



National Blue Ribbon Schools Program 2012 Application

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READ ONLY

2012 National Blue Ribbon Schools Program Introduction

A National Recognition Program for American Schools

Since 1982, the U.S. Department of Education's National Blue Ribbon Schools Program has honored America's most successful public and private elementary, middle, and high schools. A National Blue Ribbon Schools flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities.

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or schools that make significant progress in closing the achievement gap. The National Blue Ribbon Schools Program sets a standard of excellence for all schools striving for the highest level of achievement.

Please see the next sections for details regarding the eligibility criteria and school nomination and application processes.

Schools are eligible for National Blue Ribbon recognition if they meet either one of two criteria:

- *Exemplary High performing schools:* Schools that are ranked among the state's highest performing schools as measured by state assessments in both reading (English language arts) and mathematics or that score at the highest performance level on tests referenced by national norms in at least the most recent year tested.
- *Exemplary Improving schools:* Schools with at least 40 percent of their students from disadvantaged backgrounds that have reduced the achievement gap by improving student performance to high levels in reading (English language arts) and mathematics on state assessments or tests referenced by national norms in at least the most recent year tested.

At least one-third of the schools nominated by each state must be schools with at least 40 percent of their students from disadvantaged backgrounds. Public schools must make Adequate Yearly Progress (AYP) in the year of their nomination. National Blue Ribbon Schools are honored each year at a recognition ceremony in Washington, DC. The applications from the award-winning schools are posted on the Department's web site. Summaries from a small group of National Blue Ribbon Schools visited each year identify educational practices that have been successful in closing the achievement gap.

Nomination Process for Public Schools

For public schools, the Secretary invites each Chief State School Officer (CSSO), including the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE), to nominate those schools that meet either criterion for recognition.

In submitting the list of nominated schools, the CSSO of each state must certify that the nominated schools meet the minimum requirements established by the Department and describe any other criteria used by the state to nominate the schools. States must rely on their state assessment systems to identify schools for submission to the Secretary. The nomination criteria, including assessments, must pertain equally to all schools nominated from the individual state.

Based on state data, the CSSO will certify that the nominated schools meet one of two eligibility criteria:

- 1) *Exemplary High performing schools.* "High performing" is defined by the CSSO of each state, but at a minimum means:

- (a) that the achievement of the school's students in the most recent year tested places the school among the highest performing schools in the state on state assessments of reading (or English language arts) and mathematics, and
 - (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
- 2) *Exemplary Improving schools:* If at least 40 percent of the school's students are from disadvantaged backgrounds, a school may qualify if the achievement of its students has improved to high levels. "*Improved to high levels*" is defined by the CSSO of each state but, at a minimum, means:
- (a) the school has demonstrated a positive trend in test results from the earliest to the most recent year tested,
 - (b) in the most recent year tested, the achievement of the school's students places the school in the top 40 percent of schools in the state on state assessments of reading (or English language arts) and mathematics, and
 - (c) disaggregated results for student subgroups, including students from disadvantaged backgrounds must show improvement similar to that of all students.

A student from a "*disadvantaged background*" is defined by the CSSO of each state. The definition must include students who are eligible for free and reduced-price school meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

At least one-third of the schools nominated by each state must have at least 40 percent of their students from disadvantaged backgrounds in the current school year, whether these schools are high performing or show improvement to high levels. For example, if a state nominates seven, eight, or nine schools, at least three must have at least 40 percent of their students from disadvantaged backgrounds. States may not nominate schools that have failed to make Adequate Yearly Progress (AYP) for the last two years. Schools must also make AYP in the school year of their nomination. Test results for the whole school and each grade tested during the most recent five years must be reported even if the state has revised or changed its assessments during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the application.

Once the Secretary receives the nominations from the CSSO, nominated schools are invited to submit applications for possible recognition as National Blue Ribbon Schools.

The Secretary is eager to recognize schools that have shown success in improving their performance and/or in closing the achievement gap.

The Secretary wishes to identify those schools that significantly improved test scores, e.g. improving whole school test scores or student subgroup test scores by 10 or more percentage points from the earliest to the most recent year tested. The Secretary is also very interested in recognizing high performing schools with a high percentage of students from disadvantaged backgrounds.

The sample data table below demonstrates the type of schools the Secretary wishes the CSSO to identify. In Table 1, the reading scores of the National Blue Ribbon School (a hypothetical school) show significant improvement in student achievement scores for all students in the school on the state criterion-referenced tests over five years.

Table 1
Reading Test Results for Whole School*
(Sample Table)

State Tests

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing month	April	April	April	March	March
SCHOOL SCORES					
% Proficient plus % Advanced	93	90	83	74	62
% Advanced	50	49	44	41	37
Number of students tested	400	390	405	390	398
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced-Price Meals					
% Proficient plus % Advanced	90	81	68	55	41
% Advanced	44	36	33	22	14
Number of students tested	210	204	176	187	191
2. Black					
% Proficient plus % Advanced	93	87	79	71	60
% Advanced	50	47	41	38	29
Number of students tested	140	153	142	143	139
3. Hispanic					
% Proficient plus % Advanced	90	80	69	56	40
% Advanced	44	32	29	21	13
Number of students tested	70	71	85	68	73

* All Students Tested

Nomination Process for Private Schools

For private schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Private schools interested in being nominated should contact CAPE directly <www.capenet.org/brs.html>. CAPE must ensure and certify that the schools meet the criteria before submitting nominations.

Private schools are eligible for National Blue Ribbon recognition if they meet either one of two criteria:

- 1) *Exemplary High performing schools: “High performing”* means
 - (a) that the achievement of the school’s students in the most recent year tested places the school among the highest performing schools in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or among the highest in its state as measured by a state test. If a private school administers both state test and nationally normed tests, the school must be among the highest in both.
 - (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.

- 2) *Exemplary Improving schools:* If at least 40 percent of the school’s students are from disadvantaged backgrounds, a school may qualify if the achievement of its students has improved to high levels. *“Improved to high levels”* means:
 - (a) the school has demonstrated a positive trend in test results from the earliest to the most recent year tested,

(b) in the most recent year tested, the achievement of the school's students places the school in the top 40 percent of schools in the nation in reading (or English language arts) and mathematics as measured by nationally normed assessments. If a private school administers both state tests and nationally normed tests, the school must be in the top 40 percent in both, and
(c) disaggregated results for student subgroups, including students from disadvantaged backgrounds, also must show improvement similar to that of all students.

A student from a “*disadvantaged background*” must include a student who is eligible for free and reduced-price school meals. The definition may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Test results for each grade tested during the most recent five years must be reported even if the assessment was revised or changed during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the application. For information on the nomination process and timeline for CAPE, private schools representatives should consult the CAPE Web site at <www.capenet.org/brs.html>.

Public and Private School Allocations

Public and private schools, including schools in the District of Columbia, Puerto Rico, the Bureau of Indian Education (BIE), and the Department of Defense Education Activity (DoDEA), with grades between Kindergarten and grade 12 that meet the eligibility requirements described in this application, are eligible to participate in the program each year. Each state 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. BIE and DoDEA may nominate one school each. CAPE may nominate 50 private schools. The potential total for all nominations is 413 schools each year. Please see the Department's Web site for state allocations at <www.ed.gov/programs/nclbbrs/applicant.html>.

Eligible schools, then, are those nominated by the CSSO, BIE, DoDEA, or CAPE that meet the eligibility requirements in Part I - Eligibility Certification, meet the assessment criteria in Part VII – Assessment Results, and have completed the entire application.

Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs, BIE, DoDEA, and CAPE, the Secretary extends an invitation to the nominated schools to apply. Using standards of excellence evidenced by student achievement measures and the characteristics known from research to exemplify school quality, the application focuses on achievement results and identification of evidence-based instructional programs and practices.

It is very important that the CSSO, CAPE, BIE, and DoDEA adequately screen nominees to ensure they represent the state or CAPE well and will be excellent models of best practices for the National Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to some schools to document educational practices as well as to verify the accuracy of data.

Timelines for 2012 National Blue Ribbon Schools

- September 19, 2011: The Secretary sends a letter of invitation to the Chief State School Officers (CSSOs), the Bureau of Indian Education (BIE), the Department of Defense Education Activity (DoDEA), and the Council for American Private Education (CAPE) requesting the submission of information for nominated schools.
- November 18: Public school nominations from CSSOs, BIE, and DoDEA are due to the Department.
- December 3: Private school applications due to CAPE.
- December 5: The Department invites schools recommended by CSSOs, BIE, and DoDEA to apply for recognition as National Blue Ribbon Schools.
- January 2012: CAPE selects its nominations.
- February 17: Completed public and private school (from CAPE) applications are due to the Department.
- March: Applications are reviewed for completeness and accuracy.
- April: Applications are reviewed for compliance with eligibility criteria.
- August: States certify that nominated public schools have made Adequate Yearly Progress (AYP).
- September: The Secretary announces the 2012 National Blue Ribbon Schools.
- November: Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

School On-line Application Process: Technical Specifications

1. **Application.** Schools that are invited to apply will be given a “School ID” and a “Password” to log on to an online application at <<http://blueribbon.rmces.com>>. The school must submit the entire application online. Additional instructions for completing the application are available online.
2. **Format. Schools are encouraged to provide succinct responses to narrative questions.** No attachments to the application are allowed. Do not use tables, charts, graphs, or photos in the narrative or as attachments. Applicants must follow online instructions for pasting from Microsoft word. Once the school has completed the application and clicked on the submit button, the school can print out the online application for its records.
3. **Public School Submission.** The original signed **cover sheet only** should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools Program (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.
4. **Private School Submission.** Private schools should follow instructions available on the CAPE Web site at <www.capenet.org/brs.html>.

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. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under P.L. 107-110, Sec. 5411(b)(5), No Child Left Behind Act. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0506. Note: Please do not return the completed Blue Ribbon Schools Program application to this address.

U.S. Department of Education

2012 National Blue Ribbon Schools Program

Public or Private

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal _____
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (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) _____
County _____ State School Code Number* _____

Telephone (_____) _____ Fax (_____) _____

Web site/URL _____ E-mail _____

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

Date _____
(Principal's Signature)

Name of Superintendent* _____ E-mail _____
(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 (Part I-Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date _____
(Superintendent's Signature)

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

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director National Blue Ribbon Schools Program or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress requirement in the 2011-2012 school year. AYP must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years, 2007, 2008, 2009, 2010, or 2011.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

- Number of schools in the district (per district designation):

_____	Elementary schools (includes K-8)
_____	Middle/Junior high schools
_____	High schools
_____	K-12 schools
_____	TOTAL
- District Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- _____ Number of years the principal has been in her/his position at this school.
- Number of students as of October 1 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
PreK				7			
K				8			
1				9			
2				10			
3				11			
4				12			
5							
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % White
 _____ % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

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

8. English Language Learners (ELL) in the school: _____%
 _____ Total number ELL
 Number of non-English languages represented: _____
 Specify non-English languages: _____

9. Students eligible for free/reduced-priced meals: _____%
 Total number students who qualify: _____

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated 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. Do not add additional categories.

- | | |
|----------------------------|--|
| _____Autism | _____Orthopedic Impairment |
| _____Deafness | _____Other Health Impaired |
| _____Deaf-Blindness | _____Specific Learning Disability |
| _____Emotional Disturbance | _____Speech or Language Impairment |
| _____Hearing Impairment | _____Traumatic Brain Injury |
| _____Mental Retardation | _____Visual Impairment Including Blindness |
| _____Multiple Disabilities | _____Developmentally Delayed |

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>
Administrators	_____	_____
Classroom teachers	_____	_____
Resource teachers/specialists (e.g., reading specialist, media specialist, Art, Music, PE teachers, etc.)	_____	_____
Paraprofessionals	_____	_____
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	_____	_____
Total number	_____	_____

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the Full-Time Equivalent of classroom teachers, e.g., 22:1 _____

13. Show daily student attendance rates as reported for AYP. Only high schools need to supply yearly graduation rates as reported for AYP.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	%	%	%	%	%
High school graduation rate	%	%	%	%	%

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2011 are doing as of the Fall 2011.

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	_____ %
Total	100 %

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, in what year did your school receive the award? _____

PART III - SUMMARY

Provide a narrative snapshot of the school in approximately 600-800 words. Specifically:

- Summarize the school's strengths and accomplishments;
- Focus on what makes the school worthy of National Blue Ribbon status;
- Provide the school's mission or vision statement; and
- Describe its traditions, milestones, and the nature of the community and students served.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

1. **A.** Explain, in approximately 200 -300 words, the state performance levels and the performance level that demonstrates “meeting the standard.” **B.** Describe, in approximately 500 – 600 words, the performance trends found in your data tables. Explain what factors contributed to significant gains and losses over the five-year period in math and reading (English language arts). **In the most recent year's data, if there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups, please describe what is being done to close this achievement gap.**
2. **Using Assessment Results:** Show, in approximately 600-800 words, how the school uses assessment data to analyze and improve student and school performance. Give examples of how assessment data are used systematically a) to improve instruction and student learning and b) inform parents, students and the community of students' academic achievement.
3. **Sharing Lessons Learned:** Describe, in approximately 300-400 words, how the school has shared successful strategies with other schools in the district or state or professional associations. Provide examples that describe topics and audiences.
4. **Engaging Families and Community:** Describe, in approximately 300-400 words, the strategies the school has found most successful in working with family and community members for student success.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** In approximately 500- 600 words, provide an overview of how the content of the school's core curriculum areas addresses the state's learning standards. Make sure to include information on reading/English language arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, technology, and foreign language (if school includes grade 7 or higher) as well as any unique curricula offered by the school. For middle and high schools, please describe how the curriculum supports college and career readiness.
- 2a. **(Elementary Schools) Reading:** Describe, in approximately 300-400 words, the school's reading curriculum and instructional methods, including a description of why the school chose this particular approach to reading. Provide examples of how students acquire foundational reading skills, including comprehension, and describe the efforts the school makes to improve the reading skills of students performing below or above grade level.
- 2b. **(Secondary Schools) English:** Describe, in approximately 300-400 words, the school's English language arts curriculum and instructional methods, including efforts the school makes to improve the reading skills of students who read below or above grade level.
3. **Mathematics:** Describe in approximately 300-400 words, the school's mathematics curriculum and

instructional methods, including efforts the school makes to improve the mathematics skills of students who are performing below or above grade level.

4. **Additional Curriculum Area:** Describe, in approximately 300-400 words, one other curriculum area, such as science, social studies/history, visual and performing arts, or physical education/health/nutrition and show how it relates to the students' acquisition of essential skills and knowledge based on the school's mission.
5. **Instructional Methods:** Describe, in approximately 300-400 words, how the school provides and differentiates instruction, especially to meet the diverse needs of student subgroups. Provide examples of how the instruction is modified or supplemented to ensure high levels of student learning and achievement, including how technology is used to support instruction.
6. **Professional Development:** Describe, in approximately 300-400 words, the school's professional development program and describe its impact on student achievement. Provide examples of how the district and school's professional development activities support student learning and are aligned with academic standards.
7. **School Leadership:** Describe, in approximately 300-400 words, the leadership philosophy and structure in the school, along with the role of the principal. Illustrate through examples how the school's leadership ensures that policies, programs, relationships, and resources focus on improving student achievement. Please refer to school leaders by their roles, rather than by their names.

PART VII - ASSESSMENT RESULTS

REPORTING REQUIREMENTS FOR STATE CRITERION-REFERENCED TESTS

Applying schools must report state test results in reading (or English language arts) and mathematics for the past five years for the whole school (that is, test results combined across all grades tested) and for each grade tested. Please see the test data table below. Tables for entering this information will be in the online application for each applying school. Five years of test data must be provided, even if state assessments have changed during this period. If not, explain in the Notes section why five years of data are not available. If state assessments have changed, explain in the Notes section when the change(s) took place. Provide an explanation in the Notes section if 10 or more students were alternatively assessed.

See the sample table for whole school test data for reading/English language arts on page 4 of this application.

Subject _____ Test _____ All Students Tested/Grade _____

Edition/Publication Year _____ Publisher _____

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing month					
SCHOOL SCORES*					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Space will be provided to insert additional subgroup test data.					

REPORTING REQUIREMENTS FOR ASSESSMENTS REFERENCED BY NATIONAL NORMS

Private schools that report norm-referenced test results must report these results in reading (or English language arts) and mathematics for the past five years for each grade tested. Please see sample table below. Tables for entering this information will be in the online application for each applying school. Five years of test data must be provided, even if the test changed during this period. If not, explain in the Notes section why five years of data are not available. If the test changed, explain in the Notes section when the change(s) took place. Provide an explanation in the Notes section if 10 or more students were alternatively assessed.

Subject _____ Test _____ Grade _____

Edition/Publication Year _____ Publisher _____

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing month					
SCHOOL SCORES					
Average Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Average Score					
Number of students tested					
2. _____ (specify subgroup)					
Average Score					
Number of students tested					
3. _____ (specify subgroup)					
Average Score					
Number of students tested					
4. _____ (specify subgroup)					
Average Score					
Number of students tested					