

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

Name of Principal: Ms. Pauline M. Rowan (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Ascension Catholic School (As it should appear in the official records)

School Mailing Address: 2950 N. Harbor City Blvd. (If address is P.O. Box, also include street address)

Melbourne Florida 32935-6227 City State Zip Code+4 (9 digits total)

Tel.: (321) 254-5495 Fax: (321) 259-0993

Website/URL: www.ascensioncatholicsch.org Email: prowan@ascensioncatholicsch.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.

(Principal's Signature) Date

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

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

District Name: Diocese of Orlando Tel. (407) 246-4900

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.

(Superintendent's Signature) Date

Name of School Board President/Chairperson: Mr. Anthony LaManna (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.

(School Board President's/Chairperson's Signature) Date

## **PART II - DEMOGRAPHIC DATA**

**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  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**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.  
  29   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
<b>K</b>	33	27	<b>60</b>	<b>7</b>	29	29	<b>58</b>
<b>1</b>	35	33	<b>68</b>	<b>8</b>	32	33	<b>65</b>
<b>2</b>	26	40	<b>66</b>	<b>9</b>	0	0	<b>0</b>
<b>3</b>	39	31	<b>70</b>	<b>10</b>	0	0	<b>0</b>
<b>4</b>	36	32	<b>68</b>	<b>11</b>	0	0	<b>0</b>
<b>5</b>	28	29	<b>57</b>	<b>12</b>	0		<b>0</b>
<b>6</b>	27	41	<b>68</b>	Other/PK	33	27	<b>60</b>
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>640</b>

6. Racial/ethnic composition of the students in the school:
- |    |                                  |
|----|----------------------------------|
| 83 | % White                          |
| 1  | % Black or African American      |
| 10 | % Hispanic or Latino             |
| 6  | % Asian/Pacific Islander         |
| 0  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 1.7 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	11
<b>(4)</b>	Total number of students in the school as of October 1	633
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.017
<b>(6)</b>	Amount in row (5) multiplied by 100	1.7

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 2% %  
12 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.

10. Students receiving special education services: 12 %  
74 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>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>44</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>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>40</u>	<u>3</u>

12. Student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>96%</u>	<u>95%</u>	<u>96%</u>	<u>94%</u>	<u>94%</u>
Daily teacher attendance	<u>98%</u>	<u>99%</u>	<u>98%</u>	<u>99%</u>	<u>99%</u>
Teacher turnover rate	<u>3%</u>	<u>3%</u>	<u>2%</u>	<u>2%</u>	<u>3%</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	1.2	1.8	1.5	1.2	1.7

## **PART III – SUMMARY**

**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.**

Ascension Catholic School in Melbourne, Florida is dedicated to providing children with a value-oriented educational environment with an emphasis on academic excellence. Since 1961, the faculty and staff of this pre-kindergarten through eighth grade school have been committed to an atmosphere of learning, guidance, experience, and discovery. We have been rewarded for our efforts with the U.S. Department of Education's Blue Ribbon School award, earned Reading Renaissance Master School status, and are certified as a Computer Learning Foundation school, and with the creation of the nation's first Spanish Junior Honor Society. Our curriculum provides a structured academic foundation while stimulating critical thinking, fostering creativity, and encouraging self-initiated learning.

Our campus is a secure facility and includes 21 classrooms, a science lab, music and art rooms, a library with over 12,000 volumes, a resource room, and a computer lab with 25 workstations. The building also includes a two bed clinic, tutoring rooms, rooms for speech pathology and remediation, and a cafeteria. A gymnasium building will open in June 2003.

We are marked by acceptance of contemporary educational technologies. Currently, we boast 98 networked computers with Internet access. The faculty keeps abreast of new trends, research, and technology in the educational field through on-site staff development. Our award-winning website provides up-to-date information from our daily lunch menu to photographs of student activities and examples of student work.

Ascension fosters positive interaction with parents, teachers, and community members. Parents and parishioners provide us with over 10,000 service hours every year through our active Home and School Association. In turn, the students reach out in service to the community. This year each class has created a service project centered on the theme of "Feed the Hungry". In addition to class service projects, students make individual donations to the local food bank each Wednesday. As a consequence, students develop appropriate self-esteem, a sense of respect for people, responsibility, an appreciation of hard work, and an ability to relate to others in positive ways.

We provide a program of activities to promote physical well-being. Nine separate team sports compete throughout the year in a league with local elementary and middle schools.

As family life changes, Ascension has recognized the need to act in *loco parentis* in new ways. We employ a licensed family therapist and counselor and a structured program for children coping with loss of a parent through death, divorce, or separation. Our clinic is staffed by a registered nurse who maintains student health records and medications, as well as instructs the faculty in health-related issues on a regular basis. Last year, we added a full-time resource teacher.

Ascension is dedicated to providing an educational environment where Christian values are taught, where the witness of adults and children to these values is in evidence, and where religious truths are integrated with life. Our aim is to empower and nurture our students to promote justice and peace, to use their unique gifts and talents to enrich their lives, and to appreciate the talents and gifts of others.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **For Public and Private Schools**

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

The Iowa Test of Basic Skills is given to every student in grades three through eight in the fall of the year. Fall testing maximizes the diagnostic potential of the data. Second grade testing is done in March when reading skills have advanced to a level which ensures accuracy of the test results.

When the test results arrive, administrators prepare and deliver a presentation to the staff. At that time, strengths are noted and areas of weakness are pinpointed. Ample time is given for questions and discussions. Next, classroom teachers receive individual test results and the time to examine them closely. Teachers use charts to compare student and class progress from year to year.

Within the next two weeks, grade level teams meet to pinpoint areas which require additional attention at each level. Team meetings are held monthly, and teachers use them to discuss progress in weaker areas as the school year unfolds. They also meet to share strategies with one another which they have found to be effective in targeting areas of weakness, as well as enriching stronger areas.

At the end of the year, grade level articulation meetings are used to inform teachers of potential strengths and weaknesses prior to the beginning of the next school year. Second grade test results are examined at this time and articulation is used to maximize learning of students entering third grade.

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

Student performance is communicated formally to parents at twelve different points during the school year. Every student, from pre-kindergarten through grade eight, receives four annual progress reports and four annual report cards. The schedule of these reports ensures that parents are receiving written information regarding student performance at least once every four weeks.

Formal parent-teacher conference nights are held twice each year. Additionally, teachers conference regularly with parents throughout the year via telephone, e-mail, or through face-to-face meetings on an as needed basis.

When test results become available for grades three through eight, they are sent home with the next report card. A formal conference night follows the dispersal of these test results and parents have the opportunity to discuss the results with teachers.

In the spring, when second grade results are available, parents view a multimedia presentation showing the school's standardized testing results and how those results compare to other schools in the region and in the nation.

Test results are also published in the school's annual report. This report is available free of charge to school parents, and also to interested community members. Furthermore, it can be accessed for part of the year on our school website.

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

Local, regional and state in-service opportunities can provide ways in which Ascension can share its successes with other schools. Ascension teachers already present regularly at regional in-service days. Topics have included classroom management techniques at both the elementary and middle school level. Additionally, two teachers presented classroom computer techniques at the 2003 Florida Educational Technology Conference. Moreover, Ascension teachers presented information on our school's reading program to the Diocesan Middle School Committee, as well as to two other local faculties. Two teachers have had ideas published in instructional magazines.

Another avenue for the school to share its success is through curriculum committees at the Diocesan level. Within the past five years, four Ascension teachers have served on these curriculum committees in their area of certification and expertise. Plans are underway for a new curriculum committee and Ascension will be represented on that committee, as well.

## **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.**

Ascension’s curriculum includes language arts, mathematics, science, and social studies, as well as religion art, computers, library, music, and physical education at every level. Additionally, foreign language instruction is an integral part of the middle school curriculum. All students at Ascension participate in the full range of the school’s curriculum.

Language arts instruction begins in pre-kindergarten with letter recognition and an understanding of left to right progression, story telling, listening skills and participation in class discussions. In kindergarten, students demonstrate understanding of beginning sounds and develop a small cache of sight words. First grade instruction is heavily phonics based and includes decoding skills so that all students are reading by the start of the second semester. Phonics skills continue to receive emphasis in second grade and attention is given to punctuation, parts of speech, cursive writing and chapter books. Throughout grades three through five, Ascension students learn to produce edited written documents in a variety of forms and are challenged to read a wide variety of both fiction and non-fiction works. In middle school, grades six through eight, students leave their basal readers behind and embark upon the study of literature and literary analysis.

The mathematics curriculum begins with number recognition, simple graphs and fractions, and comparisons by size, length and height in the early childhood years of pre-kindergarten and kindergarten. By first and second grade, students are using addition and subtraction facts from zero to 20 and can multiply numbers from zero to five. By the end of fifth grade, elementary students can read, write and compare whole numbers up to billions, as well as use whole numbers, fractions, and decimals. Upon entering middle school, students are divided by ability group. Those showing aptitude, (as evidenced through standardized test scores, class performance, and teacher recommendation) begin an accelerated program which culminates in completion of Algebra I at the end of eighth grade. Those who do not participate in the accelerated math program embark upon a somewhat less rapid program which still results in completion of the first half of Algebra I by the end of eighth grade.

Science instruction begins in the early years with classification of animals and plants and exploration of force, motion, gravity, and magnetism. The concepts of the scientific method are introduced through hands-on experimentation. In elementary school, students learn about simple machines, deal with physical properties, and are able to describe changes in matter. The middle school science curriculum focuses on earth science in sixth grade, biology in seventh grade, and physical science in eighth grade. All students from grades three through eight prepare and present a science fair project which includes a written report, a log book, research, and demonstration of the scientific method and is judged by members of the local scientific community.

Ascension’s social studies program incorporates knowledge of town and community in the lower grades along with simple map reading. By fourth grade, students are studying Florida history at an in-depth level and learn the regions of the United States including the 50 states and capitals. Fifth grade students study world geography as preparation for the sixth grade study of world history. Seventh and eighth grade students take a two-year course in American history. This time frame facilitates complete understanding of the Constitution, the workings of the three branches of government, and a full appreciation of America’s rise to a world power, as well as its role in the world today.

Formal foreign language instruction begins in the seventh grade with a five day a week program which consists of 45 minutes of instruction per day. Students may choose between French or Spanish and will

have fulfilled the requirements for French I or Spanish I by the end of eighth grade. Both courses are taught by degreed and certified foreign language instructors, each of whom holds a master's degree. Both French and Spanish are introduced to younger children through semi-weekly instruction. In this way, they have knowledge of both languages and are able to make an informed decision when the time comes to concentrate on one language at the middle school level.

Religion emphasizes the teachings of the Catholic Church in an age appropriate fashion and liturgical celebrations on a weekly basis. The computer curriculum stresses keyboarding skills, safe Internet usage, and the creation of graphs and charts. Art classes produce works using both traditional and non-traditional materials. The library classes teach students to use reference materials and physical education classes teach both team and individual sports, along with basic sportsmanship. Finally, the music program teaches all children to read standard notation, as well as to recognize tone and style.

**2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Ascension uses a phonics-based approach to reading in the primary grades. Textbooks include the Open Court series and the Modern Curriculum Press Plaid Phonics series. Open Court textbooks are used up to grade five and formal, textbook-based phonics instruction ends after grade three. This two-pronged attack ensures that all students are reading in the second semester of first grade. After first grade, the Open Court series utilizes challenging selections from children's literature rather than stories written specifically for a basal reader. This approach incorporates the study of each selection for plot, characterization, and theme, while ensuring that students are reading material which stretches their reading ability and leads to reading growth on a yearly basis.

Students in our sixth through eight grade middle school classrooms study literature with the aid of the Prentice Hall literature series – Copper, Bronze, and Silver. This represents a departure from the elementary study of reading and a springboard into the study of literary analysis. Students learn to analyze works for universal themes.

A key element of Ascension's reading program is full implementation of the Reading Renaissance concept. This is a software-based program which, with the help of the classroom teacher, sets individual reading goals for each student on a quarterly basis. Students read fiction and non-fiction books within a reading range with which they feel comfortable. Point totals and accuracy rates are totaled.

In our second year of this program, we have seen library circulation more than double and have seen individual reading levels increase by more than one year in less than six months time. The program requires 30-60 minutes of reading per day and represents a significant commitment of time on both the part of the student and the teacher. However, since the program is individualized, every student can, and does, see success in reading coupled with significant growth in reading ability.

**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.**

In science, students are introduced to contemporary methods and technologies. From pre-kindergarten to fifth grade, students are nurtured in science by teachers who use a wide variety of techniques, from lessons in big books to hands-on activities which allow for cooperation among students at young ages. Teachers help students to work on projects in science which emphasize experience and discovery and encourage creativity. Lessons in life, earth and physical science provide learning experiences which lead the students to appreciate the world in which we live.

The science curriculum has designated discipline emphases in the middle grades. Hands-on activities are still an integral part. Sixth grade classes follow an earth science curriculum. Students are involved in activities in chemistry, plant biology, animal biology, ecology, weather science, physics, and geology.

Science process skills are emphasized and discovery activities are utilized. The school campus provides an environment for scientific exploration and field trips on campus for ecology take place throughout the year.

Seventh graders follow a curriculum of life science. This basic biology class deals with cells and cell processes, life activities of plants and animals, human body systems, and microorganisms. Lab work, including basic dissection, is an integral part of the course.

Eighth grade follows a course in physical science which deals with chemistry and physics. One semester is devoted to physics and one semester is devoted to chemistry. Motion, force, speed, acceleration, waves, matter, the periodic table, elements, compounds and mixtures are a few topics covered through the year. Students utilize the science lab for many hands-on activities.

In Ascension's academic environment, science empowers our students to use their unique gifts and talents. From the earliest years, students are provided with learning experiences which lead them to appreciate the world in which we live, a world created by a loving God.

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

Instructional methods at Ascension are as diverse as the teachers who use them. In the early grades, our developmental early childhood department uses hands-on learning and experiential learning through play to maximize the learning day. Best practices utilized in the primary grades include small group instruction, ability grouping for reading and math, and whole group instruction when the content lends itself to such an approach. In the elementary grades, cooperative learning groups are a common feature of the classroom, especially in curricular areas such as science and social studies. In the middle school, a greater emphasis is placed on lecture and discussion, both as a preparation for high school and in acknowledgement of these students growing abstract thinking abilities. At the same time, ability grouping in mathematics and science, as well as cooperative learning groups in religion and literature, are still a common feature of the school day.

All teachers, from pre-kindergarten through eighth grade, make use of the Internet and educational software in the classroom. Each room is equipped with Internet access and wall-mounted TV with scan converter. This technology lends itself to virtual field trips, group games, student presentations, and multimedia applications.

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

Ascension's professional development program is both local and diocesan. Five times a year our governing Diocese provides in-service activities in pre-determined areas. This year those areas included technology and school safety, as well as a voluntary Master Teacher program in which three Ascension teachers currently participate.

At the local level, faculty meetings are scheduled every two weeks. School administration sets forth a staff development program and plans meetings accordingly. Speakers in the curricular area of reading and in the area of brain research have been brought in during the past school year. This is also an opportunity for teachers who have attended conferences to report on practices they think will be of help to staff members in improving student achievement. This year, we have had presentations from attendees at Reading Renaissance Advanced training, the Florida Association of Media Educators, the state music conference, the state foreign language convention, and the Florida Educational Technology Convention among others.

Once a month, or more, teachers gather for formalized grade level meetings. At this time, they share articles, books, and concepts which have been helpful to them in their classrooms.

A simple and oft-repeated question provides the overarching theme of each staff development session at Ascension. Ascension teachers consistently ask themselves, “What are they learning?” and use their professional judgment to proceed from there. In this way, every professional development opportunity is analyzed for its usefulness to the student learner, thereby avoiding lack of substance.



## Part II - Demographics

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

\$ 2620 / K    \$ 2620 / 1<sup>st</sup>    \$ 2620 / 2<sup>nd</sup>    \$ 2620 / 3<sup>rd</sup>    \$ 2620 / 4<sup>th</sup>    \$ 2620 / 5<sup>th</sup>  
\$ 2620 / 6<sup>th</sup>    \$ 2620 / 7<sup>th</sup>    \$ 2620 / 8<sup>th</sup>    \$ \_\_\_\_\_ / 9<sup>th</sup>    \$ \_\_\_\_\_ / 10<sup>th</sup>    \$ \_\_\_\_\_ / 11<sup>th</sup>  
\$ \_\_\_\_\_ / 12<sup>th</sup>    \$ 3170 / Other/PK

2. What is the educational cost per student? \$ 2946  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 795
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 93%

# **Ascension Catholic School**

## **2002-2003 and 2002-2001 ITBS Form A Testing Results**

**and**

## **2000-2001 ITBS Form K Testing Results**

**Grade:** 7

**Test:** ITBS Mathematics Total

56

**Edition/publication year:** A/Fall 2000  
K/Fall 1992

**Publisher:** Riverside Publishing

**What groups were excluded from testing? Why, and how were they assessed?** All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

Scores are reported here as (check one): NCEs \_\_\_ Scaled Scores \_\_\_ Percentiles:

	2002-2003	2001-2002	2000-2001		
	ITBS A	ITBS A	ITBS K		
Testing Month	October	October	October		
<b>SCHOOL SCORES</b>					
Total Score	80%	76%	75%		
Number of Students Tested	56	70	59		
Percent of Total Students Tested	100%	100%	100%		
Number of Students Excluded	3	3	3		
Percent of Students Excluded	5%	4%	5%		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

## READING

Test Name		Score Name
ITBS/ITED (Forms A,B)		Reading Total
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K	137	85
1	161	78
2	182	74
3	200	73
4	218	74
5	232	72
6	247	73
7	262	76
8	276	77
9	287	78
10	295	79
11	303	79
12	309	79

## MATHEMATICS

Test Name		Score Name
ITBS/ITED (Forms A,B)		Mathematics Total (w/ or w/o Computation)
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K	139	80
1	159	74
2	179	73
3	198	72
4	217	74
5	234	77
6	250	73
7	264	73
8	276	72
9	287	73
10	296	75
11	304	75
12	309	74

### READING

Test Name		Score Name
ITBS/TAP (Forms K,L,M)		Reading Total
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K	137	85
1	161	73
2	182	76
3	201	74
4	218	75
5	233	74
6	248	74
7	262	75
8	277	78
9	288	78
10	296	78
11	304	78
12	310	78

### MATHEMATICS

Test Name		Score Name
ITBS/TAP (Forms K,L,M)		Mathematics Total (w/ or w/o Computation)
Grade	School Mean Scale Score at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K	139	80
1	160	76
2	179	72
3	199	74
4	217	74
5	234	73
6	250	73
7	264	73
8	277	74
9	288	74
10	297	75
11	304	74
12	310	75