COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
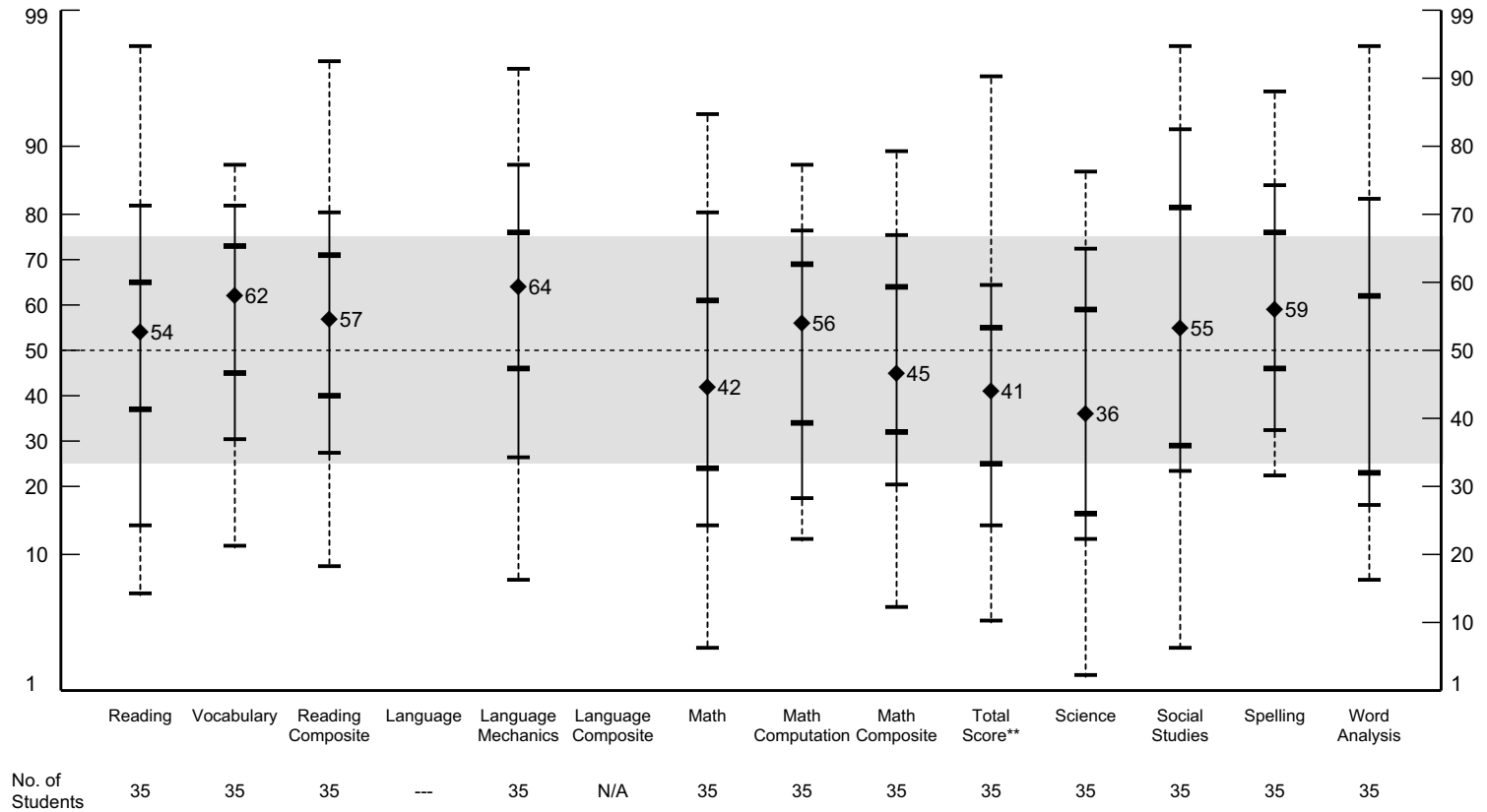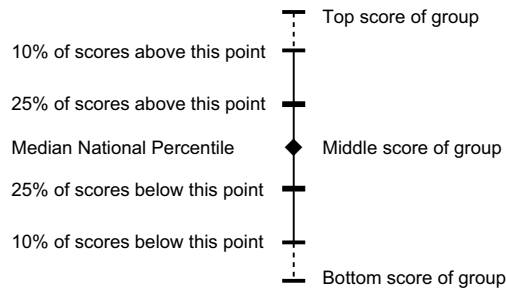ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DRC
DATA RECOGNITION CORPORATION

Distribution by Content Area
National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
No. of Students	35	35	35	---	35	N/A	35	35	35	35	35	35	35	35

Median scores: Reading 54, Vocabulary 62, Reading Composite 57, Language Mechanics 64, Math 42, Math Computation 56, Math Composite 45, Total Score** 41, Science 36, Social Studies 55, Spelling 59

Legend:
- Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile — ◆ Middle score of group
- 25% of scores below this point
- 10% of scores below this point
- Bottom score of group

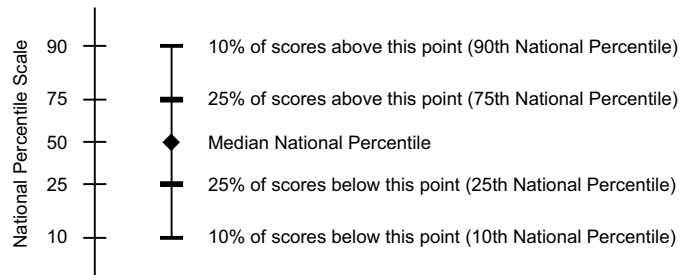* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken
N/A Not Available

17604-54321   8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90	10% of scores above this point (90th National Percentile)
75	25% of scores above this point (75th National Percentile)
50	Median National Percentile
25	25% of scores below this point (25th National Percentile)
10	10% of scores below this point (10th National Percentile)

TERRANOVA³

TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	35	35	35	---	35	N/A	35	35	35	35	35	35	35	35
Mean Scores & Std. Deviations														
Grade Mean Equivalent	2.7	2.9	2.8		3.1		2.4	2.6	2.5	2.3	2.0	3.0	3.1	2.5
Standard Deviation	2.0	0.7	1.3		1.6		0.7	0.5	0.5	1.1	1.2	3.1	1.9	1.3
Mean Normal Curve Equiv.	51	55	54		55		46	51	49	45	42	55	57	48
Standard Deviation	16	12	13		15		16	13	13	14	17	20	13	16
NP of the Mean NCE	52	58	57		60		43	51	47	41	36	60	63	46
Mean Scale Score	603	596	600		609		555	532	544	580	563	610	585	607
Standard Deviation	32	22	25		23		30	24	24	27	37	44	40	30
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	81	81	80		87		80	76	75	64	72	91	84	82
Grade Equivalent	4.1	4.0	4.0		5.1		3.3	3.1	3.2	3.0	3.5	6.4	4.5	4.3
Normal Curve Equiv.	69	68	68		73		68	65	64	57	62	78	71	69
Scale Score	633	622	625		637		593	559	573	602	607	657	624	646
75th Local Percentile (Q3)														
National Percentile	65	73	71		76		61	69	64	55	59	81	76	62
Grade Equivalent	3.1	3.5	3.4		4.0		2.8	3.0	2.9	2.7	3.0	4.2	3.7	3.1
Normal Curve Equiv.	58	63	61		65		56	60	58	53	55	69	65	57
Scale Score	615	612	614		624		573	550	561	594	590	634	605	623
50th Percentile (Median) (Q2)														
National Percentile	55	62	57		64		42	56	45	41	36	57	59	45
Grade Equivalent	2.7	3.0	2.8		3.2		2.4	2.7	2.5	2.3	2.0	2.9	2.9	2.5
Normal Curve Equiv.	53	56	54		58		46	53	48	45	42	54	55	47
Scale Score	606	600	601		612		556	538	543	581	562	603	577	607
25th Local Percentile (Q1)														
National Percentile	37	45	40		46		24	34	32	25	16	29	46	23
Grade Equivalent	2.2	2.5	2.4		2.3		1.9	2.3	2.2	1.8	1.0	1.6	2.3	1.7
Normal Curve Equiv.	43	47	45		48		35	42	40	36	29	38	48	34
Scale Score	588	583	585		597		537	516	528	563	534	577	558	583
10th Local Percentile														
National Percentile	14	30	27		26		14	18	20	14	12	23	32	17
Grade Equivalent	1.5	2.1	2.0		1.2		1.6	1.8	1.8	1.5	0.7	1.2	1.6	1.4
Normal Curve Equiv.	28	39	37		36		27	31	32	27	25	34	40	30
Scale Score	559	567	570		579		520	494	512	546	526	570	536	573
National Quarters														
Local/Number 76-99	5	7	8		9		8	4	3	3	3	11	9	5
Per Quarter 51-75	16	16	16		15		3	16	10	8	10	8	14	9
26-50	8	11	8		8		14	9	17	16	10	9	11	10
01-25	6	1	3		3		10	6	5	8	12	7	1	11
Local/Percent 76-99	14	20	23		26		23	11	9	9	9	31	26	14
Per Quarter 51-75	46	46	46		43		9	46	29	23	29	23	40	26
26-50	23	31	23		23		40	26	49	46	29	26	31	29
01-25	17	3	9		9		29	17	14	23	34	20	3	31

*   Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken
N/A Not Available

17604-54321   8300100

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group''s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group''s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

TERRANOVA®, Third Edition

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION CORPORATION
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Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
Reading					
002 Basic Understanding	88	85	+ 03	65-92	
003 Analyze Text	79	78	+ 01	47-88	
004 Evaluate/Extend Meaning	73	73	00	47-80	
005 Reading/Wrtg Strategies	67	67	00	37-76	
006 Introduction to Print	81	83	- 02	68-87	
Vocabulary					
035 Word Meaning	73	71	+ 02	47-77	
036 Multimeaning Words	76	73	+ 03	42-80	
037 Words in Context	77	75	+ 02	52-79	
Language Mechanics					
038 Sentences, Phrases, Clauses	81	76	+ 05	52-92	
039 Writing Conventions	57	56	+ 01	39-65	
Mathematics					
010 Number & Number Relations	62	72	- 10	41-80	
011 Computation & Estimation	76	81	- 05	57-87	
012 Operation Concepts	65	71	- 06	45-78	
013 Measurement	74	79	- 05	51-87	
014 Geometry & Spatial Sense	80	85	- 05	71-89	
015 Data, Stats & Probability	73	76	- 03	57-80	
016 Patterns, Functions, Algebra	76	81	- 05	58-87	
017 Prob Solving & Reasoning	65	72	- 07	44-79	
Math Computation					
043 Add Whole Numbers	81	81	00	52-90	
044 Subtract Whole Numbers	65	72	- 07	48-76	
045 Multiply Whole Numbers	-	-	-	-	
Science					

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
019 Science Inquiry	64	70	- 06	55-71	
020 Physical Science	60	69	- 09	44-72	
021 Life Science	82	88	- 06	71-92	
022 Earth and Space Science	72	78	- 06	61-80	
023 Science and Technology	83	88	- 05	72-91	
Social Studies					
026 Geographic Perspectives	86	84	+ 02	63-88	
027 History and Culture	78	72	+ 06	44-76	
028 Civics and Government	82	87	- 05	62-92	
029 Economic Perspectives	87	87	00	60-93	
Spelling					
040 Vowels	69	66	+ 03	45-78	
041 Consonants	78	71	+ 07	44-89	
042 Structural Units	75	71	+ 04	53-82	
Word Analysis					
030 Consonants	89	89	00	82-95	
032 Vowels	53	62	- 09	33-80	
033 Contractions & Compounds	83	83	00	69-95	
034 Roots and Affixes	57	61	- 04	45-71	

National Reference Group Grade 2.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

- Too few items to report

Key

Moderate Mastery Range	▬
Local Average OPI Score	◇
National Average OPI Score	I

17604-54321   8300100

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

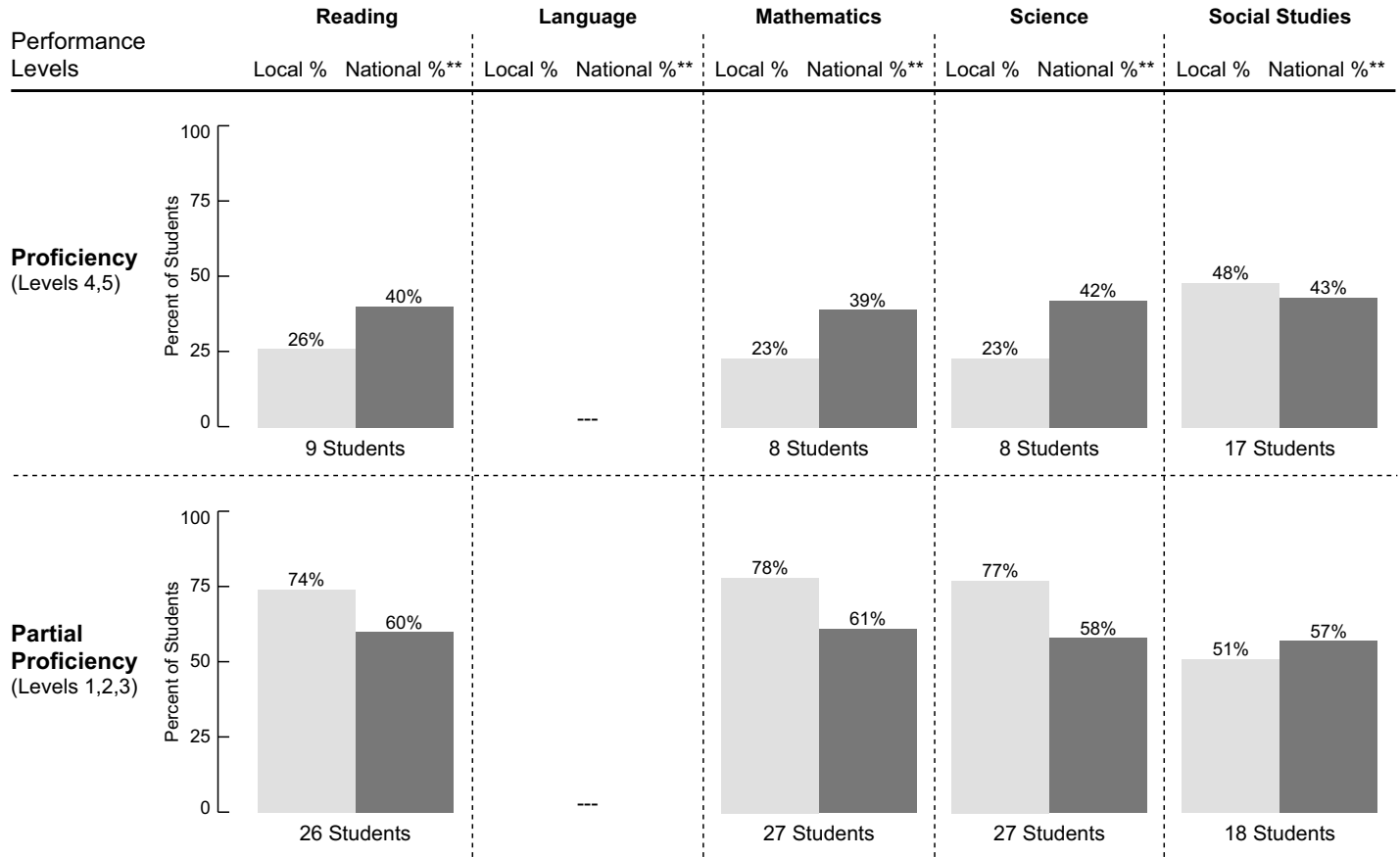QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION CORPORATION — DRC

Percent of Students at Each Proficiency Level

Performance Levels	Reading		Language		Mathematics		Science		Social Studies	
	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**

Proficiency (Levels 4,5)

- Reading: 26% / 40% — 9 Students
- Language: ---
- Mathematics: 23% / 39% — 8 Students
- Science: 23% / 42% — 8 Students
- Social Studies: 48% / 43% — 17 Students

Partial Proficiency (Levels 1,2,3)

- Reading: 74% / 60% — 26 Students
- Language: ---
- Mathematics: 78% / 61% — 27 Students
- Science: 77% / 58% — 27 Students
- Social Studies: 51% / 57% — 18 Students

* Based on locally reported data

** National percent based on Spring national norm group
--- Subtest Not Taken

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

17604-54321   8300100

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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CORPORATION

Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

DIFF		Above			Above						Below		Above	
No. of Students		35	35	35	---	35	N/A	35	35	35	35	35	35	35	35

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken
N/A Not Available

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ▨ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

TERRANOVA®, Third Edition

TERRA**NOVA**³

COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 35

Form/Level: G-12

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

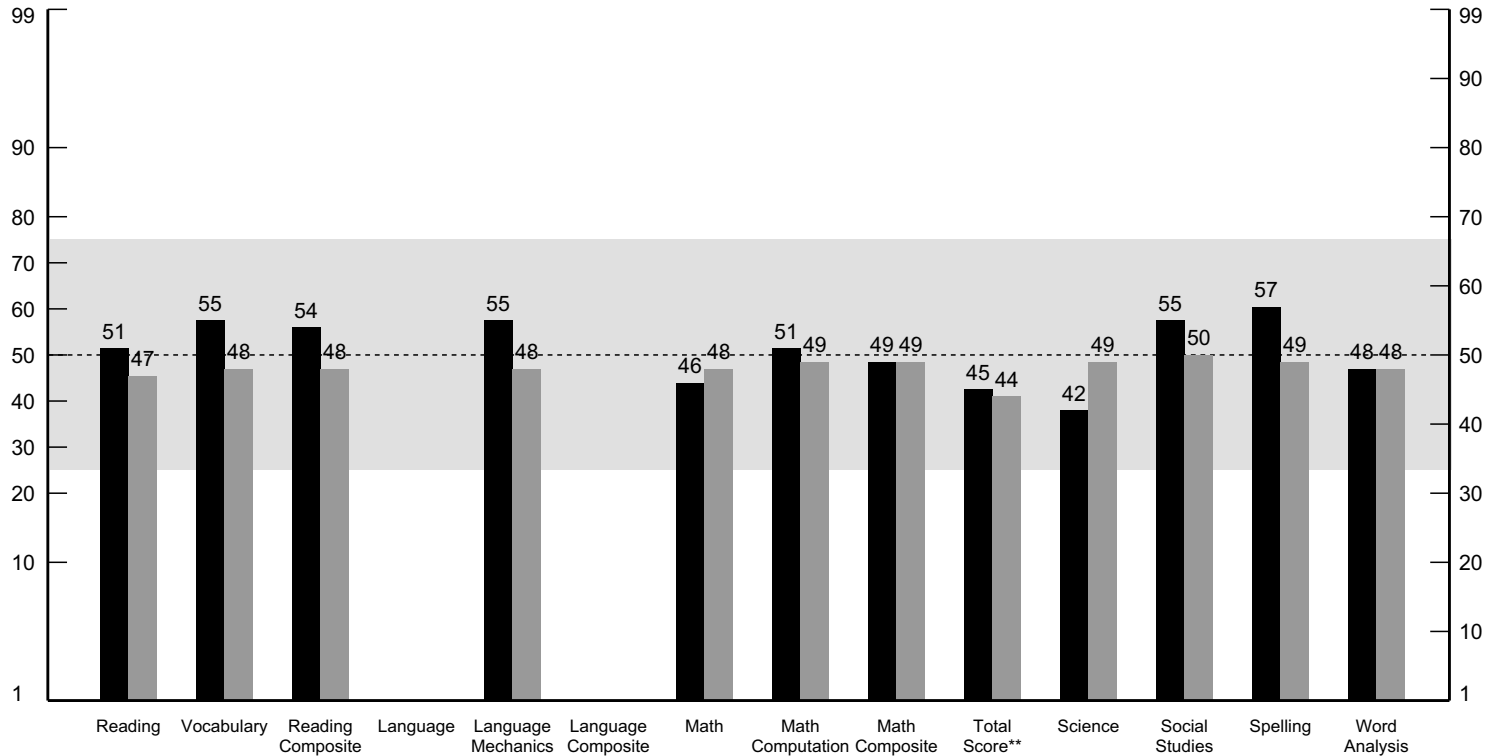OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	35	35	35	---	35	N/A	35	35	35	35	35	35	35	35
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	54	62	57		64		42	56	45	41	36	55	59	45
Anticipated	47	49	49		50		53	52	53	44	53	55	52	49
NP of Mean NCE														
Obtained	52	58	57		60		43	51	47	41	36	60	63	46
Anticipated	44	46	46		46		47	48	48	39	49	50	48	45
Difference	8	12	11		14		-4	3	-1	2	-13	10	15	1
Mean Normal Curve Equivalent														
Obtained	51	55	54		55		46	51	49	45	42	55	57	48
Standard Deviation of Obtained	16	12	13		15		16	13	13	14	17	20	13	16
Anticipated	47	48	48		48		48	49	49	44	49	50	49	48
Difference	4	7	6		7		-2	2	0	1	-7	5	8	0
Mean Scale Score														
Obtained	603	596	600		609		555	532	544	580	563	610	585	607
Standard Deviation of Obtained	32	22	25		23		30	24	24	27	37	44	40	30
Anticipated	595	584	589		597		560	530	545	577	578	597	560	607
Difference	8	12	11		12		-5	2	-1	3	-15	13	25	0
Standard Deviation of Difference	24	19	18		19		19	20	16	16	27	38	39	26
Grade Mean Equivalent														
Obtained	2.7	2.9	2.8		3.1		2.4	2.6	2.5	2.3	2.0	3.0	3.1	2.5
Standard Deviation of Obtained	2.0	0.7	1.3		1.6		0.7	0.5	0.5	1.1	1.2	3.1	1.9	1.3
Anticipated	2.5	2.5	2.5		2.4		2.5	2.6	2.5	2.3	2.5	2.4	2.4	2.5
Difference	0.2	0.4	0.3		0.7		-0.1	0.0	0.0	0.0	-0.5	0.6	0.7	0.0

Cognitive Skills Index (CSI) (Mean CSI: 94)

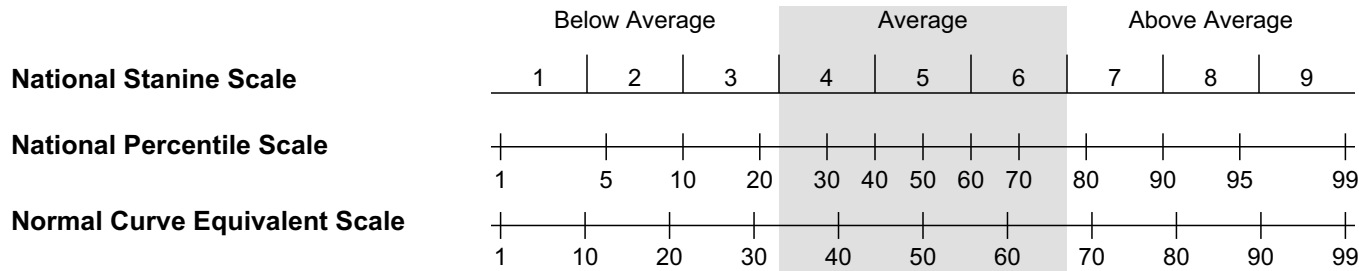| No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals													
0	**115 & Above** Mean Obtained Mean Anticipated Difference														
27	**86-114**														
	Mean Obtained	611	604	608		614		564	540	553	588	570	620	592	613
	Mean Anticipated	604	592	598		604		569	537	553	587	584	604	569	613
	Difference	7	12	10		10		-5	3	0	1	-14	16	23	0
8	**85 & Below**														
	Mean Obtained	578	570	574		592		524	505	515	552	537	577	560	585
	Mean Anticipated	564	557	561		576		527	503	515	546	556	575	528	585
	Difference	14	13	13		16		-3	2	0	6	-19	2	32	0

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken
N/A Not Available

DATA RECOGNITION DRC CORPORATION

17604-54321   8300100

	Below Average		Average			Above Average		
National Stanine Scale	1	2	3	4	5	6	7	8	9

National Percentile Scale

1   5   10   20   30 40 50 60 70   80   90   95   99

Normal Curve Equivalent Scale

1   10   20   30   40   50   60   70   80   90   99

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 35

InView Level: 1

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	35	5	356	44	47
Analogies	35	4	373	39	43
Quantitative Reasoning	35	4	392	41	39
Total Nonverbal Score	35	4	374	36	47
Verbal Reasoning-Words	35	4	356	43	36
Verbal Reasoning-Context	35	5	391	48	51
Total Verbal Score	35	5	374	45	42
Total Score	35	5	374	41	47

MNSG: Mean Natl Stanine by Grade   MDNPA: Median Natl Percentile by Age
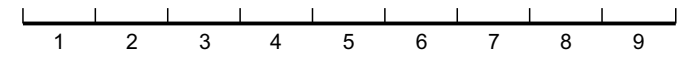MSS: Mean Scale Score   MDNPG: Median Natl Percentile by Grade

Mean CSI: 94
No. of students with valid CSI scores: 35

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale

■ Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

TERRA**NOVA**³

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

Purpose
This section provides the summary distribution of scores for your group.

Number of Students: 35

InView Level: 1

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	35	35	35	35	35	35	35	35
High Score	519	466	472	460	428	478	439	419
Low Score	145	220	333	276	275	231	261	296
Local Percentiles								
90	411	437	431	420	404	459	429	412
75	391	403	411	394	386	439	406	405
50 (Median)	374	384	392	386	355	412	377	384
25	344	348	362	357	331	366	345	352
10	250	295	351	296	303	296	318	308
Mean	356	373	392	374	356	391	374	374
Standard Deviation	74	54	34	43	37	65	43	36

TERRA**NOVA**³

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 50

Form/Level: G-13

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Distribution by Content Area
National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Median	66	62	67	65	65	65	62	69	68	67	70	67	68	
No. of Students	50	50	50	50	49	49	50	50	50	50	50	50	50	50

Legend:
- Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile — Middle score of group
- 25% of scores below this point
- 10% of scores below this point
- Bottom score of group

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

17604-54321   8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90	10% of scores above this point (90th National Percentile)
75	25% of scores above this point (75th National Percentile)
50 ◆	Median National Percentile
25	25% of scores below this point (25th National Percentile)
10	10% of scores below this point (10th National Percentile)

TERRANOVA³
TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 50

Form/Level: G-13

Test Date: 03/01/20

QM: 24 　　　TN Norms Date: 2017

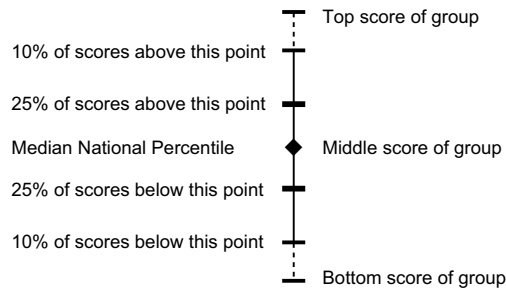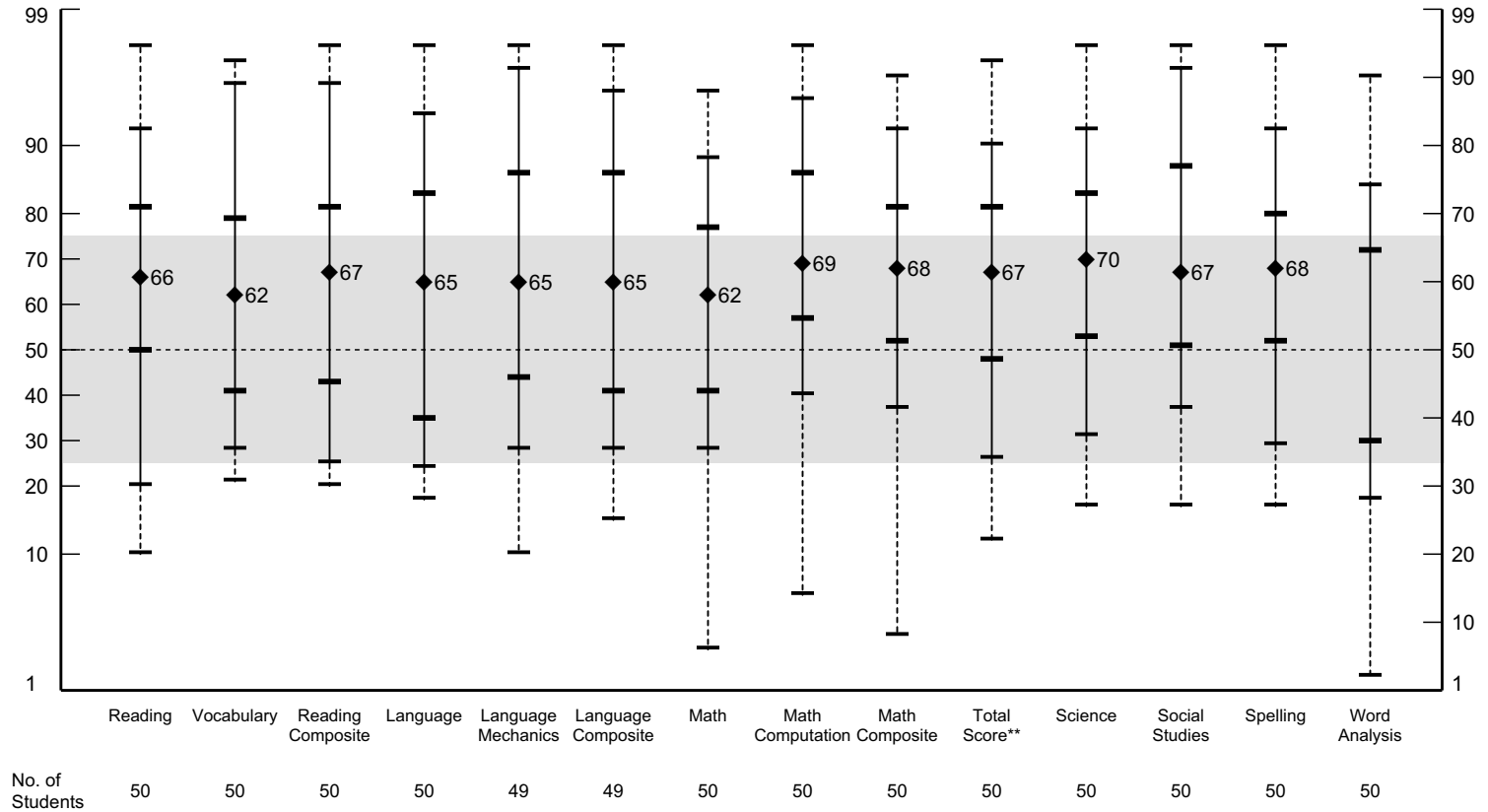OUR LADY OF LOURDES PARIS　1016
ARCHDIOCESE OF MIAMI　　　DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	50	50	50	50	49	49	50	50	50	50	50	50	50	50
Mean Scores & Std. Deviations														
Grade Mean Equivalent	4.5	4.4	4.5	4.7	5.0	4.9	4.0	4.2	4.2	4.4	4.7	4.8	4.5	3.7
Standard Deviation	2.3	2.4	2.2	3.3	2.9	3.1	1.2	1.2	1.1	1.9	2.1	2.9	2.2	1.5
Mean Normal Curve Equiv.	58	58	59	58	60	61	56	63	60	58	60	62	59	50
Standard Deviation	17	16	16	18	18	18	15	16	14	15	15	17	15	16
NP of the Mean NCE	64	65	66	65	69	69	61	73	67	65	69	71	67	50
Mean Scale Score	637	629	633	635	635	635	615	603	609	629	634	644	623	631
Standard Deviation	29	30	26	37	31	31	29	30	27	27	34	35	35	31
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	91	94	94	92	95	96	88	93	91	90	91	95	91	84
Grade Equivalent	7.5	8.7	8.6	10.3	9.5	10.3	5.5	5.5	5.6	7.0	7.7	10.8	7.6	5.5
Normal Curve Equiv.	78	82	82	80	84	86	74	81	78	77	78	85	78	71
Scale Score	666	676	674	678	673	679	648	636	643	662	672	692	667	669
75th Local Percentile (Q3)														
National Percentile	81	79	81	83	86	86	77	86	81	81	83	87	80	72
Grade Equivalent	5.5	5.2	5.4	6.7	7.0	6.9	4.7	4.6	4.7	5.5	5.6	6.2	5.5	4.7
Normal Curve Equiv.	68	67	68	70	73	73	66	72	69	69	70	73	68	62
Scale Score	652	643	648	656	655	655	633	617	624	648	653	656	641	654
50th Percentile (Median) (Q2)														
National Percentile	66	61	67	65	64	65	62	69	67	67	70	67	68	49
Grade Equivalent	4.5	4.1	4.4	4.6	4.6	4.6	4.0	4.0	4.1	4.4	4.6	4.2	4.5	3.5
Normal Curve Equiv.	58	56	59	58	57	58	56	60	59	59	61	60	60	50
Scale Score	638	624	632	633	630	631	616	597	608	631	633	635	623	631
25th Local Percentile (Q1)														
National Percentile	50	41	43	35	44	41	41	57	52	48	53	51	52	30
Grade Equivalent	3.6	3.3	3.4	2.5	3.3	2.9	3.4	3.7	3.6	3.5	3.7	3.7	3.7	2.6
Normal Curve Equiv.	50	45	46	42	47	45	45	54	51	49	51	50	51	39
Scale Score	625	607	613	602	613	609	596	587	594	614	614	623	603	611
10th Local Percentile														
National Percentile	20	28	25	24	28	28	28	40	37	26	31	37	29	18
Grade Equivalent	2.4	2.8	2.7	2.0	2.4	1.9	3.0	3.5	3.4	2.6	3.0	3.3	2.8	2.1
Normal Curve Equiv.	32	37	36	35	38	38	38	45	43	37	39	43	38	31
Scale Score	595	595	596	589	598	596	582	574	581	591	590	613	576	595
National Quarters														
Local/Number Per Quarter　76-99	15	16	17	20	18	19	14	22	16	15	19	19	16	10
51-75	22	15	19	12	14	16	18	21	23	20	21	19	22	14
26-50	7	15	8	11	16	10	13	6	10	10	7	8	8	16
01-25	6	4	6	7	1	4	5	1	1	5	3	4	4	10
Local/Percent Per Quarter　76-99	30	32	34	40	37	39	28	44	32	30	38	38	32	20
51-75	44	30	38	24	29	33	36	42	46	40	42	38	44	28
26-50	14	30	16	22	33	20	26	12	20	20	14	16	16	32
01-25	12	8	12	14	2	8	10	2	2	10	6	8	8	20

*　Based on locally reported data
**　Total score consists of Reading, Language, Mathematics

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17604-54321　　8300100

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

TERRANOVA³

Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
Reading					
002 Basic Understanding	84	77	+07	45-88	
003 Analyze Text	72	66	+06	35-76	
004 Evaluate/Extend Meaning	72	65	+07	35-75	
005 Reading/Wrtg Strategies	71	66	+05	41-74	
Vocabulary					
035 Word Meaning	83	77	+06	53-84	
036 Multimeaning Words	60	59	+01	39-60	
037 Words in Context	88	80	+08	47-89	
Language					
007 Sentence Structure	80	75	+05	57-87	
008 Writing Strategies	70	66	+04	43-80	
009 Editing Skills	77	71	+06	51-83	
Language Mechanics					
038 Sentences, Phrases, Clauses	86	78	+08	56-92	
039 Writing Conventions	70	65	+05	46-76	
Mathematics					
010 Number & Number Relations	79	75	+04	46-84	
011 Computation & Estimation	69	65	+04	34-75	
012 Operation Concepts	81	76	+05	44-86	
013 Measurement	60	61	-01	32-69	
014 Geometry & Spatial Sense	75	73	+02	48-81	
015 Data, Stats & Probability	75	71	+04	36-82	
016 Patterns, Functions, Algebra	73	70	+03	36-81	
017 Prob Solving & Reasoning	-	-	-	-	
Math Computation					
043 Add Whole Numbers	91	88	+03	73-93	

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
044 Subtract Whole Numbers	87	78	+09	50-88	
045 Multiply Whole Numbers	82	76	+06	42-87	
046 Divide Whole Numbers	68	57	+11	25-66	
047 Decimals	87	82	+05	65-87	
Science					
019 Science Inquiry	78	73	+05	54-76	
020 Physical Science	62	55	+07	30-58	
021 Life Science	82	76	+06	55-80	
022 Earth and Space Science	80	72	+08	41-79	
023 Science and Technology	60	56	+04	40-56	
024 Personal and Social Persp	71	63	+08	30-69	
Social Studies					
026 Geographic Perspectives	80	71	+09	37-78	
027 History and Culture	77	70	+07	38-76	
028 Civics and Government	78	69	+09	36-76	
029 Economic Perspectives	80	72	+08	38-80	
Spelling					
040 Vowels	81	75	+06	57-86	
041 Consonants	80	72	+08	50-86	
042 Structural Units	69	63	+06	41-76	
Word Analysis					
030 Consonants	91	91	00	85-97	
032 Vowels	63	67	-04	42-82	
033 Contractions & Compounds	-	-	-	-	
034 Roots and Affixes	54	52	+02	29-65	

National Reference Group Grade 3.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

- Too few items to report

Key

Moderate Mastery Range	▭
Local Average OPI Score	◇
National Average OPI Score	I

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 50

Form/Level: G-13

Test Date: 03/01/20
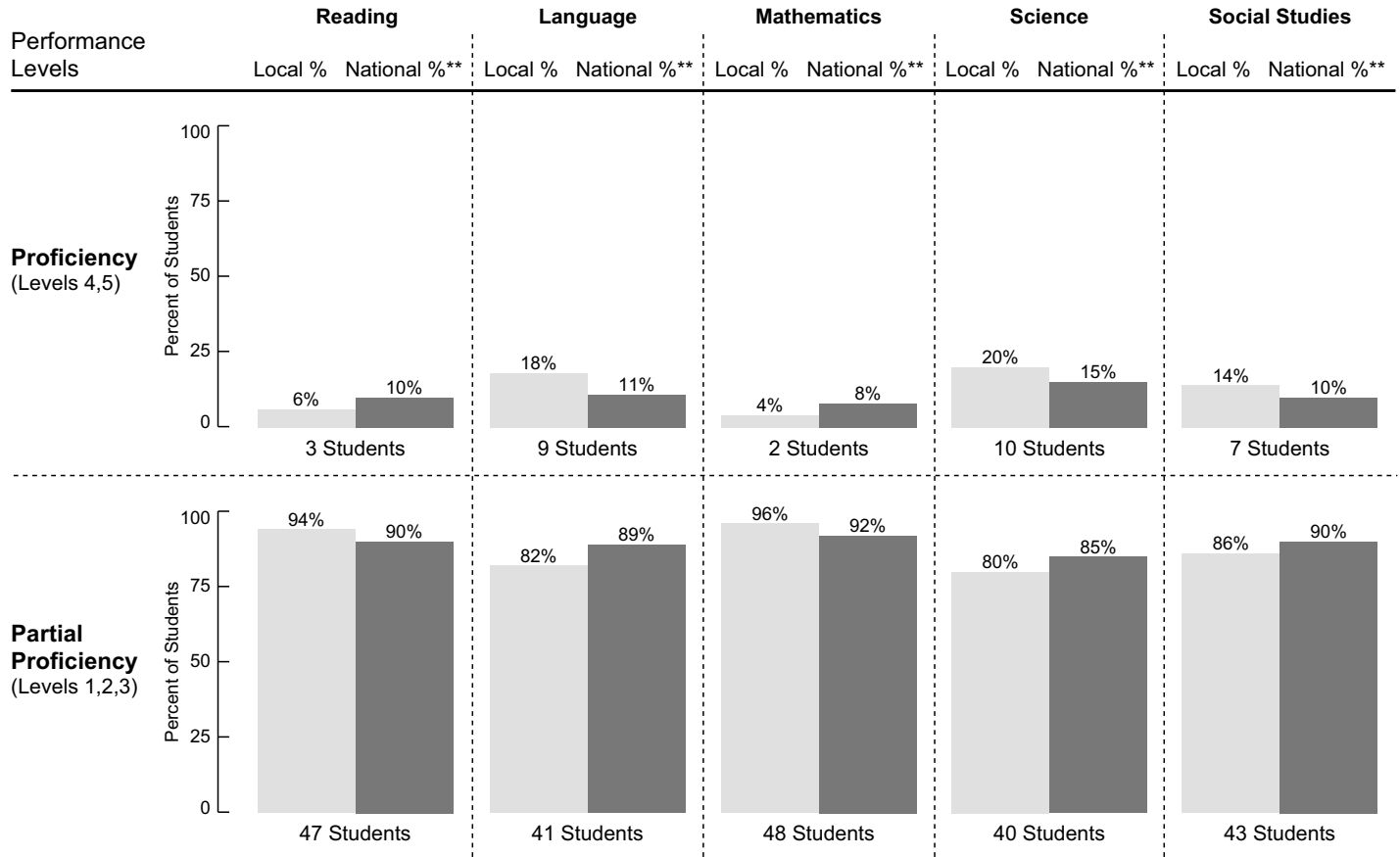
QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
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City/State: MIAMI, FL

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DATA RECOGNITION
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Percent of Students at Each Proficiency Level

Performance Levels	Reading		Language		Mathematics		Science		Social Studies	
	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**

Proficiency
(Levels 4,5)

	Reading	Language	Mathematics	Science	Social Studies
Local %	6%	18%	4%	20%	14%
National %**	10%	11%	8%	15%	10%
	3 Students	9 Students	2 Students	10 Students	7 Students

Partial Proficiency
(Levels 1,2,3)

	Reading	Language	Mathematics	Science	Social Studies
Local %	94%	82%	96%	80%	86%
National %**	90%	89%	92%	85%	90%
	47 Students	41 Students	48 Students	40 Students	43 Students

* Based on locally reported data

** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 50

Form/Level: G-13

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

Subject	Obtained	Anticipated
Reading	58	54
Vocabulary	58	56
Reading Composite	59	56
Language	58	55
Language Mechanics	60	55
Language Composite	61	56
Math	56	56
Math Computation	63	54
Math Composite	60	56
Total Score**	58	56
Science	60	55
Social Studies	62	56
Spelling	59	54
Word Analysis	50	54

DIFF   Above

No. of Students	50	50	50	50	49	49	50	50	50	50	50	50	50	50

Key

■ Obtained score

▪ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

DATA RECOGNITION
DRC
CORPORATION

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

TERRANOVA³
TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 50

Form/Level: G-13

Test Date: 03/01/20

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
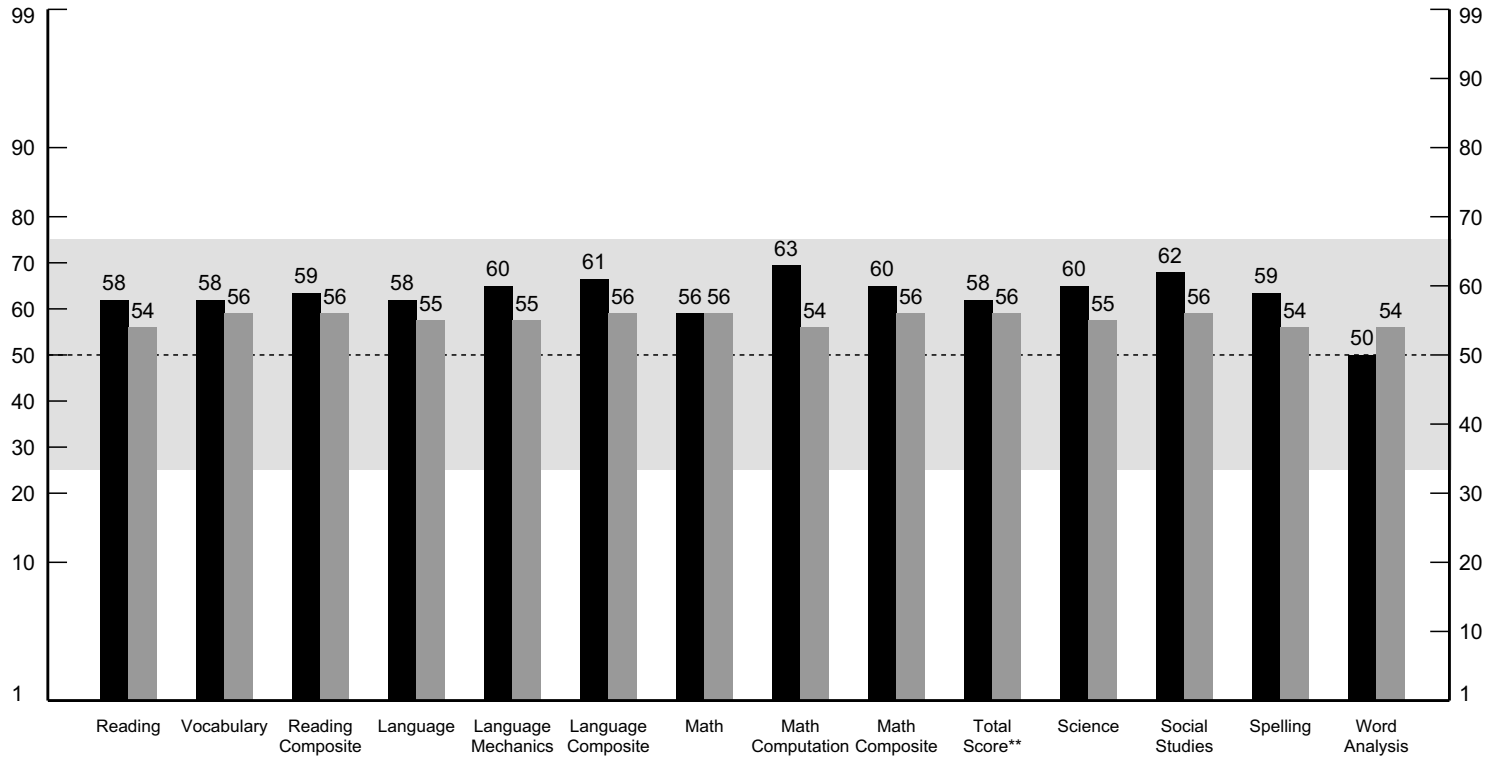ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	50	50	50	50	49	49	50	50	50	50	50	50	50	50
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	66	62	67	65	65	65	62	69	68	67	70	67	68	49
Anticipated	60	64	64	63	59	63	61	54	60	62	61	65	59	57
NP of Mean NCE														
Obtained	64	65	66	65	69	69	61	73	67	65	69	71	67	50
Anticipated	58	62	61	60	59	60	61	58	60	60	60	62	57	57
Difference	6	3	5	5	10	9	0	15	7	5	9	9	10	-7
Mean Normal Curve Equivalent														
Obtained	58	58	59	58	60	61	56	63	60	58	60	62	59	50
Standard Deviation of Obtained	17	16	16	18	18	18	15	16	14	15	15	17	15	16
Anticipated	54	56	56	55	55	56	56	54	56	56	55	56	54	54
Difference	4	2	3	3	5	5	0	9	4	2	5	6	5	-4
Mean Scale Score														
Obtained	637	629	633	635	635	635	615	603	609	629	634	644	623	631
Standard Deviation of Obtained	29	30	26	37	31	31	29	30	27	27	34	35	35	31
Anticipated	631	625	628	628	625	627	616	589	602	625	622	631	610	638
Difference	6	4	5	7	10	8	-1	14	7	4	12	13	13	-7
Standard Deviation of Difference	23	23	19	30	25	23	18	25	18	17	28	28	29	28
Grade Mean Equivalent														
Obtained	4.5	4.4	4.5	4.7	5.0	4.9	4.0	4.2	4.2	4.4	4.7	4.8	4.5	3.7
Standard Deviation of Obtained	2.3	2.4	2.2	3.3	2.9	3.1	1.2	1.2	1.1	1.9	2.1	2.9	2.2	1.5
Anticipated	4.1	4.2	4.2	4.3	4.2	4.3	4.1	3.8	3.9	4.2	4.1	4.0	3.9	4.0
Difference	0.4	0.2	0.3	0.4	0.8	0.6	-0.1	0.4	0.3	0.2	0.6	0.8	0.6	-0.3

Cognitive Skills Index (CSI) (Mean CSI: 101)
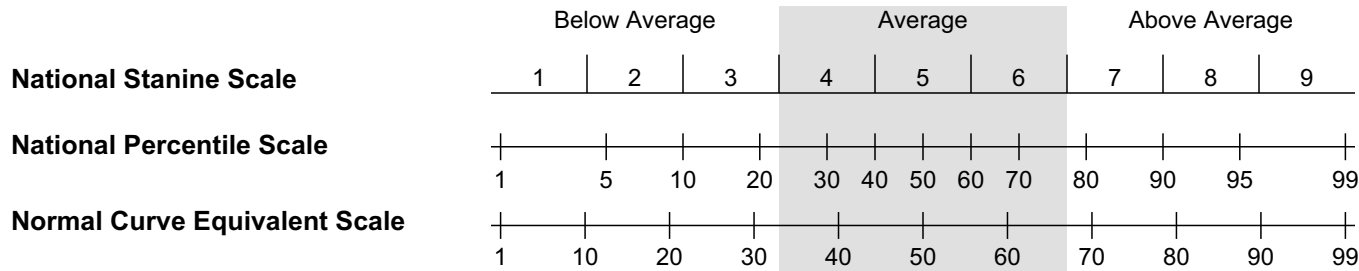
No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals													
2	**115 & Above**														
	Mean Obtained	709	675	692	690	695	693	672	657	665	690	714	745	692	667
	Mean Anticipated	681	672	676	683	669	676	680	636	658	682	676	669	653	683
	Difference	28	3	16	7	26	17	-8	21	7	8	38	76	39	-16
46	**86-114**														
	Mean Obtained	635	628	632	634	634	634	616	603	609	628	631	641	622	631
	Mean Anticipated	630	624	627	627	625	626	615	587	601	624	621	631	609	637
	Difference	5	4	5	7	9	8	1	16	8	4	10	10	13	-6
2	**85 & Below**														
	Mean Obtained	613	602	608	589	609	599	542	555	549	581	618	609	574	591
	Mean Anticipated	597	593	595	591	599	595	577	568	573	589	590	606	586	612
	Difference	16	9	13	-2	10	4	-35	-13	-24	-8	28	3	-12	-21

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

DATA RECOGNITION **DRC** CORPORATION

17604-54321 8300100

Below Average | Average | Above Average

National Stanine Scale 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

National Percentile Scale 1 5 10 20 30 40 50 60 70 80 90 95 99

Normal Curve Equivalent Scale 1 10 20 30 40 50 60 70 80 90 99

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose
This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 50

InView Level: 1

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	50	5	424	58	55
Analogies	50	5	430	50	45
Quantitative Reasoning	50	5	436	45	40
Total Nonverbal Score	50	5	430	48	52
Verbal Reasoning-Words	50	5	407	49	50
Verbal Reasoning-Context	50	5	445	51	48
Total Verbal Score	50	5	426	57	52
Total Score	50	5	428	50	52

National Percentile Scale markings: 0 10 25 50 75 90 99

MNSG: Mean Natl Stanine by Grade
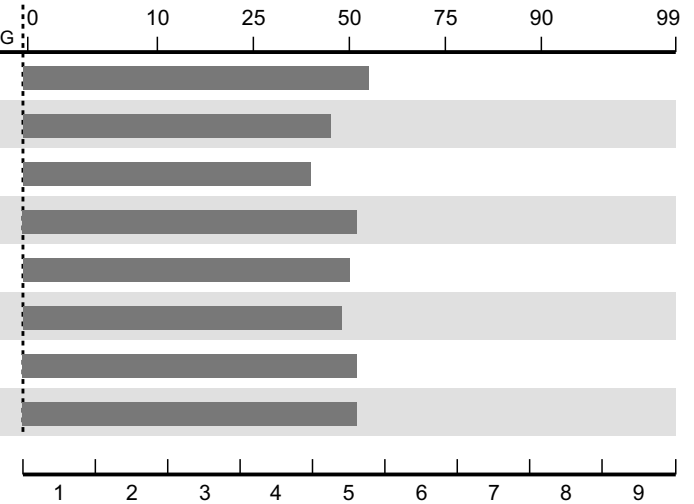MSS: Mean Scale Score
MDNPA: Median Natl Percentile by Age
MDNPG: Median Natl Percentile by Grade

Mean CSI: 101
No. of students with valid CSI scores: 50

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale: 1 2 3 4 5 6 7 8 9

National Stanine Scale

▇ Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

TERRANOVA³

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose
This section provides the summary distribution of scores for your group.

Number of Students: 50

InView Level: 1

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	50	50	50	50	50	50	50	50
High Score	550	570	551	557	499	526	513	537
Low Score	283	333	343	348	332	316	338	362
Local Percentiles								
90	497	518	512	479	469	499	471	466
75	462	455	461	458	431	480	451	450
50 (Median)	421	427	424	430	407	445	430	428
25	392	389	404	401	377	412	398	402
10	348	359	388	375	356	397	383	384
Mean	424	430	436	430	407	445	426	428
Standard Deviation	58	54	49	44	41	46	37	35

DATA RECOGNITION CORPORATION

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

QM: 24   **TN Norms Date:** 2017

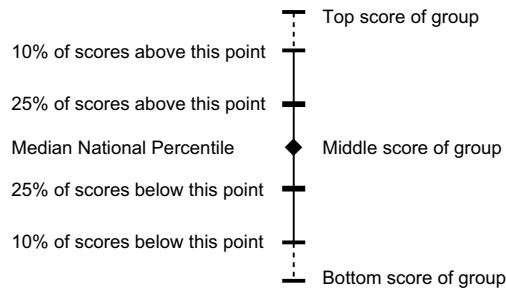OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION **DRC** CORPORATION

Distribution by Content Area
National Percentile Scale

Normal Curve Equivalent Scale

Content Area	Median National Percentile
Reading	68
Vocabulary	70
Reading Composite	73
Language	69
Language Mechanics	61
Language Composite	67
Math	39
Math Computation	45
Math Composite	42
Total Score**	59
Science	67
Social Studies	67
Spelling	81
Word Analysis	---

No. of Students	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
	37	37	37	36	37	36	37	37	37	36	36	36	37	---

Legend:

— Top score of group

10% of scores above this point
25% of scores above this point
Median National Percentile ◆ Middle score of group
25% of scores below this point
10% of scores below this point

— Bottom score of group

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90	10% of scores above this point (90th National Percentile)
75	25% of scores above this point (75th National Percentile)
50 ◆	Median National Percentile
25	25% of scores below this point (25th National Percentile)
10	10% of scores below this point (10th National Percentile)

TERRANOVA®, Third Edition

TERRANOVA³

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

QM: 24 TN Norms Date: 2017

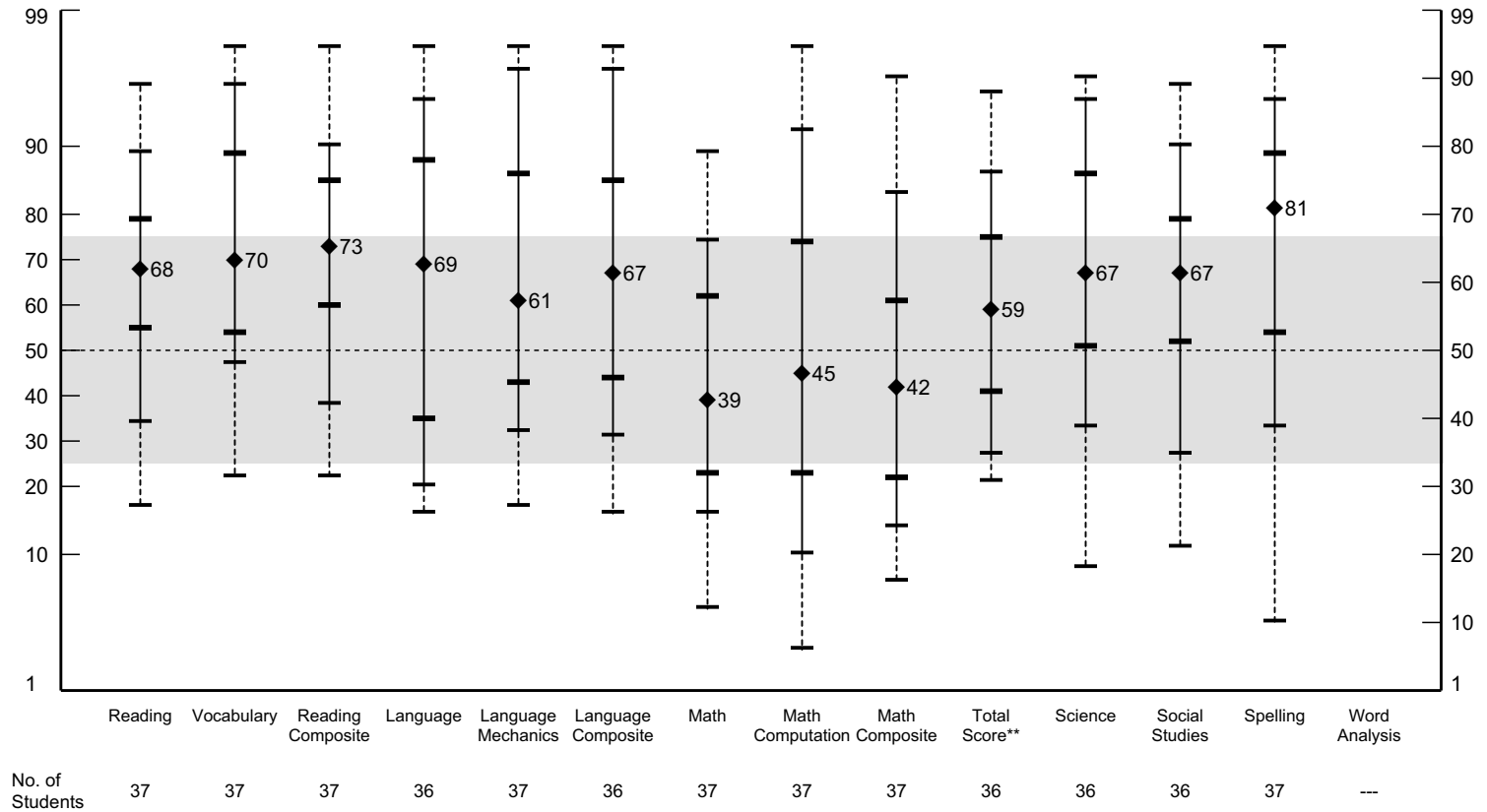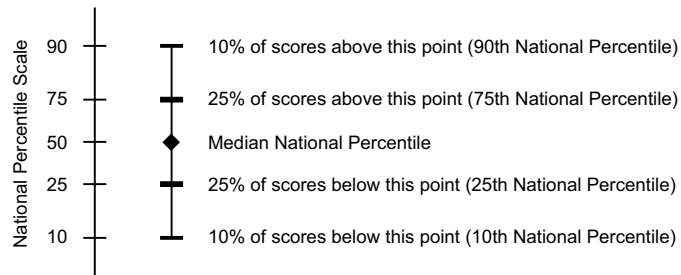OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

000001 Page 2

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	37	37	37	36	37	36	37	37	37	36	36	36	37	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	5.7	6.3	6.2	6.1	5.9	6.2	4.2	4.5	4.4	5.2	5.5	6.1	6.2	
Standard Deviation	2.1	2.4	2.1	3.2	3.1	3.0	1.3	1.6	1.3	1.9	2.0	2.1	2.3	
Mean Normal Curve Equiv.	60	63	62	59	59	61	45	49	47	56	60	59	63	
Standard Deviation	13	15	13	19	18	18	14	21	16	13	16	14	17	
NP of the Mean NCE	67	73	72	67	67	69	41	47	45	60	69	66	73	
Mean Scale Score	653	654	654	651	645	649	619	612	616	642	650	654	651	
Standard Deviation	19	25	20	37	31	31	28	36	29	23	26	21	36	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	89	94	90	93	95	95	74	91	83	86	93	90	93	
Grade Equivalent	9.0	10.0	9.0	10.9	11.0	11.2	5.9	6.6	6.2	8.1	9.0	9.4	9.3	
Normal Curve Equiv.	75	82	77	81	84	85	63	79	70	73	82	77	81	
Scale Score	677	683	676	684	688	688	654	659	654	670	686	681	683	
75th Local Percentile (Q3)														
National Percentile	79	89	85	88	86	85	62	74	61	75	86	79	89	
Grade Equivalent	7.4	8.4	8.0	9.6	8.6	8.1	5.2	5.4	5.0	6.3	7.5	7.3	8.1	
Normal Curve Equiv.	67	76	72	75	73	72	56	64	56	64	73	67	76	
Scale Score	665	673	668	673	668	664	642	635	631	656	670	666	672	
50th Percentile (Median) (Q2)														
National Percentile	69	70	73	69	61	67	39	44	42	59	68	68	80	
Grade Equivalent	5.7	5.7	6.2	5.8	5.3	5.7	4.1	4.5	4.4	5.0	5.4	6.2	6.6	
Normal Curve Equiv.	61	61	63	60	56	59	44	47	46	55	60	60	68	
Scale Score	655	650	655	650	639	646	619	611	615	640	649	656	658	
25th Local Percentile (Q1)														
National Percentile	55	54	60	35	43	44	23	23	22	41	51	52	54	
Grade Equivalent	4.8	4.8	5.1	3.8	4.0	4.3	3.5	3.8	3.6	4.1	4.6	4.7	4.8	
Normal Curve Equiv.	53	52	55	42	46	47	34	34	34	45	51	51	52	
Scale Score	643	636	643	621	623	627	599	591	592	625	634	644	630	
10th Local Percentile														
National Percentile	34	47	38	20	32	31	16	10	14	27	33	27	33	
Grade Equivalent	3.6	4.4	4.0	2.6	3.3	3.4	3.1	3.3	3.3	3.4	3.9	3.6	3.8	
Normal Curve Equiv.	41	48	44	32	40	40	29	23	27	37	41	37	41	
Scale Score	626	630	626	605	613	615	586	568	577	611	618	621	608	
National Quarters														
Local/Number Per Quarter 76-99	13	15	16	14	12	14	3	9	7	9	14	14	20	
51-75	17	16	14	10	11	10	9	6	8	13	14	14	9	
26-50	5	5	6	8	11	10	15	13	12	12	6	6	6	
01-25	2	1	1	4	3	2	10	9	10	2	2	2	2	
Local/Percent Per Quarter 76-99	35	41	43	39	32	39	8	24	19	25	39	39	54	
51-75	46	43	38	28	30	28	24	16	22	36	39	39	24	
26-50	14	14	16	22	30	28	41	35	32	33	17	17	16	
01-25	5	3	3	11	8	6	27	24	27	6	6	6	5	

* Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

17604-54321   8300100

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group''s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group''s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

TERRANOVA³

TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
Reading					
002 Basic Understanding	87	79	+ 08	55-88	
003 Analyze Text	80	69	+ 11	36-81	
004 Evaluate/Extend Meaning	80	69	+ 11	36-81	
005 Reading/Wrtg Strategies	72	63	+ 09	35-72	
Vocabulary					
035 Word Meaning	85	75	+ 10	42-85	
036 Multimeaning Words	65	57	+ 08	36-62	
037 Words in Context	66	54	+ 12	23-61	
Language					
007 Sentence Structure	74	67	+ 07	42-82	
008 Writing Strategies	75	67	+ 08	39-84	
009 Editing Skills	76	68	+ 08	41-85	
Language Mechanics					
038 Sentences, Phrases, Clauses	69	61	+ 08	42-72	
039 Writing Conventions	73	68	+ 05	46-83	
Mathematics					
010 Number & Number Relations	51	59	- 08	27-69	
011 Computation & Estimation	47	57	- 10	26-67	
012 Operation Concepts	68	73	- 05	45-84	
013 Measurement	56	64	- 08	33-74	
014 Geometry & Spatial Sense	57	63	- 06	45-68	
015 Data, Stats & Probability	39	46	- 07	25-49	
016 Patterns, Functions, Algebra	46	55	- 09	29-63	
017 Prob Solving & Reasoning	-	-	-	-	
Math Computation					
043 Add Whole Numbers	-	-	-	-	

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
044 Subtract Whole Numbers	-	-	-	-	
045 Multiply Whole Numbers	68	72	- 04	37-85	
046 Divide Whole Numbers	47	54	- 07	21-63	
047 Decimals	63	67	- 04	43-75	
048 Fractions	-	-	-	-	
Science					
019 Science Inquiry	72	64	+ 08	28-71	
020 Physical Science	58	56	+ 02	41-57	
021 Life Science	80	75	+ 05	50-80	
022 Earth and Space Science	51	47	+ 04	28-45	
023 Science and Technology	74	69	+ 05	46-72	
024 Personal and Social Persp	64	57	+ 07	31-62	
Social Studies					
026 Geographic Perspectives	69	63	+ 06	31-71	
027 History and Culture	64	59	+ 05	29-66	
028 Civics and Government	82	74	+ 08	34-86	
029 Economic Perspectives	72	65	+ 07	30-76	
Spelling					
040 Vowels	73	62	+ 11	38-77	
041 Consonants	67	58	+ 09	37-70	
042 Structural Units	74	65	+ 09	46-77	

National Reference Group Grade 4.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

- Too few items to report

Key

Moderate Mastery Range	▭
Local Average OPI Score	◇
National Average OPI Score	I

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

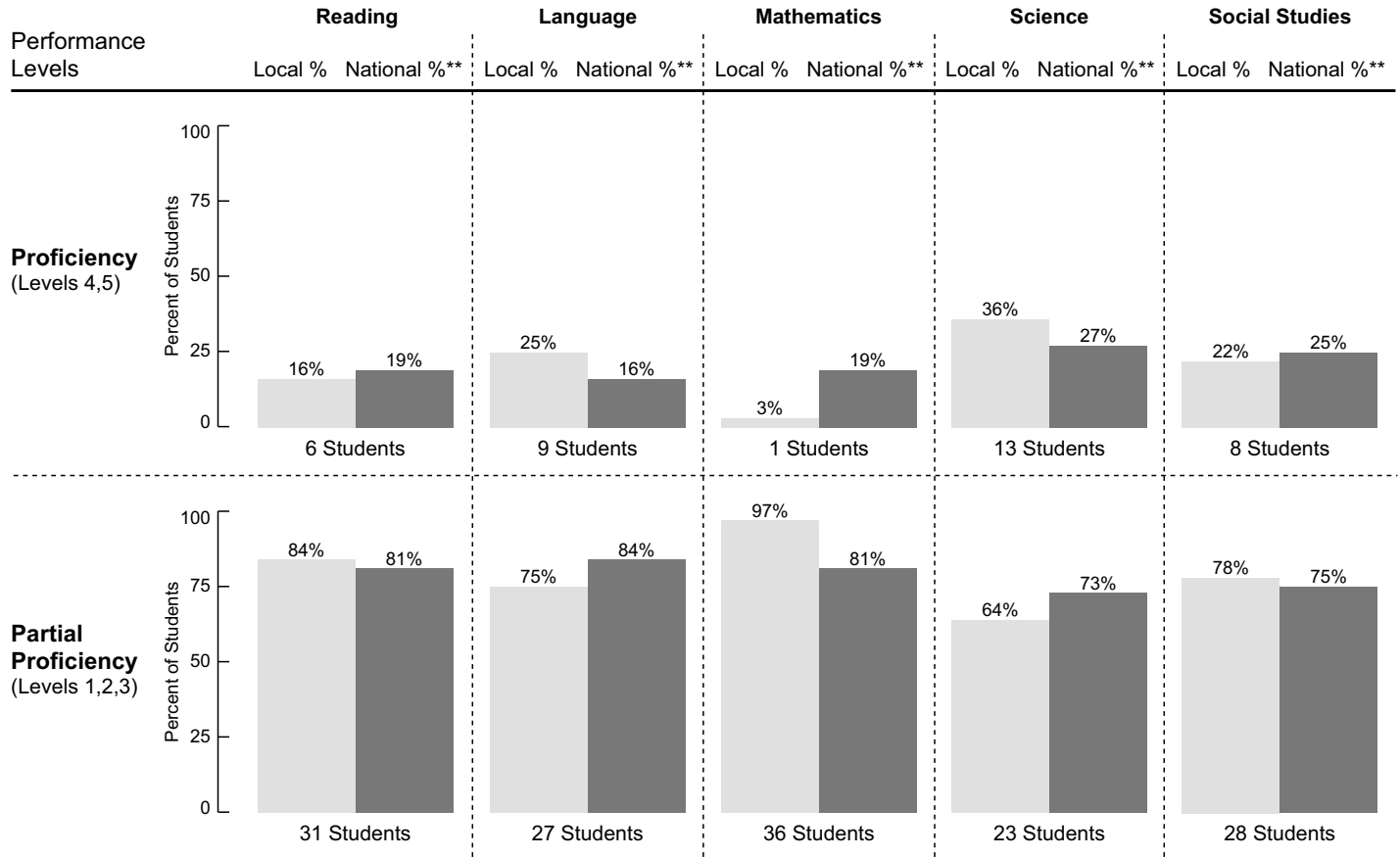QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Percent of Students at Each Proficiency Level

Chart: Percent of Students at Each Proficiency Level (Local % and National %** bars)

Proficiency (Levels 4,5):

Content Area	Local %	National %**	Students
Reading	16%	19%	6 Students
Language	25%	16%	9 Students
Mathematics	3%	19%	1 Students
Science	36%	27%	13 Students
Social Studies	22%	25%	8 Students

Partial Proficiency (Levels 1,2,3):

Content Area	Local %	National %**	Students
Reading	84%	81%	31 Students
Language	75%	84%	27 Students
Mathematics	97%	81%	36 Students
Science	64%	73%	23 Students
Social Studies	78%	75%	28 Students

* Based on locally reported data

** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

17604-54321   8300100

TERRA**NOVA**³

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
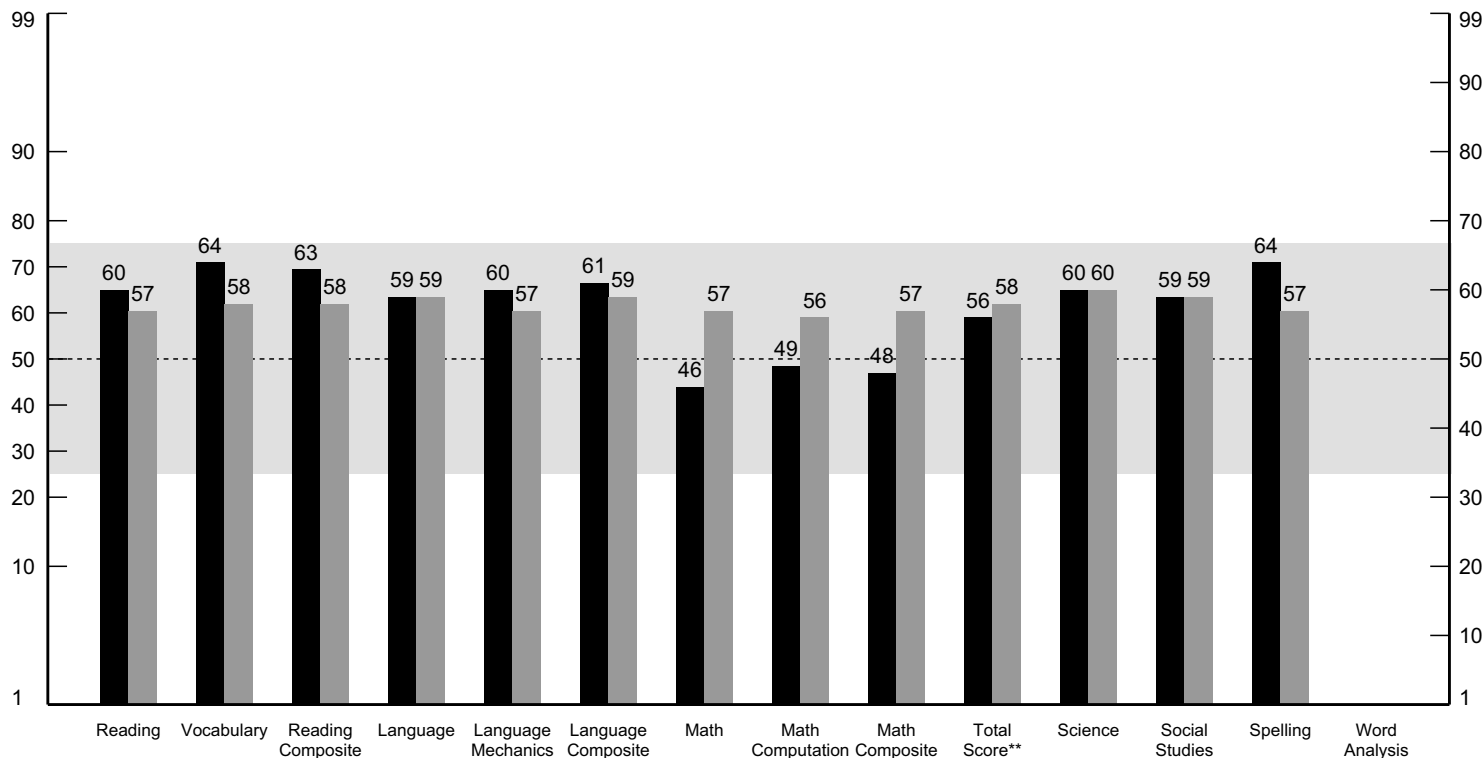ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DRC

Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	60	64	63	59	60	61	46	49	48	56	60	59	64	
Anticipated	57	58	58	59	57	59	57	56	57	58	60	59	57	
DIFF							Below	Below	Below				Above	
No. of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ▦ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 4

Purpose
This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 37

Form/Level: G-14

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	69	71	74	69	62	67	40	45	43	59	67	67	81	
Anticipated	64	66	66	66	63	64	63	64	65	65	69	67	62	
NP of Mean NCE														
Obtained	69	74	73	67	68	69	42	48	46	60	69	66	74	
Anticipated	64	65	65	66	63	66	62	61	63	65	67	67	63	
Difference	5	9	8	1	5	3	-20	-13	-17	-5	2	-1	11	
Mean Normal Curve Equivalent														
Obtained	60	64	63	59	60	61	46	49	48	56	60	59	64	
Standard Deviation of Obtained	12	14	12	19	17	18	14	21	16	13	16	14	17	
Anticipated	57	58	58	59	57	59	57	56	57	58	60	59	57	
Difference	3	6	5	0	3	2	-11	-7	-9	-2	0	0	7	
Mean Scale Score														
Obtained	654	655	655	651	646	649	620	612	617	642	650	654	652	
Standard Deviation of Obtained	18	24	19	37	30	31	29	36	29	23	26	21	36	
Anticipated	650	646	648	648	641	645	641	624	633	646	649	655	638	
Difference	4	9	7	3	5	4	-21	-12	-16	-4	1	-1	14	
Standard Deviation of Difference	23	22	20	28	24	23	23	30	22	17	23	17	32	
Grade Mean Equivalent														
Obtained	5.7	6.5	6.3	6.1	6.1	6.2	4.2	4.5	4.5	5.2	5.5	6.1	6.3	
Standard Deviation of Obtained	2.0	2.3	2.0	3.2	3.1	3.0	1.3	1.6	1.3	1.9	2.0	2.1	2.3	
Anticipated	5.5	5.5	5.5	5.7	5.5	5.7	5.4	5.0	5.2	5.5	5.5	6.2	5.4	
Difference	0.2	1.0	0.8	0.4	0.6	0.5	-1.2	-0.5	-0.7	-0.3	0.0	-0.1	0.9	

Cognitive Skills Index (CSI) (Mean CSI: 103)
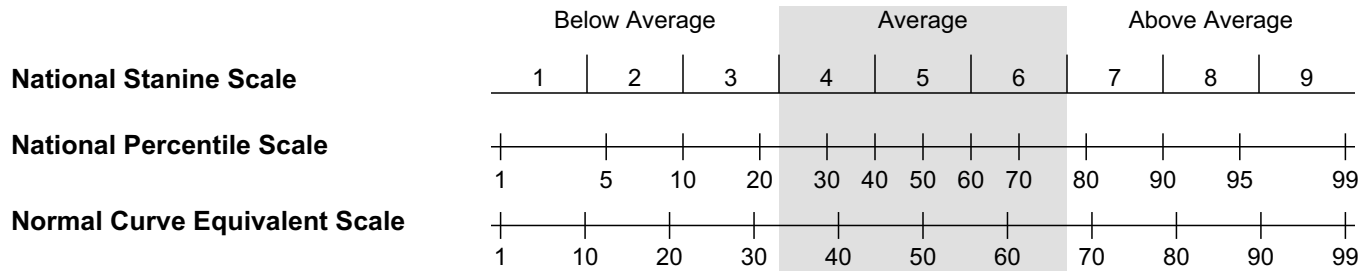
No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals												
5	**115 & Above**													
	Mean Obtained	662	673	668	693	677	685	644	642	643	666	671	671	670
	Mean Anticipated	680	673	676	681	672	677	683	654	668	681	677	685	662
	Difference	-18	0	-8	12	5	8	-39	-12	-25	-15	-6	-14	8
30	**86-114**													
	Mean Obtained	652	653	653	645	643	644	618	609	614	638	648	652	650
	Mean Anticipated	646	642	644	643	637	640	636	620	628	642	645	651	635
	Difference	6	11	9	2	6	4	-18	-11	-14	-4	3	1	15
1	**85 & Below**													
	Mean Obtained	687	631	659	605	605	605	557	581	569	616	598	639	629
	Mean Anticipated	619	617	618	619	609	614	600	596	598	613	608	627	623
	Difference	68	14	41	-14	-4	-9	-43	-15	-29	3	-10	12	6

*   Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

17604-54321   8300100

	Below Average			Average			Above Average		

National Stanine Scale   1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

National Percentile Scale   1   5   10   20   30 40 50 60 70   80   90   95   99

Normal Curve Equivalent Scale   1   10   20   30   40   50   60   70   80   90   99

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

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INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 37

InView Level: 2

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION
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Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	36	5	454	54	50
Analogies	36	6	462	61	62
Quantitative Reasoning	36	5	459	53	52
Total Nonverbal Score	36	5	458	54	55
Verbal Reasoning-Words	36	6	454	65	66
Verbal Reasoning-Context	36	5	469	59	59
Total Verbal Score	36	6	461	64	61
Total Score	36	5	459	59	59

National Percentile Scale: 0 10 25 50 75 90 99

MNSG: Mean Natl Stanine by Grade
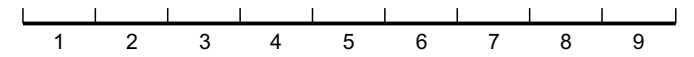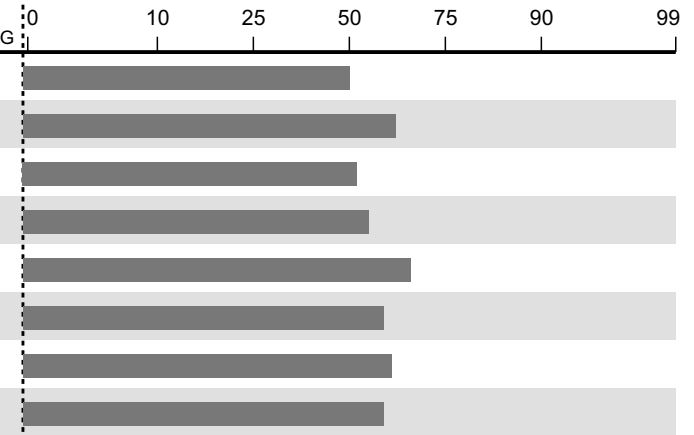MSS: Mean Scale Score
MDNPA: Median Natl Percentile by Age
MDNPG: Median Natl Percentile by Grade

Mean CSI: 103
No. of students with valid CSI scores: 36

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale: 1 2 3 4 5 6 7 8 9

Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

17604-54321   8300100

TERRANOVA³

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose
This section provides the summary distribution of scores for your group.

Number of Students: 37

InView Level: 2

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	36	36	36	36	36	36	36	36
High Score	618	607	562	558	573	560	567	532
Low Score	324	247	354	348	326	380	367	379
Local Percentiles								
90	555	505	505	512	511	524	505	516
75	478	493	486	486	478	490	486	486
50 (Median)	444	467	465	456	455	475	461	461
25	425	442	430	433	430	439	440	437
10	387	434	409	404	403	405	410	404
Mean	454	462	459	458	454	469	461	459
Standard Deviation	63	56	44	43	51	42	40	38

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
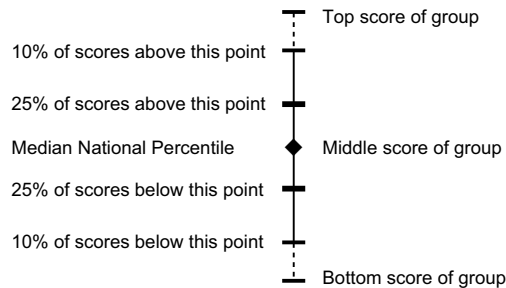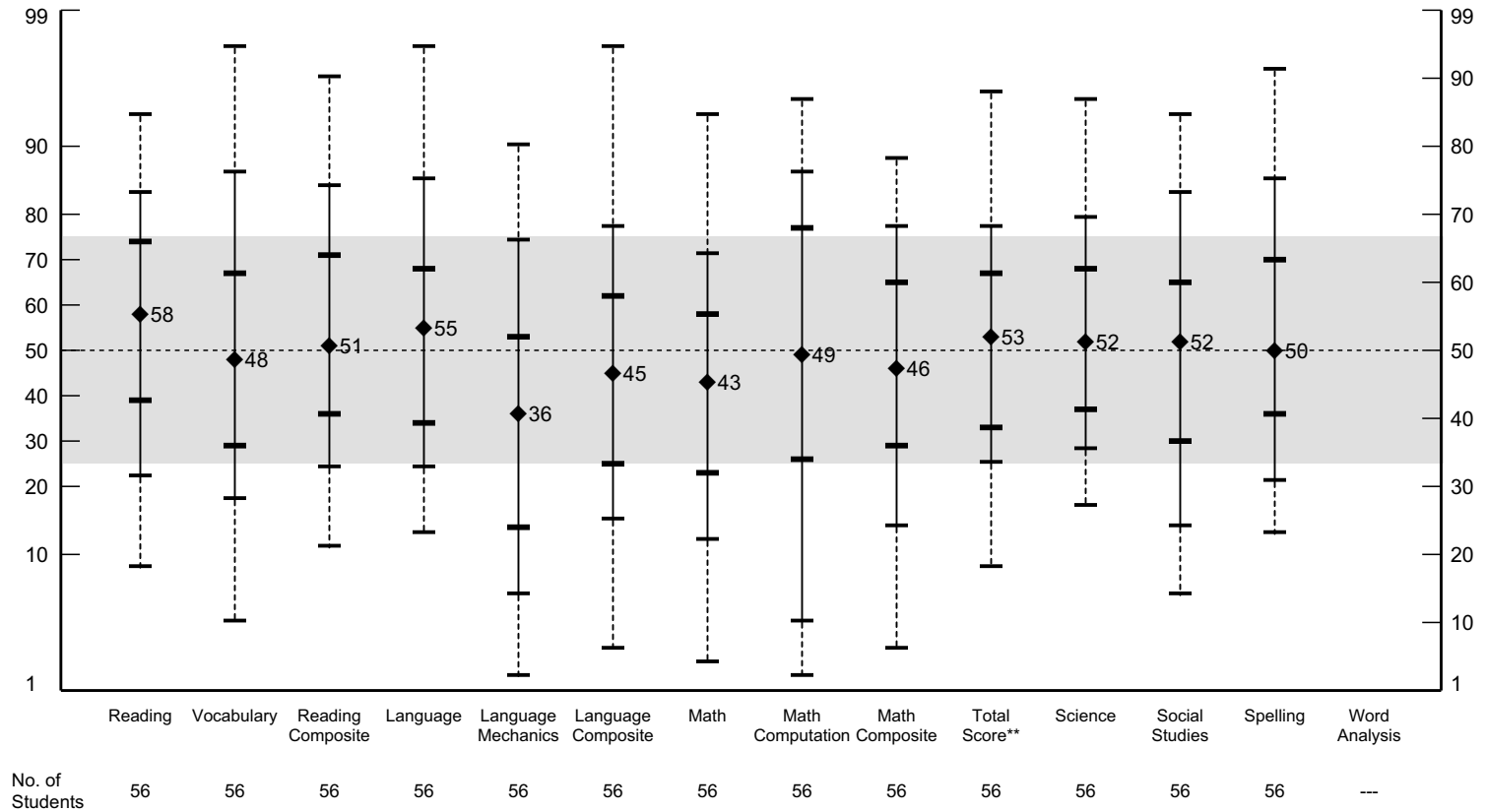ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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DATA RECOGNITION
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Distribution by Content Area
National Percentile Scale

Normal Curve Equivalent Scale

Content Area	Median
Reading	58
Vocabulary	48
Reading Composite	51
Language	55
Language Mechanics	36
Language Composite	45
Math	43
Math Computation	49
Math Composite	46
Total Score**	53
Science	52
Social Studies	52
Spelling	50
Word Analysis	---

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
No. of Students	56	56	56	56	56	56	56	56	56	56	56	56	56	---

Top score of group
10% of scores above this point
25% of scores above this point
Median National Percentile   ◆ Middle score of group
25% of scores below this point
10% of scores below this point
Bottom score of group
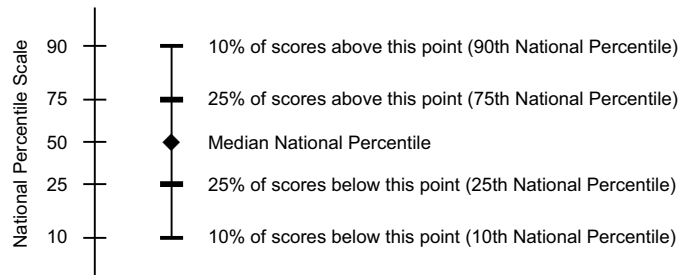
* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90 — 10% of scores above this point (90th National Percentile)

75 — 25% of scores above this point (75th National Percentile)

50 — ◆ Median National Percentile

25 — 25% of scores below this point (25th National Percentile)

10 — 10% of scores below this point (10th National Percentile)

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	56	56	56	56	56	56	56	56	56	56	56	56	56	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	6.5	5.6	6.0	6.2	4.2	5.2	5.1	5.4	5.3	5.7	6.1	5.4	5.8	
Standard Deviation	2.5	2.4	2.4	2.8	2.6	2.5	1.6	1.5	1.4	2.1	1.9	2.2	1.8	
Mean Normal Curve Equiv.	53	50	52	52	41	47	45	48	47	51	52	49	52	
Standard Deviation	14	16	14	15	17	15	14	20	15	13	11	15	14	
NP of the Mean NCE	55	50	54	55	34	44	40	45	44	51	54	48	53	
Mean Scale Score	658	648	653	652	625	639	636	632	634	649	656	649	645	
Standard Deviation	22	27	22	29	32	27	30	33	28	23	22	24	23	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	83	86	84	85	74	77	71	86	77	77	79	83	85	
Grade Equivalent	10.1	10.1	10.0	10.9	8.3	9.0	6.9	7.8	7.3	8.5	8.7	9.2	8.7	
Normal Curve Equiv.	70	73	71	72	63	65	62	73	66	65	67	70	72	
Scale Score	684	684	682	684	666	670	669	672	668	674	684	680	678	
75th Local Percentile (Q3)														
National Percentile	74	67	71	68	53	62	58	77	65	67	68	65	70	
Grade Equivalent	8.7	7.4	8.0	7.8	5.9	6.9	6.0	6.7	6.3	7.3	7.7	7.1	6.7	
Normal Curve Equiv.	64	59	62	60	52	56	54	66	58	59	60	58	61	
Scale Score	675	663	668	664	646	655	656	661	655	664	672	663	660	
50th Percentile (Median) (Q2)														
National Percentile	57	46	51	54	36	45	43	49	46	53	52	52	50	
Grade Equivalent	6.5	5.4	5.7	5.9	4.5	5.2	5.1	5.5	5.3	5.7	5.7	5.7	5.6	
Normal Curve Equiv.	54	48	51	52	42	47	46	50	48	52	51	51	50	
Scale Score	660	645	651	651	629	640	641	637	637	651	655	653	643	
25th Local Percentile (Q1)														
National Percentile	39	29	36	34	14	25	23	26	29	33	37	30	36	
Grade Equivalent	5.0	4.4	4.7	4.6	2.5	3.7	4.0	4.6	4.5	4.5	4.9	4.2	4.8	
Normal Curve Equiv.	44	38	42	41	28	36	35	36	38	41	43	39	43	
Scale Score	645	630	638	633	600	620	617	616	620	632	640	635	631	
10th Local Percentile														
National Percentile	22	18	24	24	7	15	12	5	14	25	28	14	21	
Grade Equivalent	3.7	3.8	4.1	3.8	1.3	2.8	3.4	3.5	3.8	3.9	4.4	3.3	4.1	
Normal Curve Equiv.	34	31	35	35	18	29	26	15	27	36	38	27	33	
Scale Score	628	618	627	622	580	607	597	575	599	623	629	615	615	
National Quarters														
Local/Number Per Quarter 76-99	12	10	11	11	4	7	4	15	7	8	7	8	11	
51-75	20	15	18	19	12	14	18	12	14	21	23	22	16	
26-50	17	19	21	19	18	20	17	15	24	21	22	14	21	
01-25	7	12	6	7	22	15	17	14	11	6	4	12	8	
Local/Percent Per Quarter 76-99	21	18	20	20	7	13	7	27	13	14	13	14	20	
51-75	36	27	32	34	21	25	32	21	25	38	41	39	29	
26-50	30	34	38	34	32	36	30	27	43	38	39	25	38	
01-25	13	21	11	13	39	27	30	25	20	11	7	21	14	

* Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

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General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
Reading					
002 Basic Understanding	65	65	00	39-72	
003 Analyze Text	65	63	+ 02	35-72	
004 Evaluate/Extend Meaning	72	68	+ 04	33-81	
005 Reading/Wrtg Strategies	59	57	+ 02	28-67	
Vocabulary					
035 Word Meaning	61	62	- 01	35-71	
036 Multimeaning Words	87	85	+ 02	63-94	
037 Words in Context	59	59	00	30-69	
Language					
007 Sentence Structure	65	64	+ 01	41-78	
008 Writing Strategies	65	65	00	41-80	
009 Editing Skills	73	69	+ 04	46-83	
Language Mechanics					
038 Sentences, Phrases, Clauses	50	61	- 11	38-76	
039 Writing Conventions	61	68	- 07	49-79	
Mathematics					
010 Number & Number Relations	55	62	- 07	32-75	
011 Computation & Estimation	48	55	- 07	28-65	
012 Operation Concepts	63	69	- 06	38-82	
013 Measurement	43	52	- 09	26-61	
014 Geometry & Spatial Sense	48	54	- 06	34-60	
015 Data, Stats & Probability	57	65	- 08	33-77	
016 Patterns, Functions, Algebra	60	66	- 06	39-75	
017 Prob Solving & Reasoning	-	-	-	-	
Math Computation					
043 Add Whole Numbers	-	-	-	-	

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
044 Subtract Whole Numbers	-	-	-	-	
045 Multiply Whole Numbers	66	69	- 03	38-83	
046 Divide Whole Numbers	54	59	- 05	18-81	
047 Decimals	68	70	- 02	52-76	
048 Fractions	55	62	- 07	42-66	
Science					
019 Science Inquiry	62	62	00	33-65	
020 Physical Science	58	58	00	33-61	
021 Life Science	60	61	- 01	40-62	
022 Earth and Space Science	66	65	+ 01	35-70	
023 Science and Technology	77	76	+ 01	52-77	
024 Personal and Social Persp	68	67	+ 01	32-72	
Social Studies					
026 Geographic Perspectives	58	61	- 03	27-74	
027 History and Culture	61	64	- 03	31-75	
028 Civics and Government	59	60	- 01	38-66	
029 Economic Perspectives	65	66	- 01	32-78	
Spelling					
040 Vowels	59	58	+ 01	35-73	
041 Consonants	80	79	+ 01	64-89	
042 Structural Units	42	44	- 02	32-50	

National Reference Group Grade 5.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

\- Too few items to report

Key

Moderate Mastery Range	▬
Local Average OPI Score	◇
National Average OPI Score	I

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20
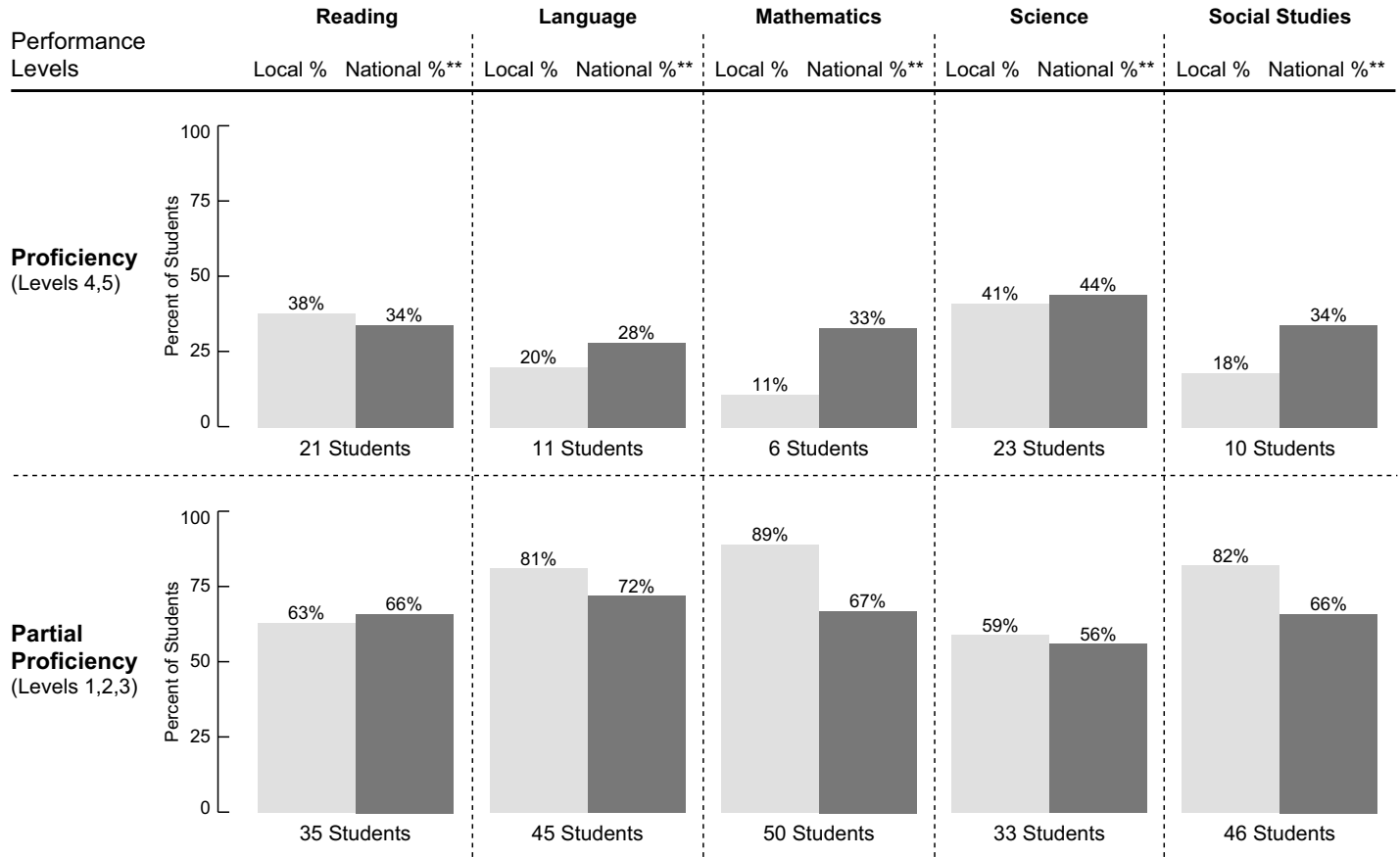
QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Percent of Students at Each Proficiency Level

Performance Levels	Reading		Language		Mathematics		Science		Social Studies	
	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**

Proficiency (Levels 4,5) — Percent of Students

	Reading	Language	Mathematics	Science	Social Studies
Local %	38%	20%	11%	41%	18%
National %**	34%	28%	33%	44%	34%
Students	21 Students	11 Students	6 Students	23 Students	10 Students

Partial Proficiency (Levels 1,2,3) — Percent of Students

	Reading	Language	Mathematics	Science	Social Studies
Local %	63%	81%	89%	59%	82%
National %**	66%	72%	67%	56%	66%
Students	35 Students	45 Students	50 Students	33 Students	46 Students

* Based on locally reported data   ** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

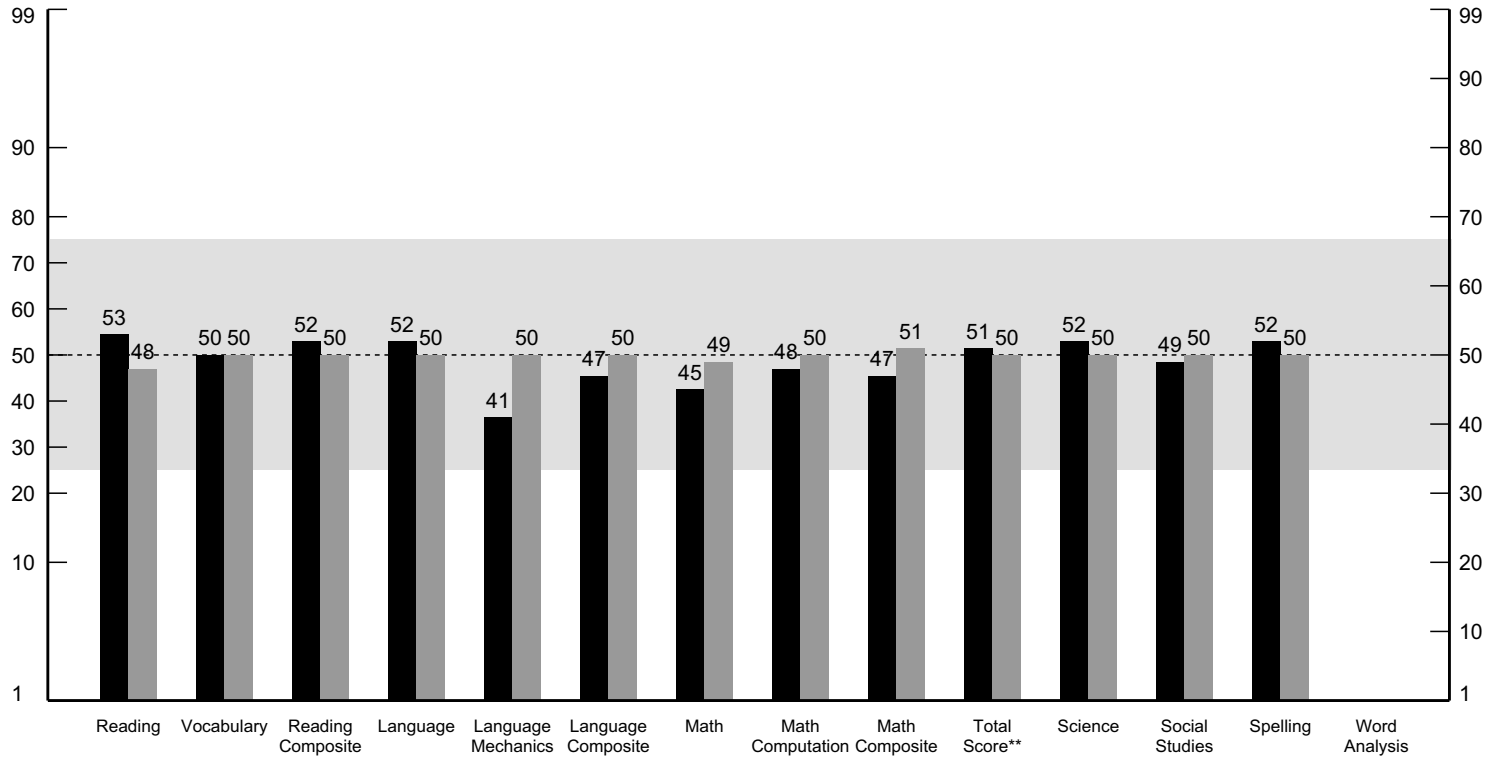OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	53	50	52	52	41	47	45	48	47	51	52	49	52	
Anticipated	48	50	50	50	50	50	49	50	51	50	50	50	50	

DIFF					Below									
No. of Students	56	56	56	56	56	56	56	56	56	56	56	56	56	---

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ▇ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

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COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 56

Form/Level: G-15

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	56	56	56	56	56	56	56	56	56	56	56	56	56	---
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	58	48	51	55	36	45	43	49	46	53	52	52	50	
Anticipated	48	50	51	52	52	53	50	52	54	52	51	51	51	
NP of Mean NCE														
Obtained	55	50	54	55	34	44	40	45	44	51	54	48	53	
Anticipated	47	51	50	50	50	51	49	50	51	50	50	50	50	
Difference	8	-1	4	5	-16	-7	-9	-5	-7	1	4	-2	3	
Mean Normal Curve Equivalent														
Obtained	53	50	52	52	41	47	45	48	47	51	52	49	52	
Standard Deviation of Obtained	14	16	14	15	17	15	14	20	15	13	11	15	14	
Anticipated	48	50	50	50	50	50	49	50	51	50	50	50	50	
Difference	5	0	2	2	-9	-3	-4	-2	-4	1	2	-1	2	
Mean Scale Score														
Obtained	658	648	653	652	625	639	636	632	634	649	656	649	645	
Standard Deviation of Obtained	22	27	22	29	32	27	30	33	28	23	22	24	23	
Anticipated	651	648	650	647	643	645	646	637	642	648	653	651	642	
Difference	7	0	3	5	-18	-6	-10	-5	-8	1	3	-2	3	
Standard Deviation of Difference	22	22	19	26	30	24	23	28	21	19	18	20	20	
Grade Mean Equivalent														
Obtained	6.5	5.6	6.0	6.2	4.2	5.2	5.1	5.4	5.3	5.7	6.1	5.4	5.8	
Standard Deviation of Obtained	2.5	2.4	2.4	2.8	2.6	2.5	1.6	1.5	1.4	2.1	1.9	2.2	1.8	
Anticipated	5.5	5.6	5.7	5.6	5.7	5.7	5.7	5.6	5.7	5.7	5.7	5.6	5.6	
Difference	1.0	0.0	0.3	0.6	-1.5	-0.5	-0.6	-0.2	-0.4	0.0	0.4	-0.2	0.2	

Cognitive Skills Index (CSI) (Mean CSI: 96)

No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals												
4	**115 & Above**													
	Mean Obtained	679	679	679	682	673	677	677	664	671	679	676	678	670	
	Mean Anticipated	687	677	682	686	680	683	692	677	685	688	690	682	668	
	Difference	-8	2	-3	-4	-7	-6	-15	-13	-14	-9	-14	-4	2	
42	**86-114**													
	Mean Obtained	661	651	656	654	624	639	640	634	637	652	659	651	648	
	Mean Anticipated	655	652	653	652	646	649	650	641	645	652	657	655	645	
	Difference	6	-1	3	2	-22	-10	-10	-7	-8	0	2	-4	3	
10	**85 & Below**													
	Mean Obtained	638	624	631	633	612	623	604	613	609	625	638	628	627	
	Mean Anticipated	619	622	621	615	613	614	609	607	608	615	620	622	620	
	Difference	19	2	10	18	-1	9	-5	6	1	10	18	6	7	

*   Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

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	Below Average	Average	Above Average

National Stanine Scale

1	2	3	4	5	6	7	8	9

National Percentile Scale

| 1 | 5 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 95 | 99 |

Normal Curve Equivalent Scale

| 1 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 99 |

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

TERRA**NOVA**³

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose
This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 56

InView Level: 2

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	56	5	466	55	52
Analogies	56	5	466	49	46
Quantitative Reasoning	56	4	456	29	26
Total Nonverbal Score	56	5	463	43	44
Verbal Reasoning-Words	56	5	441	40	41
Verbal Reasoning-Context	56	4	458	40	37
Total Verbal Score	56	4	449	37	38
Total Score	56	5	457	44	42

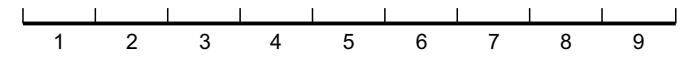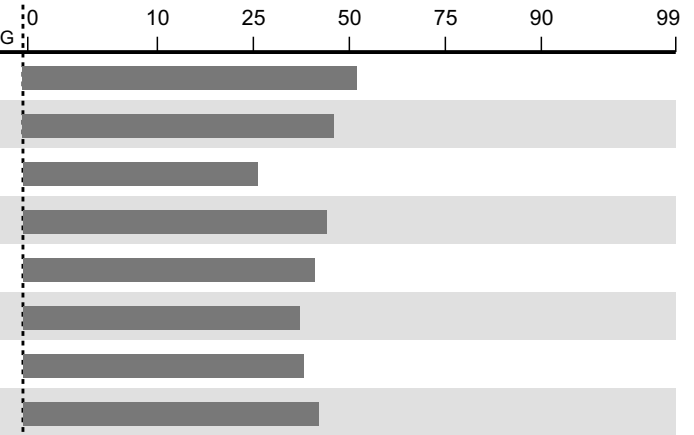MNSG: Mean Natl Stanine by Grade   MDNPA: Median Natl Percentile by Age
MSS: Mean Scale Score   MDNPG: Median Natl Percentile by Grade

Mean CSI: 96
No. of students with valid CSI scores: 56

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale

Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

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INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

Purpose

This section provides the summary distribution of scores for your group.

Number of Students: 56

InView Level: 2

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	56	56	56	56	56	56	56	56
High Score	618	607	562	567	532	542	519	545
Low Score	370	279	309	348	325	269	297	328
Local Percentiles								
90	532	520	531	523	504	530	508	507
75	499	494	493	490	483	503	482	485
50 (Median)	476	468	451	467	437	464	448	460
25	430	447	428	428	410	427	421	427
10	384	402	374	407	380	382	407	403
Mean	466	466	456	463	441	458	449	457
Standard Deviation	56	56	54	46	48	57	44	42

TERRANOVA³

TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 48

Form/Level: G-16

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
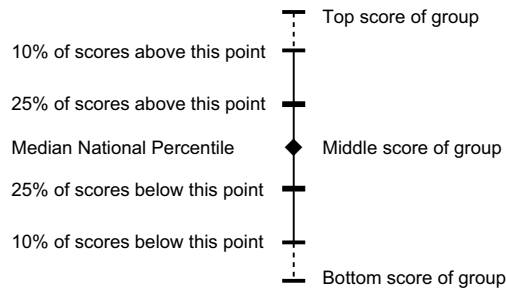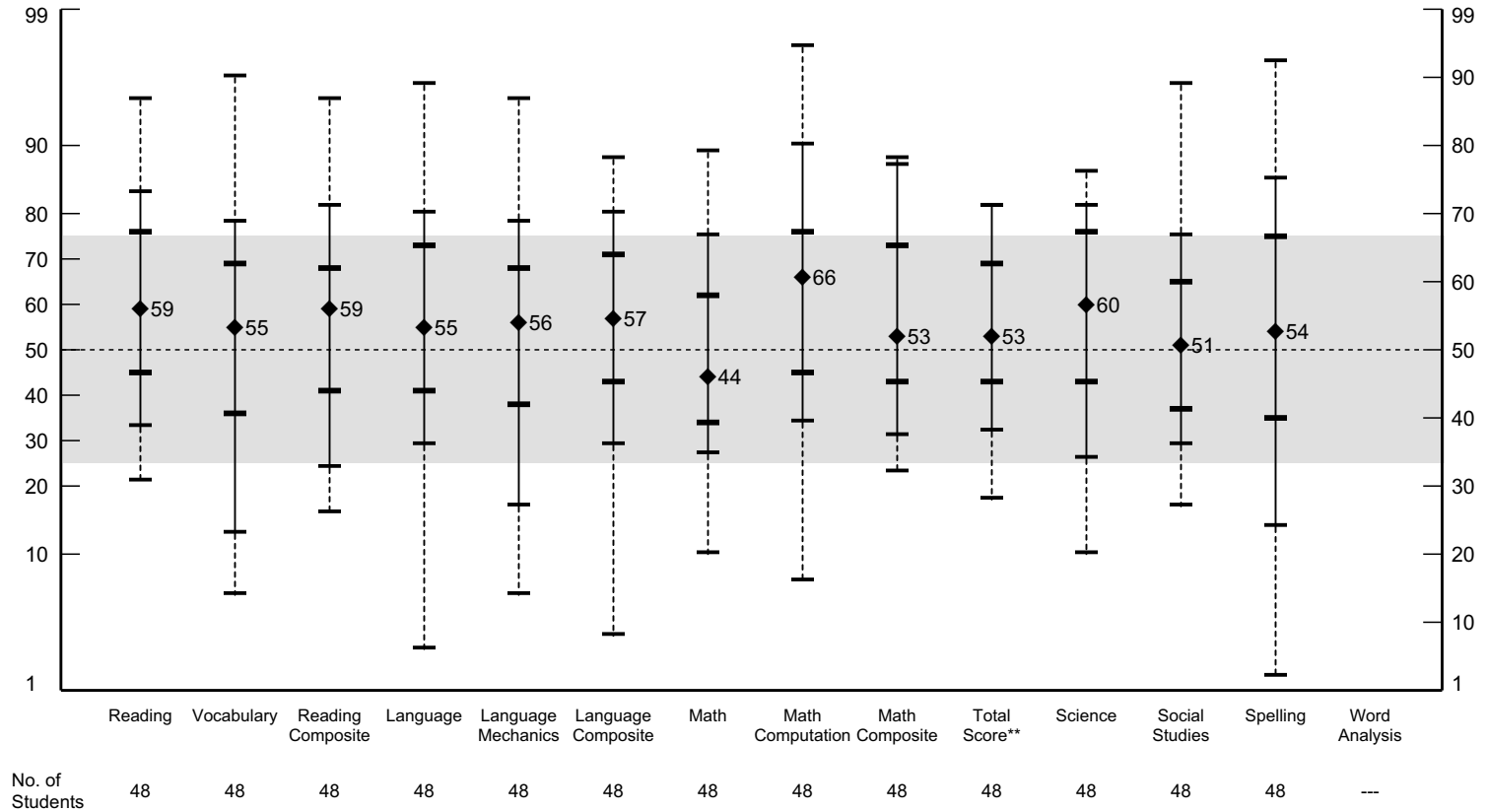ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

000001   Page 1

Distribution by Content Area
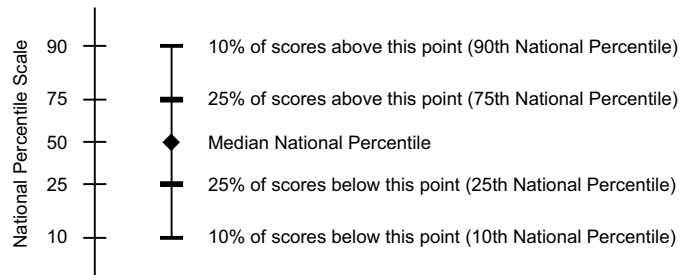**National Percentile Scale**

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Median	59	55	59	55	56	57	44	66	53	53	60	51	54	
No. of Students	48	48	48	48	48	48	48	48	48	48	48	48	48	---

Legend:

- Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile — Middle score of group
- 25% of scores below this point
- 10% of scores below this point
- Bottom score of group

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

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General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90 — 10% of scores above this point (90th National Percentile)

75 — 25% of scores above this point (75th National Percentile)

50 — ◆ Median National Percentile

25 — 25% of scores below this point (25th National Percentile)

10 — 10% of scores below this point (10th National Percentile)

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 48

Form/Level: G-16

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	48	48	48	48	48	48	48	48	48	48	48	48	48	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	8.2	6.9	7.7	7.5	6.9	7.2	6.7	7.9	7.5	7.5	7.4	6.9	6.9	
Standard Deviation	2.5	2.5	2.3	2.9	2.8	2.5	1.8	1.8	1.6	2.1	2.0	2.3	2.4	
Mean Normal Curve Equiv.	56	51	54	53	51	52	49	58	54	53	54	51	51	
Standard Deviation	11	15	12	14	14	12	11	15	11	10	13	12	17	
NP of the Mean NCE	60	52	57	55	52	55	49	65	58	56	57	52	52	
Mean Scale Score	669	658	664	660	652	656	663	671	667	664	668	660	660	
Standard Deviation	19	27	21	26	28	22	23	26	21	19	23	21	33	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	83	78	81	80	78	80	75	90	87	81	81	75	85	
Grade Equivalent	11.1	10.3	10.8	11.2	10.4	10.7	9.3	10.0	10.2	10.7	10.0	9.8	10.5	
Normal Curve Equiv.	70	66	68	68	66	68	64	77	73	68	69	64	72	
Scale Score	693	686	689	687	681	683	693	701	702	691	694	683	696	
75th Local Percentile (Q3)														
National Percentile	76	69	68	73	68	71	62	76	73	69	76	65	75	
Grade Equivalent	10.2	8.7	8.6	10.3	8.8	9.4	8.0	8.3	8.4	9.1	9.1	7.9	9.4	
Normal Curve Equiv.	65	61	60	63	60	61	57	65	63	61	65	58	65	
Scale Score	685	676	674	678	669	672	679	682	683	678	687	672	684	
50th Percentile (Median) (Q2)														
National Percentile	58	55	58	55	56	56	44	67	54	53	60	51	54	
Grade Equivalent	7.7	7.1	7.6	7.2	7.2	7.3	6.2	7.9	6.9	7.0	7.6	6.7	7.1	
Normal Curve Equiv.	54	52	54	53	53	53	47	59	52	52	55	51	52	
Scale Score	667	661	665	660	657	658	659	673	665	662	671	659	663	
25th Local Percentile (Q1)														
National Percentile	45	36	41	41	38	43	34	45	43	43	43	37	35	
Grade Equivalent	5.7	5.2	5.5	5.5	5.2	5.7	5.5	6.4	6.2	5.8	5.7	4.8	5.7	
Normal Curve Equiv.	47	43	45	45	43	46	41	47	46	46	46	43	42	
Scale Score	655	643	649	647	638	646	647	654	653	652	655	646	645	
10th Local Percentile														
National Percentile	33	13	24	29	17	29	27	34	31	32	26	29	14	
Grade Equivalent	4.8	3.5	4.3	4.6	3.2	4.6	4.9	5.8	5.5	5.0	4.8	4.3	4.3	
Normal Curve Equiv.	40	26	35	38	30	39	37	41	40	40	37	38	27	
Scale Score	643	611	631	634	611	632	638	643	640	640	637	637	618	
National Quarters														
Local/Number 76-99	13	6	8	11	8	7	4	11	8	9	13	5	12	
Per Quarter 51-75	16	21	26	17	19	22	15	22	20	16	15	21	13	
26-50	18	15	9	16	13	16	25	14	18	20	15	20	15	
01-25	1	6	5	4	8	3	4	1	2	3	5	2	8	
Local/Percent 76-99	27	13	17	23	17	15	8	23	17	19	27	10	25	
Per Quarter 51-75	33	44	54	35	40	46	31	46	42	33	31	44	27	
26-50	38	31	19	33	27	33	52	29	38	42	31	42	31	
01-25	2	13	10	8	17	6	8	2	4	6	10	4	17	

*   Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

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TERRA**NOVA**³

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 48

Form/Level: G-16

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
Reading					
002 Basic Understanding	77	70	+ 07	40-85	
003 Analyze Text	79	70	+ 09	42-85	
004 Evaluate/Extend Meaning	58	54	+ 04	31-62	
005 Reading/Wrtg Strategies	63	58	+ 05	32-69	
Vocabulary					
035 Word Meaning	61	60	+ 01	32-70	
036 Multimeaning Words	64	69	- 05	54-73	
037 Words in Context	68	63	+ 05	34-76	
Language					
007 Sentence Structure	67	63	+ 04	40-81	
008 Writing Strategies	59	58	+ 01	35-75	
009 Editing Skills	69	65	+ 04	40-83	
Language Mechanics					
038 Sentences, Phrases, Clauses	59	59	00	36-73	
039 Writing Conventions	67	66	+ 01	51-76	
Mathematics					
010 Number & Number Relations	43	46	- 03	25-53	
011 Computation & Estimation	44	50	- 06	28-57	
012 Operation Concepts	-	-	-	-	
013 Measurement	50	53	- 03	28-63	
014 Geometry & Spatial Sense	55	57	- 02	34-67	
015 Data, Stats & Probability	55	57	- 02	34-67	
016 Patterns, Functions, Algebra	64	68	- 04	39-83	
017 Prob Solving & Reasoning	48	54	- 06	28-66	
Math Computation					
043 Add Whole Numbers	-	-	-	-	

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range	Objectives Performance Index (OPI)*
045 Multiply Whole Numbers	87	78	+ 09	51-92	
046 Divide Whole Numbers	82	71	+ 11	33-89	
047 Decimals	80	73	+ 07	50-83	
048 Fractions	56	52	+ 04	21-68	
050 Percents	-	-	-	-	
051 Order of Operations	-	-	-	-	
Science					
019 Science Inquiry	65	61	+ 04	38-66	
020 Physical Science	55	54	+ 01	32-57	
021 Life Science	63	61	+ 02	36-66	
022 Earth and Space Science	60	58	+ 02	32-62	
023 Science and Technology	65	62	+ 03	35-66	
024 Personal and Social Persp	62	59	+ 03	34-61	
Social Studies					
026 Geographic Perspectives	70	69	+ 01	39-80	
027 History and Culture	59	57	+ 02	32-65	
028 Civics and Government	50	51	- 01	28-58	
029 Economic Perspectives	67	66	+ 01	35-78	
Spelling					
040 Vowels	57	56	+ 01	38-67	
041 Consonants	48	49	- 01	30-58	
042 Structural Units	48	49	- 01	35-56	

National Reference Group Grade 6.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

- Too few items to report

Key

Moderate Mastery Range	▭
Local Average OPI Score	◇
National Average OPI Score	I

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 48

Form/Level: G-16

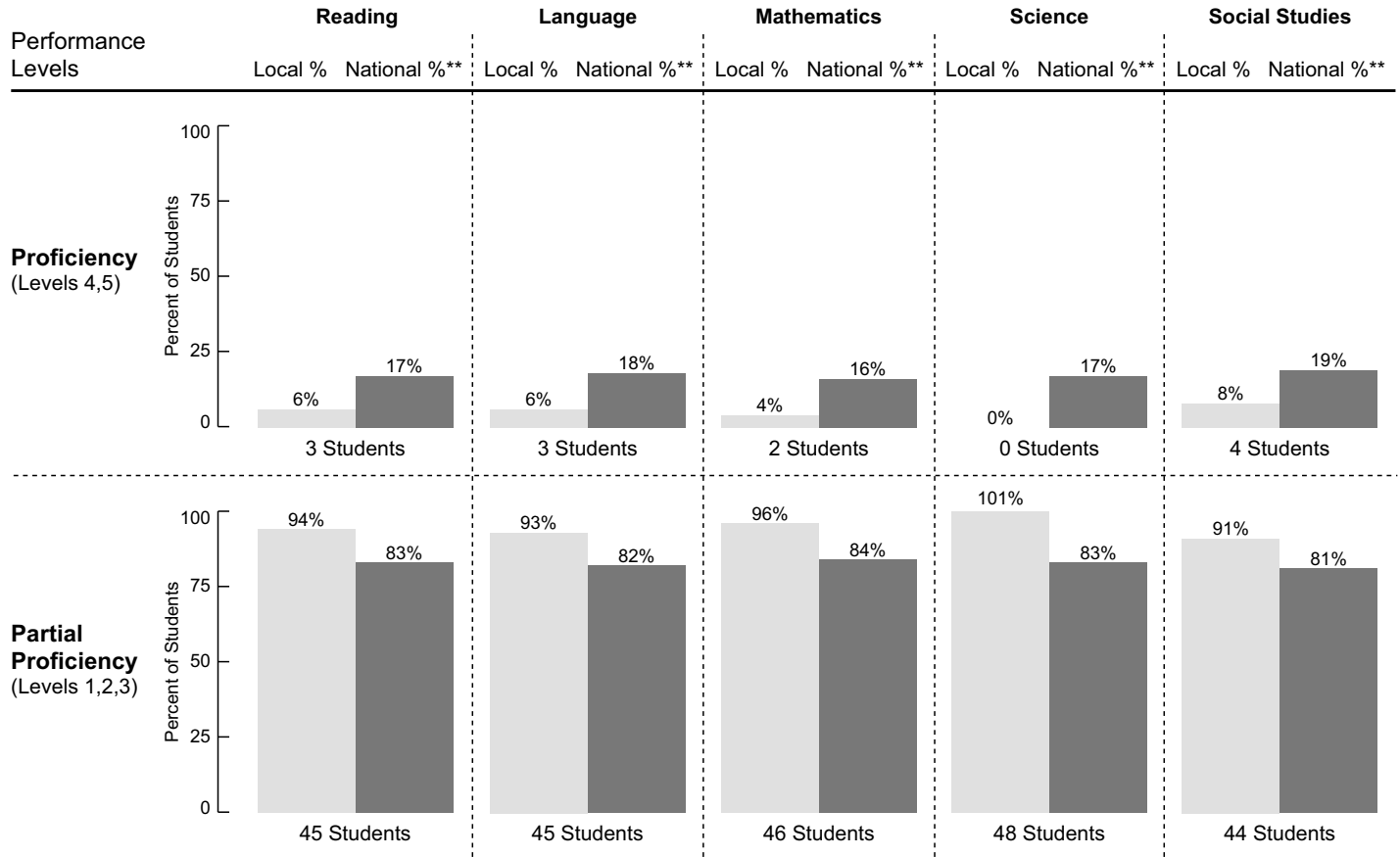Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION
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Percent of Students at Each Proficiency Level

Performance Levels	Reading		Language		Mathematics		Science		Social Studies	
	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**

Proficiency (Levels 4,5)

	Reading	Language	Mathematics	Science	Social Studies
Local %	6%	6%	4%	0%	8%
National %**	17%	18%	16%	17%	19%
	3 Students	3 Students	2 Students	0 Students	4 Students

Partial Proficiency (Levels 1,2,3)

	Reading	Language	Mathematics	Science	Social Studies
Local %	94%	93%	96%	101%	91%
National %**	83%	82%	84%	83%	81%
	45 Students	45 Students	46 Students	48 Students	44 Students

* Based on locally reported data

** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

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TERRANOVA³

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 48

Form/Level: G-16

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
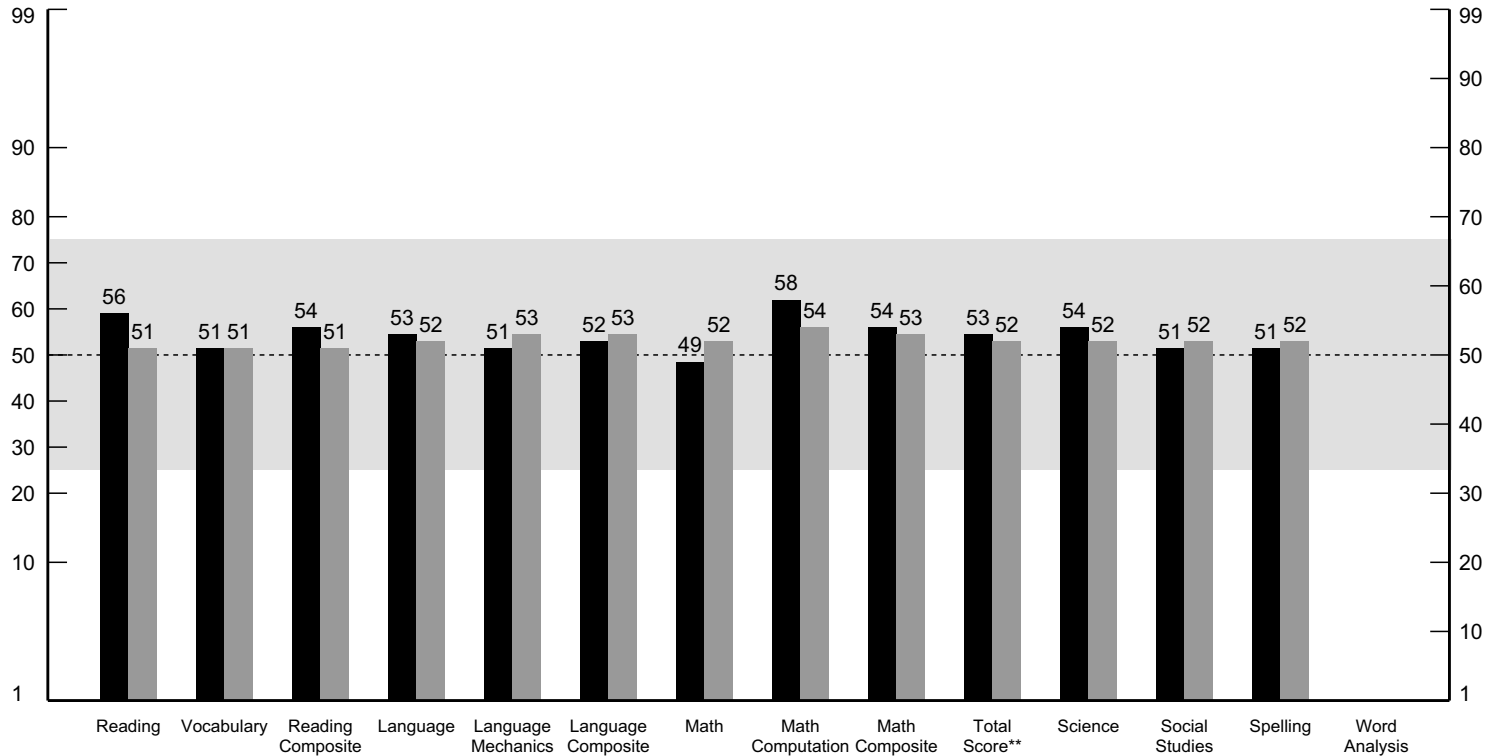ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	56	51	54	53	51	52	49	58	54	53	54	51	51	
Anticipated	51	51	51	52	53	53	52	54	53	52	52	52	52	

DIFF

| No. of Students | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | --- |

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

DRC
DATA RECOGNITION CORPORATION

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

TERRANOVA®, Third Edition

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COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 48

Form/Level: G-16

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	48	48	48	48	48	48	48	48	48	48	48	48	48	---

Obtained/Anticipated Scores
Median National Percentile

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	59	55	59	55	56	57	44	66	53	53	60	51	54	
Anticipated	49	53	52	52	53	54	53	56	54	52	54	54	53	

NP of Mean NCE

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	60	52	57	55	52	55	49	65	58	56	57	52	52	
Anticipated	51	51	52	53	55	55	55	57	57	54	53	54	54	
Difference	9	1	5	2	-3	0	-6	8	1	2	4	-2	-2	

Mean Normal Curve Equivalent

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	56	51	54	53	51	52	49	58	54	53	54	51	51	
Standard Deviation of Obtained	11	15	12	14	14	12	11	15	11	10	13	12	17	
Anticipated	51	51	51	52	53	53	52	54	53	52	52	52	52	
Difference	5	0	3	1	-2	-1	-3	4	1	1	2	-1	-1	

Mean Scale Score

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	669	658	664	660	652	656	663	671	667	664	668	660	660	
Standard Deviation of Obtained	19	27	21	26	28	22	23	26	21	19	23	21	33	
Anticipated	660	658	659	658	656	657	670	664	667	663	664	662	663	
Difference	9	0	5	2	-4	-1	-7	7	0	1	4	-2	-3	
Standard Deviation of Difference	17	23	18	23	27	21	16	22	14	14	17	18	34	

Grade Mean Equivalent

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	8.2	6.9	7.7	7.5	6.9	7.2	6.7	7.9	7.5	7.5	7.4	6.9	6.9	
Standard Deviation of Obtained	2.5	2.5	2.3	2.9	2.8	2.5	1.8	1.8	1.6	2.1	2.0	2.3	2.4	
Anticipated	6.8	6.9	7.0	7.2	7.3	7.3	7.5	7.4	7.5	7.3	7.0	7.1	7.3	
Difference	1.4	0.0	0.7	0.3	-0.4	-0.1	-0.8	0.5	0.0	0.2	0.4	-0.2	-0.4	

Cognitive Skills Index (CSI) (Mean CSI: 97)

No. Students with Valid CSI | Intervals | Scale Scores by CSI Intervals

No. Students with Valid CSI	Intervals		Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
1	**115 & Above**	Mean Obtained	693	669	681	699	693	696	655	755	705	682	683	673	665	
		Mean Anticipated	703	696	699	699	691	695	707	688	698	703	700	696	687	
		Difference	-10	-27	-18	0	2	1	-52	67	7	-21	-17	-23	-22	
44	**86-114**	Mean Obtained	669	659	665	660	653	656	665	670	668	665	670	661	660	
		Mean Anticipated	661	659	660	660	656	658	671	665	668	664	666	663	664	
		Difference	8	0	5	0	-3	-2	-6	5	0	1	4	-2	-4	
3	**85 & Below**	Mean Obtained	652	635	644	647	633	640	632	654	644	644	634	639	655	
		Mean Anticipated	630	631	630	630	631	631	638	638	638	633	633	635	645	
		Difference	22	4	14	17	2	9	-6	16	6	11	1	4	10	

* Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

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17604-54321   8300100

	Below Average		Average			Above Average		

National Stanine Scale

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

National Percentile Scale

| 1 | 5 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 95 | 99 |

Normal Curve Equivalent Scale

| 1 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 99 |

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 48

InView Level: 3

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Norm-Referenced Scores

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	48	5	484	40	44
Analogies	48	5	470	42	41
Quantitative Reasoning	48	5	503	52	51
Total Nonverbal Score	48	5	486	42	44
Verbal Reasoning-Words	48	5	471	47	36
Verbal Reasoning-Context	48	4	473	36	39
Total Verbal Score	48	4	472	38	39
Total Score	48	5	480	43	43

MNSG: Mean Natl Stanine by Grade   MDNPA: Median Natl Percentile by Age
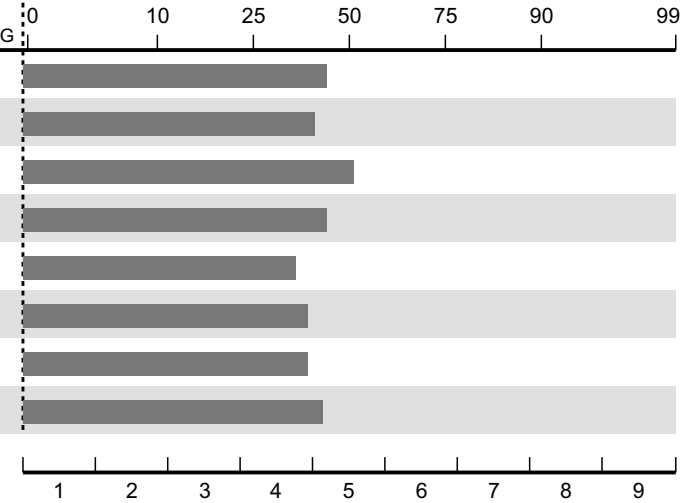MSS: Mean Scale Score   MDNPG: Median Natl Percentile by Grade

Mean CSI: 97
No. of students with valid CSI scores: 48

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Percentile Scale

National Stanine Scale

██ Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

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INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This section provides the summary distribution of scores for your group.

Number of Students: 48

InView Level: 3

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	48	48	48	48	48	48	48	48
High Score	571	560	582	549	593	575	550	544
Low Score	405	328	432	406	374	383	411	416
Local Percentiles								
90	545	519	540	530	527	531	515	523
75	518	503	522	509	504	502	492	498
50 (Median)	483	477	508	484	464	476	471	480
25	450	445	483	464	441	440	443	462
10	428	421	451	441	411	422	423	434
Mean	484	470	503	486	471	473	472	480
Standard Deviation	43	47	34	33	47	42	34	31

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 36

Form/Level: G-17

Test Date: 03/01/20

QM: 24 **TN Norms Date:** 2017
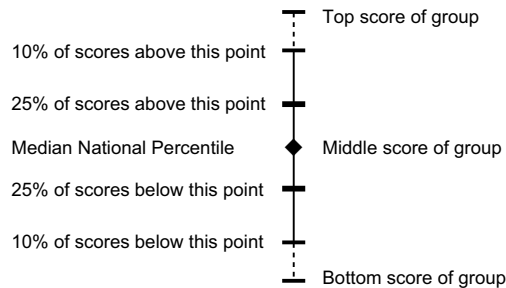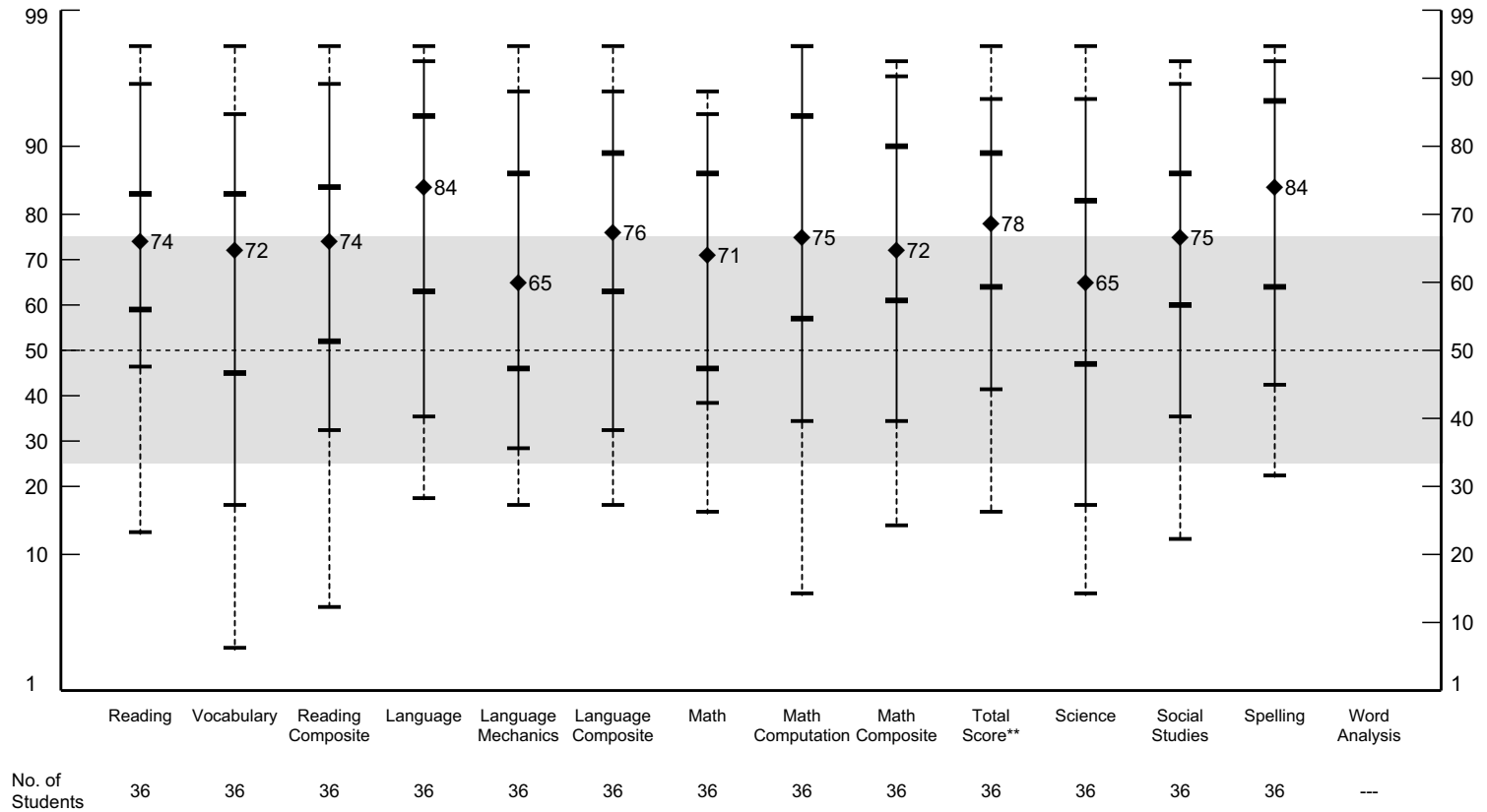
OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

000001 Page 1

Distribution by Content Area
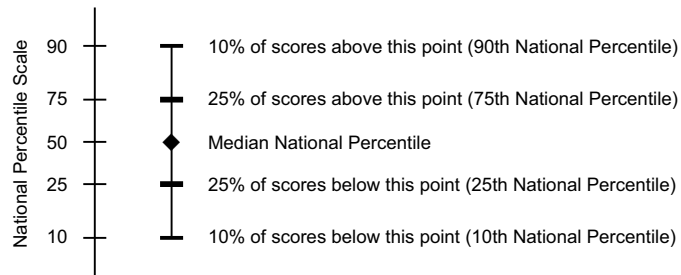National Percentile Scale

Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Median National Percentile	74	72	74	84	65	76	71	75	72	78	65	75	84	
No. of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---

Legend:
- Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile ◆ Middle score of group
- 25% of scores below this point
- 10% of scores below this point
- Bottom score of group

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321 8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90 — 10% of scores above this point (90th National Percentile)

75 — 25% of scores above this point (75th National Percentile)

50 — ◆ Median National Percentile

25 — 25% of scores below this point (25th National Percentile)

10 — 10% of scores below this point (10th National Percentile)

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 36

Form/Level: G-17

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	11.1	9.7	10.4	12.4	10.4	11.3	9.7	9.9	9.9	11.0	8.8	10.9	11.4	
Standard Deviation	2.3	3.3	2.8	2.9	3.0	2.8	2.4	2.6	2.5	2.5	2.6	2.6	2.4	
Mean Normal Curve Equiv.	63	58	62	68	61	65	61	66	64	65	57	63	69	
Standard Deviation	14	20	17	18	19	17	15	20	18	15	17	15	17	
NP of the Mean NCE	74	65	71	81	69	76	70	77	75	77	64	73	82	
Mean Scale Score	690	679	685	696	681	689	694	699	697	693	684	691	705	
Standard Deviation	25	40	30	38	39	35	29	44	34	28	31	26	38	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	94	92	94	98	96	96	92	99	97	93	93	94	98	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	12.8	13.0	13.0	13.0	13.0	13.0	13.0	
Normal Curve Equiv.	82	80	82	92	87	88	80	96	91	82	81	83	92	
Scale Score	721	718	721	739	739	729	730	768	748	721	724	723	743	
75th Local Percentile (Q3)														
National Percentile	83	83	84	92	86	89	86	92	90	89	82	86	93	
Grade Equivalent	12.1	11.6	12.0	13.0	12.7	13.0	11.5	13.0	12.1	12.9	11.1	12.1	13.0	
Normal Curve Equiv.	70	70	71	80	73	76	73	80	78	76	69	72	81	
Scale Score	702	702	702	713	705	707	718	722	720	711	705	707	724	
50th Percentile (Median) (Q2)														
National Percentile	74	72	74	84	65	76	71	75	73	78	65	75	84	
Grade Equivalent	10.9	10.5	10.7	12.4	10.0	11.1	9.8	9.1	9.4	11.1	9.0	11.0	11.4	
Normal Curve Equiv.	63	62	63	71	58	65	62	64	63	66	58	64	71	
Scale Score	690	688	688	697	677	687	697	693	693	695	686	694	707	
25th Local Percentile (Q1)														
National Percentile	59	45	52	63	46	63	46	57	61	64	47	60	64	
Grade Equivalent	8.7	6.9	7.8	9.8	7.1	9.6	6.9	8.0	8.3	9.2	7.4	9.0	9.2	
Normal Curve Equiv.	55	47	51	57	48	57	48	54	56	57	48	55	58	
Scale Score	675	659	666	674	656	673	669	676	681	679	669	679	682	
10th Local Percentile														
National Percentile	46	17	32	35	28	32	38	34	34	41	17	35	42	
Grade Equivalent	6.9	4.0	5.2	5.5	4.8	5.3	6.2	6.3	6.2	6.4	4.7	6.2	6.6	
Normal Curve Equiv.	48	30	40	42	38	40	43	41	41	45	30	42	46	
Scale Score	662	623	645	647	633	641	659	653	653	657	636	656	658	

National Quarters

Local/Number Per Quarter		Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Local/Number	76-99	15	11	16	24	11	20	15	18	18	20	12	18	22	
Per Quarter	51-75	16	14	11	4	14	9	11	11	10	9	13	10	8	
	26-50	4	5	7	6	8	5	8	5	6	6	7	6	5	
	01-25	1	6	2	2	3	2	2	2	2	1	4	2	1	
Local/Percent	76-99	42	31	44	67	31	56	42	50	50	56	33	50	61	
Per Quarter	51-75	44	39	31	11	39	25	31	31	28	25	36	28	22	
	26-50	11	14	19	17	22	14	22	14	17	17	19	17	14	
	01-25	3	17	6	6	8	6	6	6	6	3	11	6	3	

*   Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

TERRANOVA³

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 36

Form/Level: G-17

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Performance on Objectives

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range
Reading				
002 Basic Understanding	76	63	+ 13	38-73
003 Analyze Text	65	53	+ 12	29-62
004 Evaluate/Extend Meaning	76	63	+ 13	39-75
005 Reading/Wrtg Strategies	75	62	+ 13	35-74
Vocabulary				
035 Word Meaning	62	53	+ 09	32-61
036 Multimeaning Words	80	79	+ 01	67-86
037 Words in Context	60	50	+ 10	24-61
Language				
007 Sentence Structure	76	60	+ 16	39-74
008 Writing Strategies	81	64	+ 17	40-82
009 Editing Skills	73	56	+ 17	34-72
Language Mechanics				
038 Sentences, Phrases, Clauses	74	66	+ 08	42-84
039 Writing Conventions	74	66	+ 08	50-77
Mathematics				
010 Number & Number Relations	66	55	+ 11	33-64
011 Computation & Estimation	62	51	+ 11	29-60
012 Operation Concepts	-	-	-	-
013 Measurement	50	42	+ 08	22-46
014 Geometry & Spatial Sense	53	45	+ 08	27-51
015 Data, Stats & Probability	61	51	+ 10	29-61
016 Patterns, Functions, Algebra	69	58	+ 11	33-71
017 Prob Solving & Reasoning	54	48	+ 06	31-53
Math Computation				
047 Decimals	82	70	+ 12	52-80

Obj. No. / Objective Titles	Local	National	Difference	Moderate Mastery Range
048 Fractions	57	43	+ 14	19-50
049 Integers	74	60	+ 14	38-70
050 Percents	70	55	+ 15	29-66
051 Order of Operations	66	52	+ 14	30-60
Science				
019 Science Inquiry	71	64	+ 07	42-73
020 Physical Science	65	60	+ 05	37-67
021 Life Science	61	55	+ 06	35-61
022 Earth and Space Science	60	56	+ 04	37-60
023 Science and Technology	54	48	+ 06	24-54
024 Personal and Social Persp	71	66	+ 05	44-73
Social Studies				
026 Geographic Perspectives	71	59	+ 12	32-69
027 History and Culture	67	55	+ 12	30-64
028 Civics and Government	70	55	+ 15	22-70
029 Economic Perspectives	72	60	+ 12	33-70
Spelling				
040 Vowels	74	62	+ 12	50-68
041 Consonants	70	56	+ 14	40-67
042 Structural Units	61	50	+ 11	39-57

National Reference Group Grade 7.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

\- Too few items to report

Key

Moderate Mastery Range	�
Local Average OPI Score	◇
National Average OPI Score	I

DATA RECOGNITION CORPORATION

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TERRANOVA³

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 36

Form/Level: G-17

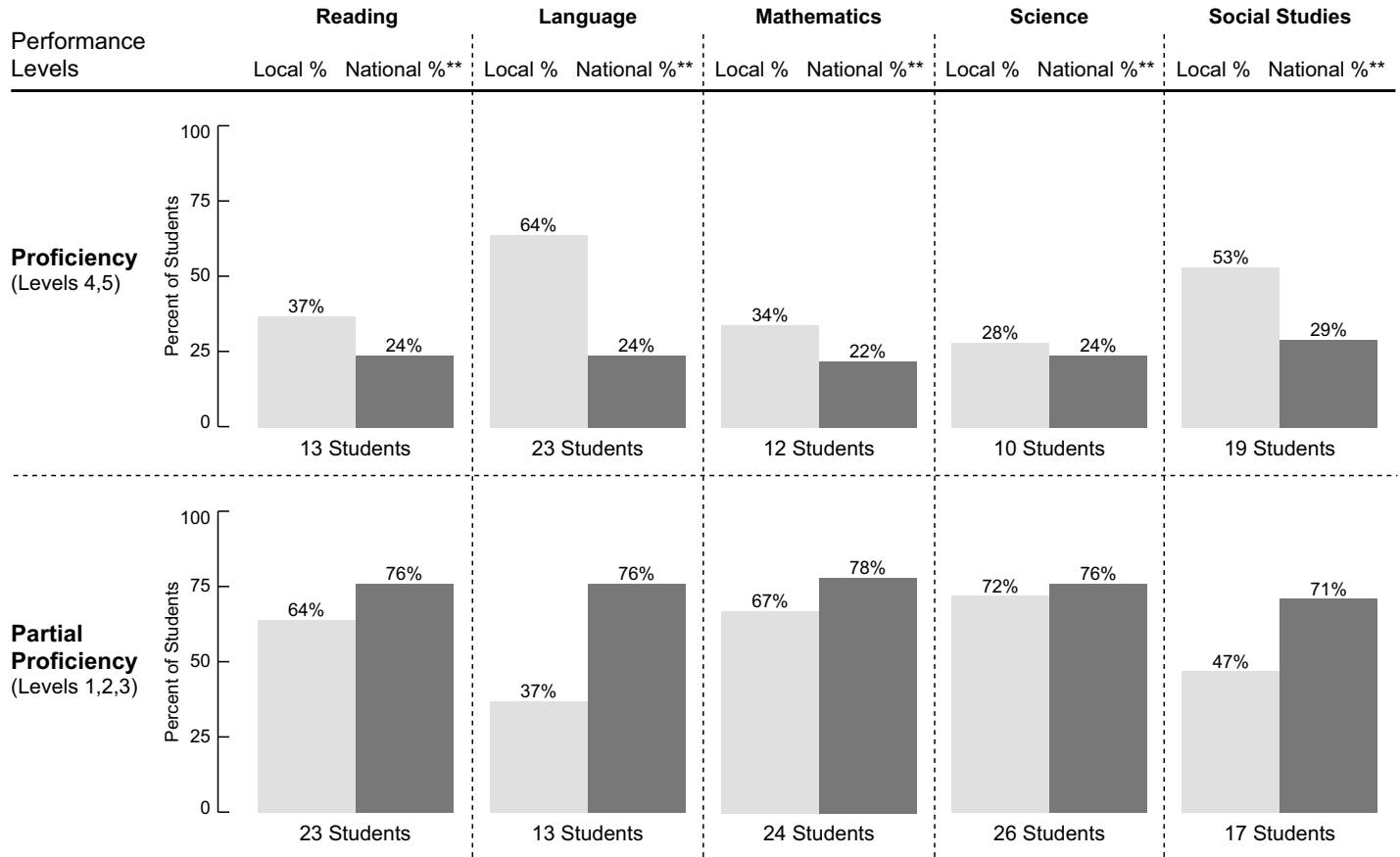Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Percent of Students at Each Proficiency Level

Performance Levels	Reading Local %	Reading National %**	Language Local %	Language National %**	Mathematics Local %	Mathematics National %**	Science Local %	Science National %**	Social Studies Local %	Social Studies National %**
Proficiency (Levels 4,5)	37%	24%	64%	24%	34%	22%	28%	24%	53%	29%
	13 Students		23 Students		12 Students		10 Students		19 Students	
Partial Proficiency (Levels 1,2,3)	64%	76%	37%	76%	67%	78%	72%	76%	47%	71%
	23 Students		13 Students		24 Students		26 Students		17 Students	

* Based on locally reported data

** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 36

Form/Level: G-17

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

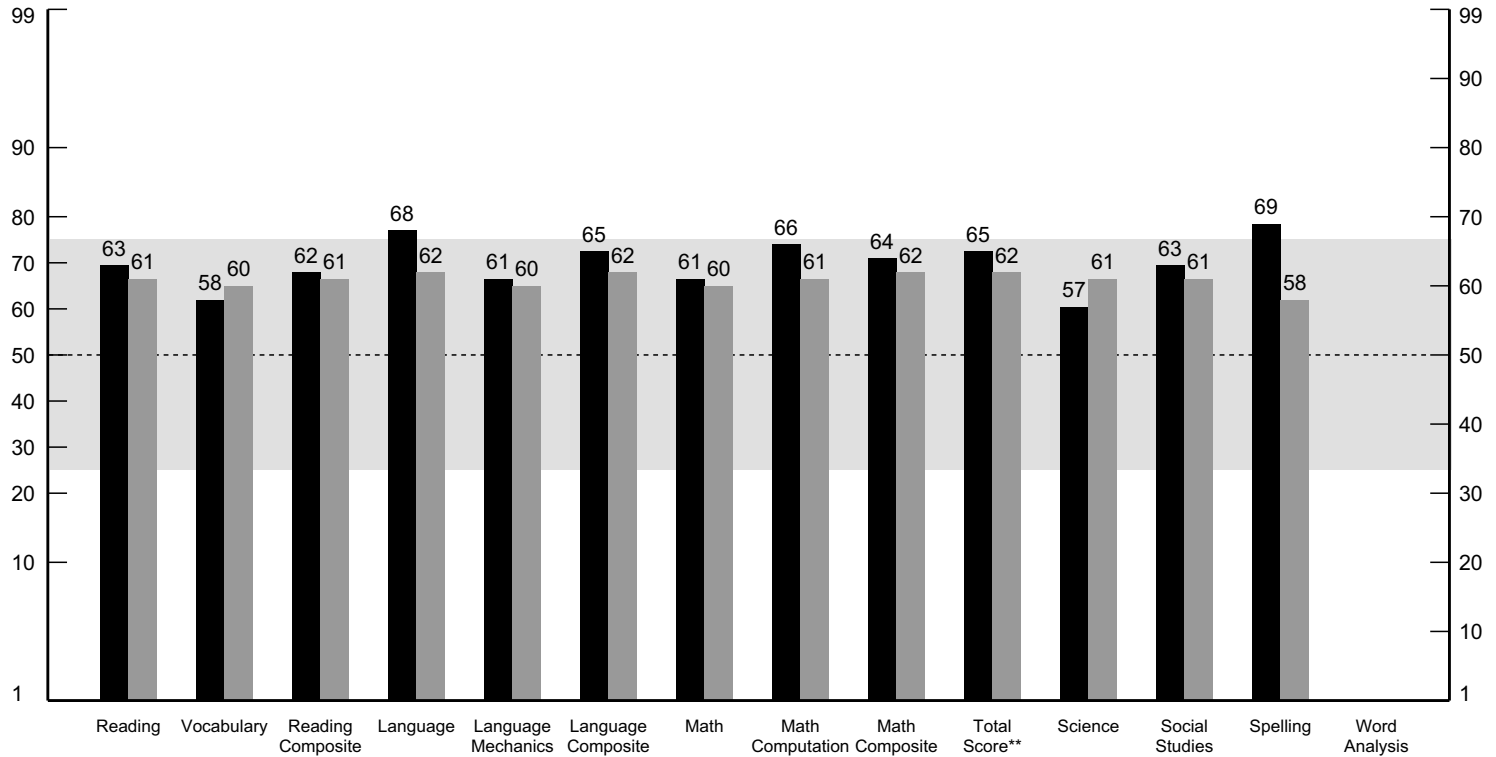OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale

Subtest	Obtained	Anticipated
Reading	63	61
Vocabulary	58	60
Reading Composite	62	61
Language	68	62
Language Mechanics	61	60
Language Composite	65	62
Math	61	60
Math Computation	66	61
Math Composite	64	62
Total Score**	65	62
Science	57	61
Social Studies	63	61
Spelling	69	58
Word Analysis	---	---

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
DIFF													Above	
No. of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ▪ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 36

Form/Level: G-17

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	---
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	74	72	74	84	65	76	71	75	72	78	65	75	84	
Anticipated	72	70	72	72	67	71	66	67	68	72	74	72	64	
NP of Mean NCE														
Obtained	74	65	71	81	69	76	70	77	75	77	64	73	82	
Anticipated	70	68	70	71	68	71	69	70	71	72	71	70	64	
Difference	4	-3	1	10	1	5	1	7	4	5	-7	3	18	
Mean Normal Curve Equivalent														
Obtained	63	58	62	68	61	65	61	66	64	65	57	63	69	
Standard Deviation of Obtained	14	20	17	18	19	17	15	20	18	15	17	15	17	
Anticipated	61	60	61	62	60	62	60	61	62	62	61	61	58	
Difference	2	-2	1	6	1	3	1	5	2	3	-4	2	11	
Mean Scale Score														
Obtained	690	679	685	696	681	689	694	699	697	693	684	691	705	
Standard Deviation of Obtained	25	40	30	38	39	35	29	44	34	28	31	26	38	
Anticipated	686	682	684	682	680	681	693	688	691	687	691	688	681	
Difference	4	-3	1	14	1	8	1	11	6	6	-7	3	24	
Standard Deviation of Difference	19	32	23	29	30	25	15	30	19	17	21	20	34	
Grade Mean Equivalent														
Obtained	11.1	9.7	10.4	12.4	10.4	11.3	9.7	9.9	9.9	11.0	8.8	10.9	11.4	
Standard Deviation of Obtained	2.3	3.3	2.8	2.9	3.0	2.8	2.4	2.6	2.5	2.5	2.6	2.6	2.4	
Anticipated	10.8	10.0	10.3	10.9	10.3	10.6	9.6	8.7	9.3	10.4	9.6	10.6	9.4	
Difference	0.3	-0.3	0.1	1.5	0.1	0.7	0.1	1.2	0.6	0.6	-0.8	0.3	2.0	

Cognitive Skills Index (CSI) (Mean CSI: 104)

No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals												
8	**115 & Above**													
	Mean Obtained	710	697	703	723	717	720	723	734	729	719	709	704	725	
	Mean Anticipated	722	717	719	716	711	714	729	725	727	722	728	721	705	
	Difference	-12	-20	-16	7	6	6	-6	9	2	-3	-19	-17	20	
25	**86-114**													
	Mean Obtained	688	681	685	694	672	683	690	694	692	691	682	692	705	
	Mean Anticipated	679	677	678	676	674	675	686	682	684	681	685	683	677	
	Difference	9	4	7	18	-2	8	4	12	8	10	-3	9	28	
3	**85 & Below**													
	Mean Obtained	648	622	635	643	654	649	651	644	648	648	635	645	654	
	Mean Anticipated	641	635	638	641	644	643	652	646	649	645	641	645	654	
	Difference	7	-13	-3	2	10	6	-1	-2	-1	3	-6	0	0	

*   Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

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	Below Average			Average			Above Average		

National Stanine Scale 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

National Percentile Scale
1   5   10   20   30 40 50 60 70   80   90   95   99

Normal Curve Equivalent Scale
1   10   20   30   40   50   60   70   80   90   99

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 36

InView Level: 3

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	36	5	512	52	58
Analogies	36	5	513	50	56
Quantitative Reasoning	36	5	527	54	62
Total Nonverbal Score	36	5	517	51	56
Verbal Reasoning-Words	36	5	516	58	62
Verbal Reasoning-Context	36	6	523	60	66
Total Verbal Score	36	5	520	61	64
Total Score	36	5	518	57	62

MNSG: Mean Natl Stanine by Grade   MDNPA: Median Natl Percentile by Age
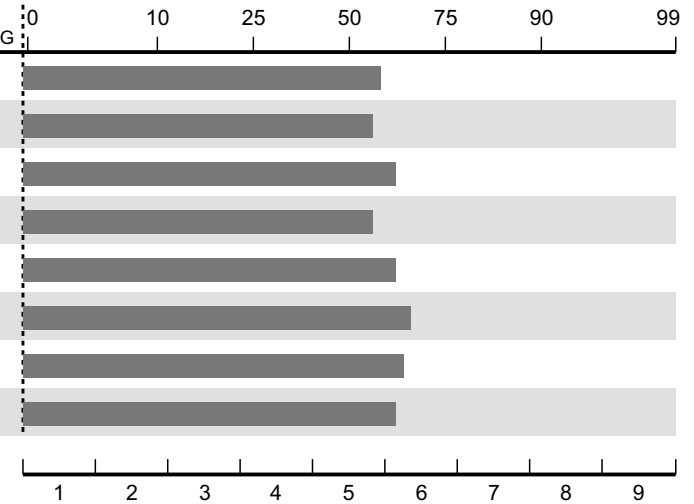MSS: Mean Scale Score   MDNPG: Median Natl Percentile by Grade

Mean CSI: 104
No. of students with valid CSI scores: 36

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale
1 2 3 4 5 6 7 8 9

▓ Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

17604-54321   8300100

TERRANOVA³

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose
This section provides the summary distribution of scores for your group.

Number of Students: 36

InView Level: 3

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	36	36	36	36	36	36	36	36
High Score	635	655	653	627	640	650	645	634
Low Score	380	271	412	401	368	391	395	398
Local Percentiles								
90	573	580	581	581	593	566	593	592
75	549	557	551	543	555	551	552	541
50 (Median)	515	507	529	512	523	528	527	521
25	475	477	502	489	465	494	481	485
10	447	452	471	475	436	445	444	458
Mean	512	513	527	517	516	523	520	518
Standard Deviation	52	66	47	46	65	57	58	48

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose
This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
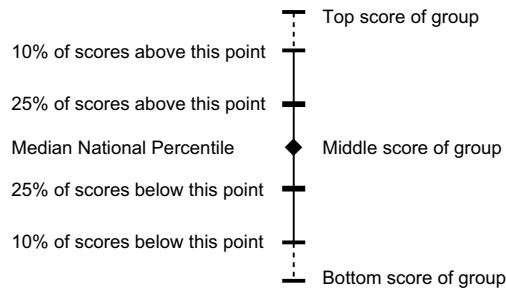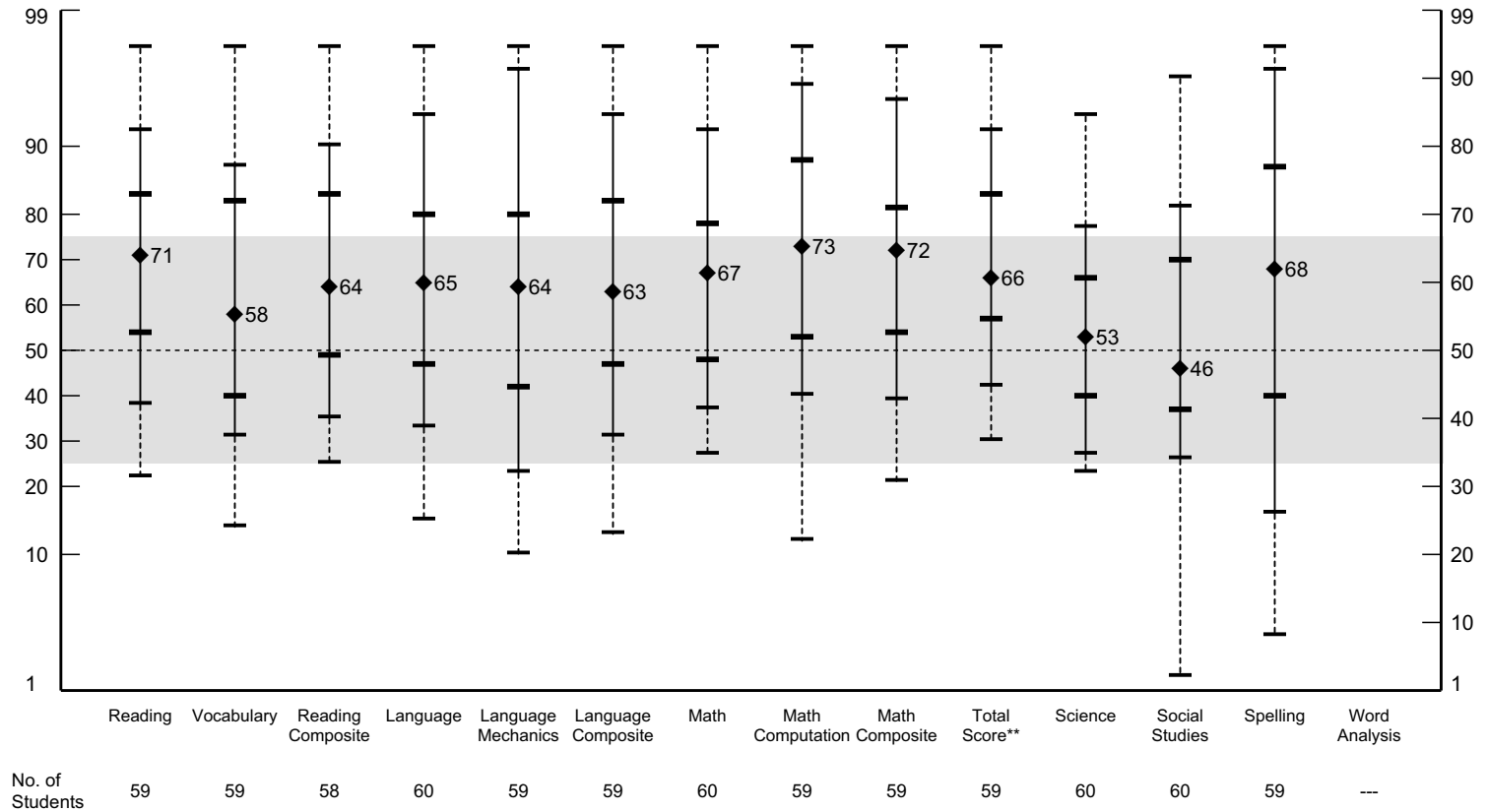ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Distribution by Content Area
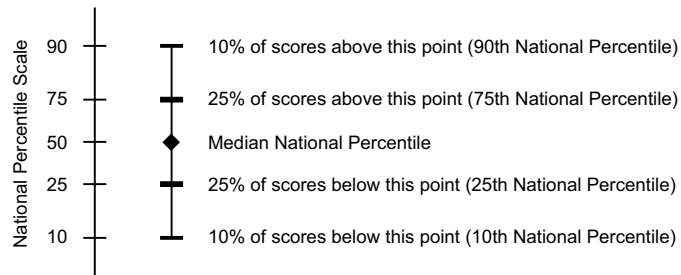National Percentile Scale

Normal Curve Equivalent Scale

Content Area	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Median National Percentile	71	58	64	65	64	63	67	73	72	66	53	46	68	---
No. of Students	59	59	58	60	59	59	60	59	59	59	60	60	59	---

Legend:
- — Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile ◆ Middle score of group
- 25% of scores below this point
- 10% of scores below this point
- — Bottom score of group

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

National Percentile Scale

90 — 10% of scores above this point (90th National Percentile)

75 — 25% of scores above this point (75th National Percentile)

50 — ◆ Median National Percentile

25 — 25% of scores below this point (25th National Percentile)

10 — 10% of scores below this point (10th National Percentile)

TERRANOVA³

TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	59	59	58	60	59	59	60	59	59	59	60	60	59	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	11.5	10.4	11.0	11.4	10.6	11.0	10.7	11.6	11.1	11.1	9.3	8.6	10.2	
Standard Deviation	2.3	2.4	2.3	2.6	2.9	2.5	1.9	2.0	1.8	2.0	2.2	2.5	2.9	
Mean Normal Curve Equiv.	62	56	60	59	58	59	59	63	62	61	52	50	59	
Standard Deviation	14	14	14	15	17	15	14	16	14	13	10	15	21	
NP of the Mean NCE	71	62	68	67	64	67	67	73	72	70	53	51	66	
Mean Scale Score	695	686	691	687	683	685	704	715	710	695	688	675	691	
Standard Deviation	26	26	25	32	34	30	26	34	28	25	22	29	41	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	91	87	90	92	95	92	91	94	93	91	77	81	95	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	12.1	11.7	13.0	
Normal Curve Equiv.	78	74	77	79	86	80	79	83	81	78	65	68	85	
Scale Score	723	715	719	724	738	722	740	754	745	725	717	704	732	
75th Local Percentile (Q3)														
National Percentile	83	82	83	80	80	82	78	88	81	83	66	70	87	
Grade Equivalent	13.0	12.4	12.8	13.0	12.3	12.9	11.4	13.0	12.2	13.0	10.9	10.9	12.6	
Normal Curve Equiv.	70	69	70	68	68	70	66	75	69	70	58	61	74	
Scale Score	709	708	708	701	702	703	717	734	721	712	702	693	716	
50th Percentile (Median) (Q2)														
National Percentile	71	58	64	65	65	64	67	73	72	66	53	46	69	
Grade Equivalent	11.3	10.0	10.6	10.8	10.5	10.5	10.4	11.1	10.8	10.7	9.1	8.2	10.4	
Normal Curve Equiv.	62	54	57	58	58	57	59	63	62	59	52	48	61	
Scale Score	695	683	687	683	683	681	704	712	709	691	687	674	695	
25th Local Percentile (Q1)														
National Percentile	54	40	49	47	42	47	48	53	54	57	40	37	40	
Grade Equivalent	9.2	7.8	8.5	8.2	7.6	8.2	8.5	8.9	9.1	9.6	7.7	7.3	7.7	
Normal Curve Equiv.	52	45	49	49	46	49	49	51	52	54	45	43	45	
Scale Score	678	666	673	666	661	665	685	692	691	682	672	666	668	
10th Local Percentile														
National Percentile	38	31	35	33	23	31	37	40	39	42	27	26	16	
Grade Equivalent	7.0	6.5	6.8	5.9	5.3	6.1	7.3	8.2	8.0	7.7	5.8	6.1	5.2	
Normal Curve Equiv.	44	40	42	41	35	40	43	45	44	46	37	37	29	
Scale Score	663	656	659	651	639	649	672	680	676	667	656	655	637	
National Quarters														
Local/Number 76-99	25	19	23	19	20	19	20	26	23	20	7	11	27	
Per Quarter 51-75	22	18	20	24	21	24	23	22	22	27	24	17	14	
26-50	10	19	14	16	11	13	17	8	13	12	25	28	8	
01-25	2	3	1	1	7	3	0	3	1	0	4	4	10	
Local/Percent 76-99	42	32	40	32	34	32	33	44	39	34	12	18	46	
Per Quarter 51-75	37	31	34	40	36	41	38	37	37	46	40	28	24	
26-50	17	32	24	27	19	22	28	14	22	20	42	47	14	
01-25	3	5	2	2	12	5	0	5	2	0	7	7	17	

* Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

17604-54321   8300100

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3*. Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group''s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group''s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

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Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Performance on Objectives

Objectives Performance Index (OPI)*

Obj. No.	Objective Titles	Local	National	Difference	Moderate Mastery Range	OPI (0–100)
	Reading					
002	Basic Understanding	71	60	+ 11	35-73	
003	Analyze Text	69	58	+ 11	36-70	
004	Evaluate/Extend Meaning	85	71	+ 14	47-87	
005	Reading/Wrtg Strategies	68	58	+ 10	34-71	
	Vocabulary					
035	Word Meaning	36	35	+ 01	22-33	
036	Multimeaning Words	74	70	+ 04	57-78	
037	Words in Context	75	65	+ 10	38-81	
	Language					
007	Sentence Structure	66	57	+ 09	35-71	
008	Writing Strategies	67	57	+ 10	36-73	
009	Editing Skills	71	61	+ 10	41-76	
	Language Mechanics					
038	Sentences, Phrases, Clauses	72	63	+ 09	43-80	
039	Writing Conventions	68	62	+ 06	45-75	
	Mathematics					
010	Number & Number Relations	58	51	+ 07	31-60	
011	Computation & Estimation	64	56	+ 08	35-67	
012	Operation Concepts	-	-	-	-	
013	Measurement	53	48	+ 05	29-55	
014	Geometry & Spatial Sense	65	58	+ 07	39-69	
015	Data, Stats & Probability	61	53	+ 08	31-63	
016	Patterns, Functions, Algebra	58	51	+ 07	31-59	
017	Prob Solving & Reasoning	67	58	+ 09	34-71	
	Math Computation					
047	Decimals	-	-	-	-	

Obj. No.	Objective Titles	Local	National	Difference	Moderate Mastery Range	OPI (0–100)
048	Fractions	64	49	+ 15	20-65	
049	Integers	75	58	+ 17	33-73	
050	Percents	66	53	+ 13	31-65	
051	Order of Operations	76	64	+ 12	47-75	
052	Algebraic Operations	-	-	-	-	
	Science					
019	Science Inquiry	69	66	+ 03	47-77	
020	Physical Science	53	52	+ 01	38-58	
021	Life Science	62	61	+ 01	43-70	
022	Earth and Space Science	53	53	00	37-57	
023	Science and Technology	61	60	+ 01	46-67	
024	Personal and Social Persp	59	59	00	43-65	
	Social Studies					
026	Geographic Perspectives	57	59	- 02	28-72	
027	History and Culture	52	53	- 01	26-62	
028	Civics and Government	67	64	+ 03	32-78	
029	Economic Perspectives	56	57	- 01	29-68	
	Spelling					
040	Vowels	64	58	+ 06	45-68	
041	Consonants	51	45	+ 06	29-52	
042	Structural Units	58	53	+ 05	36-66	

National Reference Group Grade 8.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

- Too few items to report

Key

Moderate Mastery Range	� shaded bar
Local Average OPI Score	◇
National Average OPI Score	I

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COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

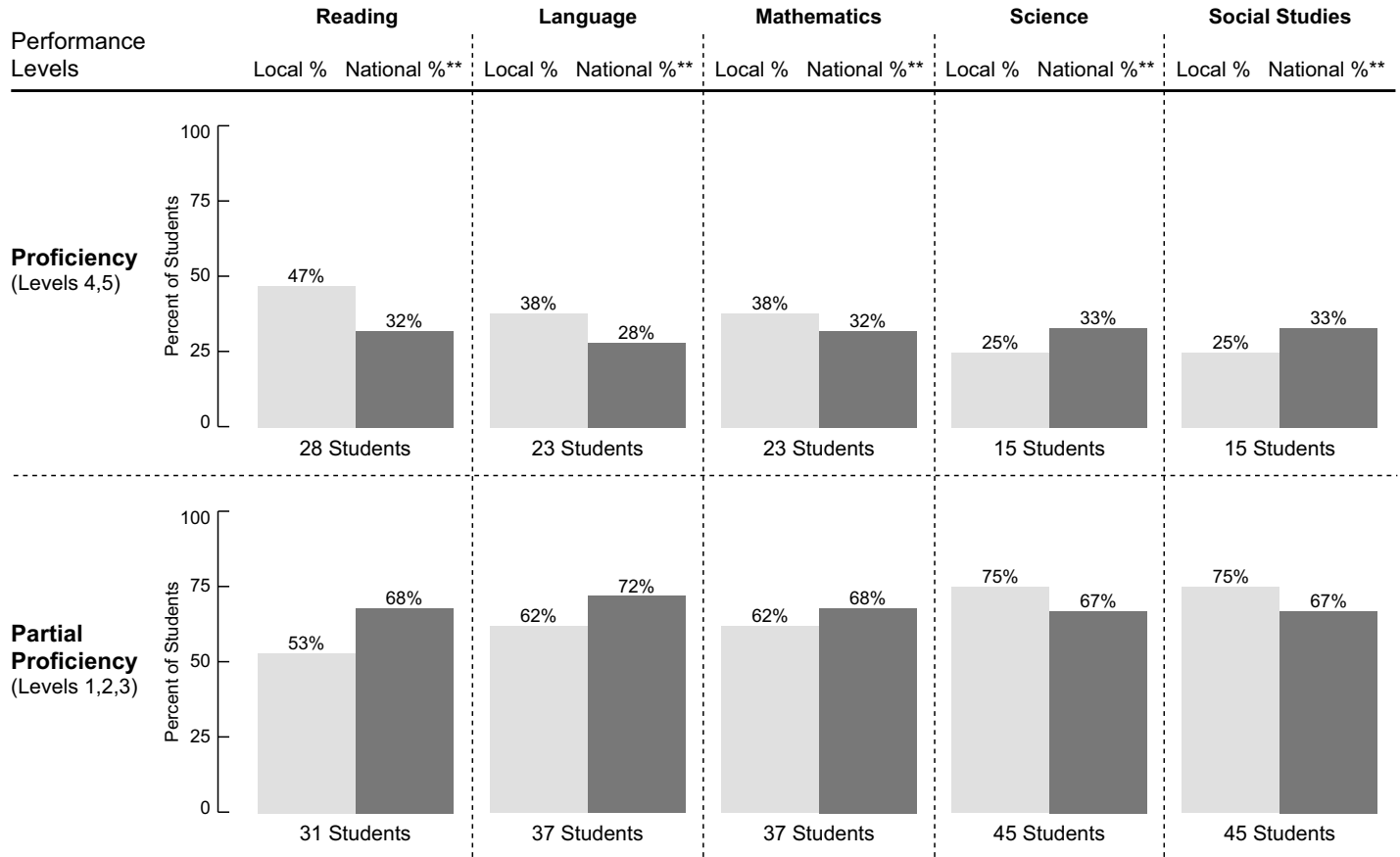QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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DATA RECOGNITION
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Percent of Students at Each Proficiency Level

Performance Levels	Reading		Language		Mathematics		Science		Social Studies	
	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**	Local %	National %**
Proficiency (Levels 4,5)	47%	32%	38%	28%	38%	32%	25%	33%	25%	33%
	28 Students		23 Students		23 Students		15 Students		15 Students	
Partial Proficiency (Levels 1,2,3)	53%	68%	62%	72%	62%	68%	75%	67%	75%	67%
	31 Students		37 Students		37 Students		45 Students		45 Students	

* Based on locally reported data

** National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons.

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

COMPLETE BATTERY

Assessment Summary with *InView*

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

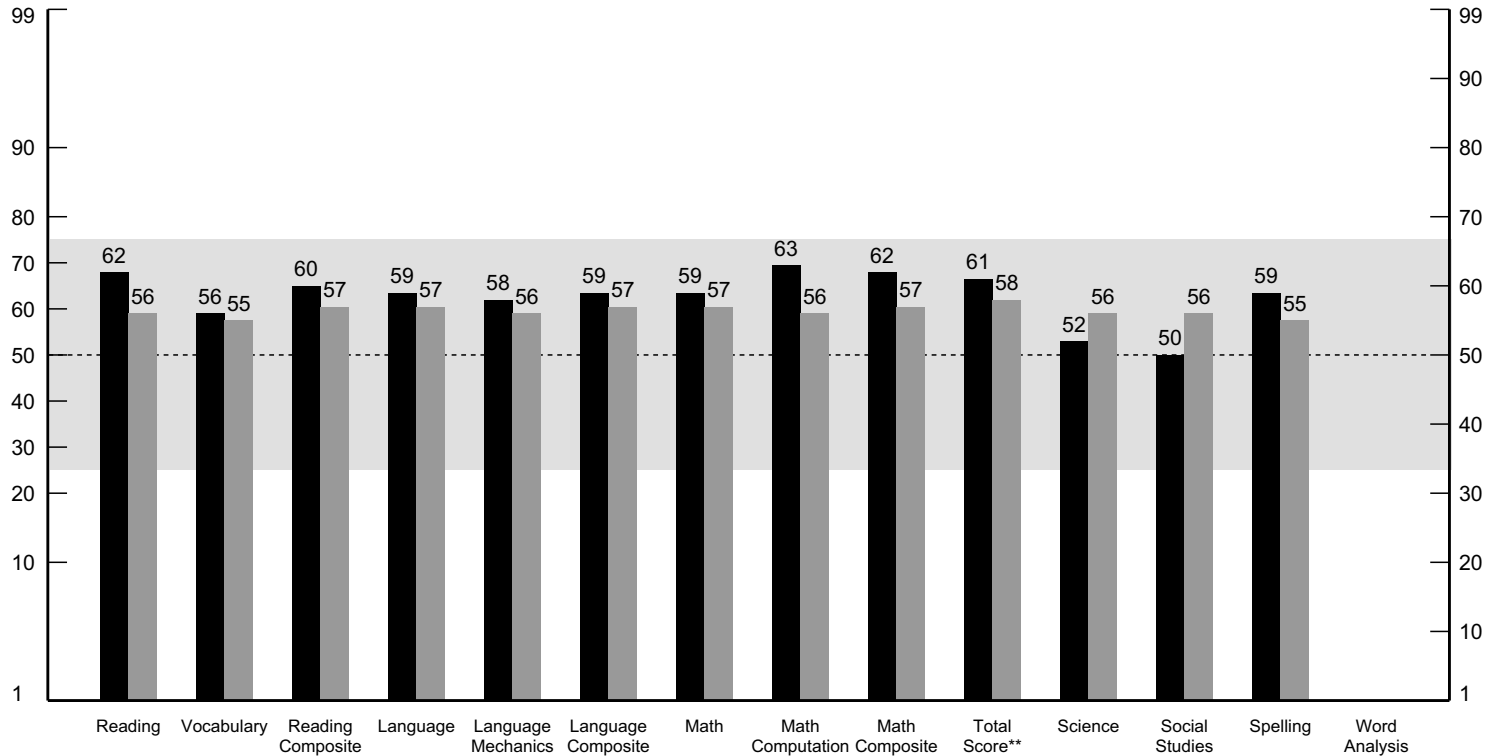OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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Obtained Versus Anticipated Achievement
National Percentile Scale   Normal Curve Equivalent Scale

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Obtained	62	56	60	59	58	59	59	63	62	61	52	50	59	
Anticipated	56	55	57	57	56	57	57	56	57	58	56	56	55	

DIFF							Above							
No. of Students	59	59	58	60	59	59	60	59	59	59	60	60	59	---

Key

■ Obtained score

■ Anticipated score

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics
--- Subtest Not Taken

17604-54321   8300100

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ▨ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

COMPLETE BATTERY

Assessment Summary, with *InView*

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 60

Form/Level: G-18

Test Date: 03/01/20

QM: 24   TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	59	59	58	60	59	59	60	59	59	59	60	60	59	---
Obtained/Anticipated Scores														
Median National Percentile														
Obtained	71	58	64	65	64	63	67	73	72	66	53	46	68	
Anticipated	60	57	60	60	60	59	61	61	62	61	60	58	55	
NP of Mean NCE														
Obtained	71	62	68	67	64	67	67	73	72	70	53	51	66	
Anticipated	62	60	62	62	61	63	63	62	63	64	61	62	59	
Difference	9	2	6	5	3	4	4	11	9	6	-8	-11	7	
Mean Normal Curve Equivalent														
Obtained	62	56	60	59	58	59	59	63	62	61	52	50	59	
Standard Deviation of Obtained	14	14	14	15	17	15	14	16	14	13	10	15	21	
Anticipated	56	55	57	57	56	57	57	56	57	58	56	56	55	
Difference	6	1	3	2	2	2	2	7	5	3	-4	-6	4	
Mean Scale Score														
Obtained	695	686	691	687	683	685	704	715	710	695	688	675	691	
Standard Deviation of Obtained	26	26	25	32	34	30	26	34	28	25	22	29	41	
Anticipated	685	684	685	681	680	680	699	700	700	688	696	686	685	
Difference	10	2	6	6	3	5	5	15	10	7	-8	-11	6	
Standard Deviation of Difference	19	23	19	26	27	23	17	26	18	16	19	24	39	
Grade Mean Equivalent														
Obtained	11.5	10.4	11.0	11.4	10.6	11.0	10.7	11.6	11.1	11.1	9.3	8.6	10.2	
Standard Deviation of Obtained	2.3	2.4	2.3	2.6	2.9	2.5	1.9	2.0	1.8	2.0	2.2	2.5	2.9	
Anticipated	10.6	10.2	10.4	10.8	10.3	10.5	10.2	10.0	10.2	10.5	10.6	10.3	9.8	
Difference	0.9	0.2	0.6	0.6	0.3	0.5	0.5	1.6	0.9	0.6	-1.3	-1.7	0.4	

Cognitive Skills Index (CSI) (Mean CSI: 101)

No. Students with Valid CSI	Intervals	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
		Scale Scores by CSI Intervals													
7	**115 & Above**														
	Mean Obtained	728	721	725	727	729	728	744	752	749	733	721	701	732	
	Mean Anticipated	724	717	721	717	716	717	746	746	746	729	734	718	717	
	Difference	4	4	4	10	13	11	-2	6	3	4	-13	-17	15	
47	**86-114**														
	Mean Obtained	693	683	688	685	679	682	701	713	707	693	685	677	688	
	Mean Anticipated	684	683	684	680	678	679	698	699	698	687	695	685	684	
	Difference	9	0	4	5	1	3	3	14	9	6	-10	-8	4	
5	**85 & Below**														
	Mean Obtained	664	668	666	652	655	654	674	681	678	663	670	624	666	
	Mean Anticipated	643	650	646	642	642	642	646	650	648	644	654	651	652	
	Difference	21	18	20	10	13	12	28	31	30	19	16	-27	14	

*   Based on locally reported data   --- Subtest Not Taken
** Total score consists of Reading, Language, Mathematics

17604-54321   8300100

	Below Average		Average		Above Average	

National Stanine Scale   1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

National Percentile Scale

1   5   10   20   30 40 50 60 70   80   90   95   99

Normal Curve Equivalent Scale

1   10   20   30   40   50   60   70   80   90   99

Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecogntioncorp.com.

TERRANOVA®, Third Edition

TERRANOVA³

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose
This section provides details about your group's performance on *InView.* Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 60

InView Level: 4

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

DATA RECOGNITION
DRC
CORPORATION

Norm-Referenced Scores

National Percentile Scale

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	60	5	516	47	46
Analogies	60	5	507	45	44
Quantitative Reasoning	60	5	518	46	48
Total Nonverbal Score	60	5	514	53	53
Verbal Reasoning-Words	60	5	512	46	49
Verbal Reasoning-Context	60	5	527	60	59
Total Verbal Score	60	5	520	51	52
Total Score	60	5	516	48	49

MNSG: Mean Natl Stanine by Grade   MDNPA: Median Natl Percentile by Age
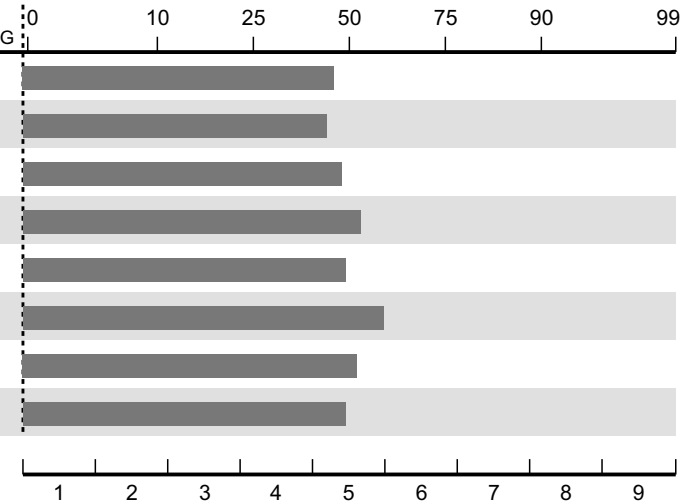MSS: Mean Scale Score   MDNPG: Median Natl Percentile by Grade

Mean CSI: 101
No. of students with valid CSI scores: 60

* Based on locally reported data
Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale

Median National Percentile by Grade (MDNPG)

General Interpretation

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView.* This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

TERRANOVA³

INVIEW

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose
This section provides the summary distribution of scores for your group.

Number of Students: 60

InView Level: 4

Test Date: 03/01/20

OUR LADY OF LOURDES PARIS   1016
ARCHDIOCESE OF MIAMI   DZE01

City/State: MIAMI, FL

Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning-Words	Verbal Reasoning-Context	Total Verbal Score	Total Score
Number of Students	60	60	60	60	60	60	60	60
High Score	668	670	665	617	665	678	614	597
Low Score	400	402	353	414	415	433	424	430
Local Percentiles								
90	573	556	597	567	571	585	585	575
75	545	523	565	543	539	551	545	544
50 (Median)	514	507	521	520	512	530	516	511
25	480	485	470	481	479	497	490	487
10	457	467	424	460	437	475	466	465
Mean	516	507	518	514	512	527	520	516
Standard Deviation	52	42	66	45	53	46	43	41