stanine Class % = Class Percentage of Students in Stanine

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.



BUILDING SUMMARY
Iowa Tests of Basic Skills® (ITBS®)

Form: A
Test Date: 10/2003
Norms: Fall 2000
Order No.: 000080344
Page: 4

Building: Divine Mercy 216
Diocese: Orlando Diocese

	READING		Listening	LANGUAGE			MATHEMATICS			CORE TOTAL		SOCIAL STUDIES		SCIENCE		SOURCES OF INFORMATION		COMPOSITE
	Vocabulary	Comprehension		Spelling	Capitalization	Punctuation	Usage & Expression	Concept Estimat	Probs/Data	Computation*	TOTAL	Social Studies	Science	Maps & Diagram	Ref. Material	TOTAL		
Grade 8	26	26		26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Number of Students Included	118	13+	11:6	13+	13+	13+	13+	13+	12:8	13+	13+	11:1	13+	13+	11:1	13+	13+	13+
Grade Equivalent of Average SS	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8
National Stanine of Average SS	75	70	68	67	68	73	71	81	71	70	75	64	71	61	61	68	64	71
Normal Curve Equivalent of Average SS	77	74	68	68	72	78	75	92	80	75	82	82	77	61	61	77	64	71
Percentile Rank of Average SS - Private Norms	88	83	80	78	81	86	85	93	84	82	89	82	77	61	61	71	64	71
Percentile Rank of Average SS: National Student Norms																		
Number of Students Tested = 26																		

* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

