

2002-2003
***No Child Left Behind –
Blue Ribbon Schools Program***

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2002-2003 No Child Left Behind – Blue Ribbon Schools Program Introduction

A New Recognition Program for American Schools

Commenting on American education at the beginning of the 2001-2002 school year, President Bush said:

Because I believe every child can learn, I intend to ensure that every child does learn. My Administration put forward a plan called No Child Left Behind based on four principles: accountability for results; local control and flexibility; expanded parental choice; and effective and successful programs. We are pursuing these principles because too many of our schools fail to help every child learn.

In *No Child Left Behind*, he expanded on the notion of accountability for results by stating:

States, school districts, and schools must be accountable for ensuring that all students, including disadvantaged students, meet high academic standards. States must develop a system of sanctions and rewards to hold districts and schools accountable for improving academic achievement.

To assist with rewards for successful schools, Secretary Paige has established the *No Child Left Behind -- Blue Ribbon Schools Program* to honor those elementary and secondary schools in the United States that make significant progress in closing the achievement gap or whose students achieve at very high levels. The program recognizes and presents as models elementary and secondary schools that meet either of two assessment criteria. First, it recognizes schools that have at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance to high levels on state assessments or assessments referenced against national norms at a particular grade, as determined by the Chief State School Officer (CSSO). Second, it recognizes schools that are in the top 10 percent of schools in the state as measured by state tests or are in the top 10 percent in the state on assessments referenced against national norms at a particular grade, regardless of the background of the students in the school. These *No Child Left Behind – Blue Ribbon Schools* will be honored at a Washington, DC ceremony.

Nomination Process for Public Schools

For public schools, the Secretary sends a letter of invitation to each CSSO, including the Department of Defense Schools (DoDEA) and the Bureau of Indian Affairs (BIA), requesting that the CSSO send the Department the names of those schools in the state that meet the criteria for recognition. Each state or other entity has an assigned number of possible schools based on the number of students and the number of schools in the state.

The CSSO has the responsibility to insure that the schools meet the criteria for recognition before sending those names to the Secretary. Based on state data, the CSSO certifies that the submitted schools meet one of two criteria:

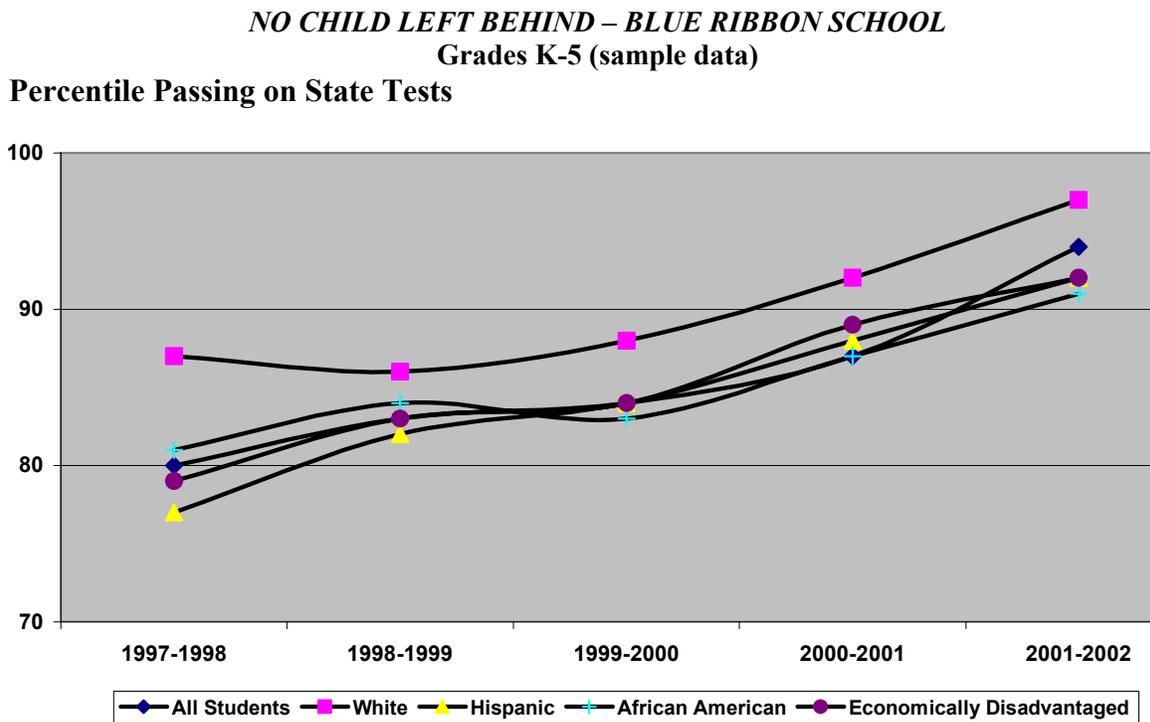
- 1) significant improvement in test scores to a high level for schools that have at least 40 percent of their students from disadvantaged backgrounds; or
- 2) student achievement in the top 10 percent of the state's schools with students from any background.

At least one-third of the schools submitted by each state must meet the first criterion of having 40 percent

of the students from disadvantaged backgrounds and showing dramatic improvement — closing the achievement gap. For example, if a state may submit seven schools and does submit seven, at least three must be high poverty schools that achieve dramatic improvement. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. Under this criterion, at least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

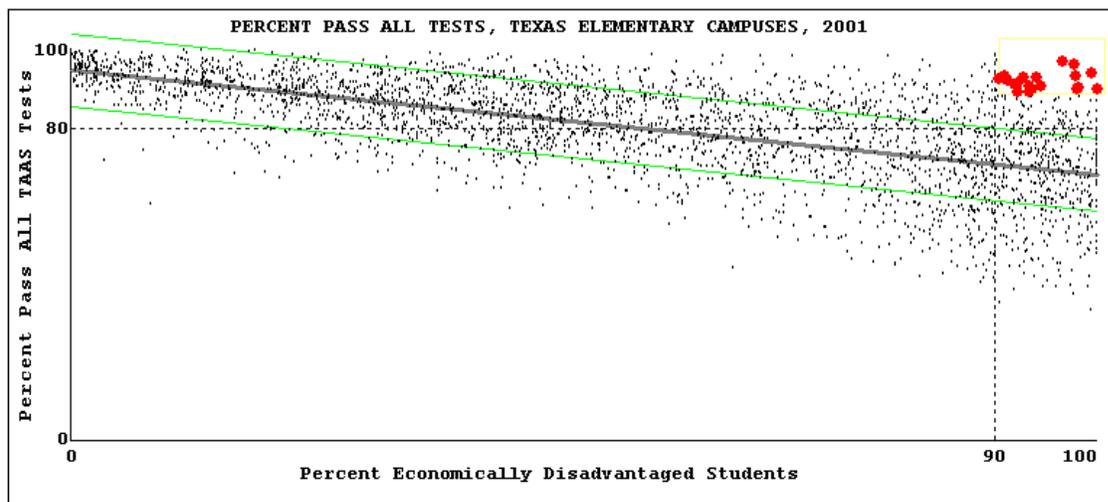
The following chart demonstrates the type of schools the Secretary wishes the CSSO to identify. In Figure 1, the trend lines of Washington Elementary School (a sample school) show significant improvement in student achievement scores for all student groups on the state criterion-referenced tests over five years. The Secretary is eager to recognize schools that have shown such success in closing the achievement gap.

Figure 1



In addition to recognizing schools that have shown dramatic improvement, the Secretary wishes to identify those schools that consistently perform in the top 10 percent on state tests or in the top 10 percent of the schools in the state on assessments referenced against national norms. The Secretary is very interested in recognizing high poverty, high performing schools, that is, schools with a high percentage of disadvantaged students who score in the top 10 percent. Figure 2, a scatterplot of elementary schools in Texas, shows results on state tests plotted against poverty rates, including the high poverty, high achieving schools in the upper right-hand corner of the graph.

Figure 2



Process for Private Schools:

For private schools, the Secretary sends a letter of invitation to the Council for American Private Education (CAPE) requesting that CAPE send the Department the names of those private schools that meet the criteria for recognition. CAPE has the responsibility to insure that the schools meet the criteria for recognition before sending those names to the Secretary. In submitting the schools, CAPE certifies that, based on state assessments or assessments referenced against national norms at a particular grade, they meet one of two criteria: 1) significant improvement in test scores to high levels for schools that have at least 40 percent of their students from disadvantaged backgrounds, or 2) achievement in the top 10 percent of the schools in the nation as measured by assessments referenced against national norms at a particular grade or is in the top 10 percent in a state as measured by state tests.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the private school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. The 40 percent of disadvantaged students may be composed of any combination of these groups.

Once the Secretary has the nominations from the CSSO and CAPE, the Secretary invites the nominated schools to submit applications for possible recognition as a *No Child Left Behind – Blue Ribbon School*.

Eligibility

Public and private schools with some configuration that includes grades between kindergarten and grade 12 are eligible to participate in the program each year, including schools in the U.S. Virgin Islands, Puerto Rico, the Bureau of Indian Affairs Schools, and the Department of Defense Education Agency. Each state or agency is assigned a number of possible applicants based on the number of K-12 students and the number of schools in the state. The number of possible state applicants ranges from a minimum of 3 schools to a maximum of 35. CAPE may nominate 50 private schools. The potential total for all

nominations is 420.

Eligible schools are those nominated by the CSSO or CAPE that meet the criteria defined in the application in Part IV – Indicators of Academic Success.

The Application Process for Nominated Schools

Once the Department receives the nominations, the Secretary extends an invitation to the nominated schools to apply. In keeping with the principles of the *No Child Left Behind Act*, the application focuses primarily on results and scientifically-based instructional programs. The application itself, once completed, will be approximately 10-12 pages, excluding data tables. Through the application process, the Secretary may identify educational practices within these schools that are successfully closing the achievement gap.

Since the Department will usually not conduct site visits of individual schools, it is very important that the CSSO and CAPE adequately screen nominees to ensure that they represent the state or CAPE well, and will be excellent models of best practices for the *No Child Left Behind – Blue Ribbon Schools Program*. The Secretary reserves the right to initiate site visits to some schools to document their excellent practices as well as to verify the accuracy of data.

Timelines 2002-2003

December:	The Secretary sends a letter of invitation to the Chief State School Officers and CAPE requesting the submission of basic address information on each school submitted.
January 31:	Responses are due from the CSSO and CAPE to the Secretary.
February 20:	The Secretary sends letters of invitation with applications to the schools recommended by the CSSO and CAPE.
April 2:	Applications from the schools are due to the Department.
September 8:	The Secretary announces the 2003 <i>No Child Left Behind – Blue Ribbon Schools</i> .
Fall 2003	Washington, DC ceremony honors the schools and some of the honored schools make presentations.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0745. The expiration date is 11/30/2005. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, write directly to: *No Child Left Behind – Blue Ribbon Schools Program*, U.S. Department of Education, 400 Maryland Avenue SW, 5E205, Washington DC 20202-3521.

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

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

Official School Name _____
(As it should appear in the official records)

School Mailing Address _____
(If address is P.O. Box, also include street address)

City _____ State _____ Zip Code+4 (9 digits total) _____

Tel. (____) _____ Fax (____) _____

Website/URL _____ Email _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

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

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

District Name _____ Tel. (____) _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
--

3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien
No Child Left Behind – Blue Ribbon Schools Program
Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
400 Maryland Avenue SW, 5E205
Washington, DC 20202-3521

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9			
3				10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							

6. Racial/ethnic composition of the students in the school: _____% White
 _____% Black or African American
 _____% Hispanic or Latino
 _____% Asian/Pacific Islander
 _____% American Indian/Alaskan Native

100% Total

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

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

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

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

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

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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

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

- | | |
|-----------------------------|---|
| _____ Autism | _____ Orthopedic Impairment |
| _____ Deafness | _____ Other Health Impaired |
| _____ Deaf-Blindness | _____ Specific Learning Disability |
| _____ Hearing Impairment | _____ Speech or Language Impairment |
| _____ Mental Retardation | _____ Traumatic Brain Injury |
| _____ Multiple Disabilities | _____ Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	_____	_____
Classroom teachers	_____	_____
Special resource teachers/specialists	_____	_____
Paraprofessionals	_____	_____
Support staff	_____	_____
Total number	_____	_____

12. Student-“classroom teacher” ratio: _____

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance					
Daily teacher attendance					
Teacher turnover rate					
Student dropout rate					
Student drop-off rate					

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

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

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of

- statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

Part II - Demographics

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

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade _____ Test _____

Edition/publication year _____ Publisher _____

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

Number excluded _____ Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient					
At Advanced					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade _____ Test _____

Edition/publication year _____ Publisher _____

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					