

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Mr. Michael Saavedra  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Reginald F. Chavez Elementary  
(As it should appear in the official records)School Mailing Address 2700 Mountain Road N.W.  
(If address is P.O. Box, also include street address)Albuquerque, New Mexico 87104-1716  
City State Zip Code+4 (9 digits total)Tel. (505) 764-2008 Fax (505) 764-2010Website/URL www.aps.edu Email [mikesaavedra@hotmail.com](mailto:mikesaavedra@hotmail.com)

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_*Private Schools: If the information requested is not applicable, write N/A in the space.*Name of Superintendent Dr. Beth Everitt  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Albuquerque Public Schools Tel. (505) 842-8211

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 Ms. Mary Lee Martin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

## **PART 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:  
      80   Elementary schools  
      26   Middle schools  
        -   Junior high schools  
      11   High schools  
  
     117  TOTAL

2. District Per Pupil Expenditure:           \$4,998            
 Average State Per Pupil Expenditure:           \$5,334

**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. 12 yrs. Number of years the principal has been in her/his position at this school.

NA If fewer than three years, how long was the previous principal at this school?

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

| Grade  | # of Males | # of Females | Grade Total |  | Grade     | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| <b>K</b>                                     | 30         | 31           | <b>61</b>   |  | <b>7</b>  |            |              |             |
| <b>1</b>                                     | 33         | 32           | <b>65</b>   |  | <b>8</b>  |            |              |             |
| <b>2</b>                                     | 32         | 33           | <b>65</b>   |  | <b>9</b>  |            |              |             |
| <b>3</b>                                     | 34         | 30           | <b>64</b>   |  | <b>10</b> |            |              |             |
| <b>4</b>                                     | 24         | 36           | <b>60</b>   |  | <b>11</b> |            |              |             |
| <b>5</b>                                     | 30         | 30           | <b>60</b>   |  | <b>12</b> |            |              |             |
| <b>6</b>                                     |            |              |             |  | Other     |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |  |           |            |              | <b>375</b>  |

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

**100% Total**

7. Student turnover, or mobility rate, during the past year:      68     %

(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.   | 39     |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 42     |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 81     |
| (4) | Total number of students in the school as of October 1   | 359    |
| (5) | Subtotal in row (3) divided by total in row (4)  | .2256  |
| (6) | Amount in row (5) multiplied by 100  | 22.56% |

8. Limited English Proficient students in the school: 34 %  
127 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: English  
Spanish

9. Students eligible for free/reduced-priced meals: 90 %  
338 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: 11.3 %  
42 Total Number of Students Served

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

|                                   |   |
|-----------------------------------|---|
| <u>    </u> Autism                | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>  2  </u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness        | <u> 28 </u> Specific Learning Disability          |
| <u>    </u> Hearing Impairment    | <u> 11 </u> Speech or Language Impairment         |
| <u>  1 </u> Mental Retardation    | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Multiple Disabilities | <u>    </u> Visual Impairment Including Blindness |

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

**Number of Staff**

|                                       | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s)                      | 1                | _____            |
| Classroom teacher's                   | 19               | _____            |
| Special resource teachers/specialists | 8                | 4                |
| Paraprofessionals                     | 11               | 1                |
| Support staff                         | 6                | 4                |
| Total number                          | 45               | 9                |

12. Student-“classroom teacher” ratio: 19.7

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 | 95.9      | 94.1      | 94.1      |           |           |
| Daily teacher attendance | 95.9      | 95.6      | 95.1      |           |           |
| Teacher turnover rate    | 7.4       | 18.5      | 17.6      |           |           |
| Student dropout rate     |           |           |           |           |           |
| Student drop-off rate    |           |           |           |           |           |

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

## **PART III - SUMMARY**

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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.

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### **RESPONSE:**

The Mission of Reginald F. Chavez Elementary in Albuquerque, New Mexico is: For students to achieve standards while meeting high expectations and reaching their highest potential as life long learners.

Our school is located in the cultural hub of Albuquerque- Historic Old Town, founded in 1706. Some of the oldest families still reside in Old Town with Spanish remaining as a heritage language. Reginald F. Chavez Elementary is the only school within walking distance of every major museum and Old Town. As such, we have formal partnerships with the museums utilizing their extensive resources across our curriculum. The blending of the cultural richness in our community with the science/technology and natural history focus of the museums significantly contributes to a meaningful and relevant learning program for our students.

In many respects, the history of our school is three years old. In 1999 the New Mexico State Department of Education instituted an accountability rating system. In the first year of the rating system Reginald F. Chavez Elementary was rated "Probationary Warning". The second year we were rated as "Meets Standards" and this past school year we were defined as "Exceeds Standards". We have been identified as the most improved school in Albuquerque based on the State Rating System.

The school's Instructional Council (IC), comprised of staff and parents, is instrumental in our successful reform endeavors. Basically, the IC has addressed and made decisions the past three years specific to improving the school's rating. The initial focus was on the foundation of our program- Safety, Attendance, Discipline, Schedules, Communication, and Organization. The outcome is comprehensive restructuring of our foundation aligned with our Educational Plan for Student Success (EPSS).

The next phase of the IC's work is ongoing focus on our teaching/learning system. Specifically: Data-driven instructional planning, resource alignment, standards implementation, professional development, continuous improvement, and technology infusion. Every component is to support the implementation and continual refinement of a research-based literacy program.

The school has a long tradition of special events and activities related to the cultural richness of the community. In addressing the expectation to continue cultural events and the need to strand literacy throughout the curriculum, we instituted the Integrated Studies Committee. The committee is commissioned to organize cultural related events and to ensure literacy and other content standards are integrated in tradition-based activities. A prime example is to redirect the Hispanic Day King/Queen contest from a raffle concept to a writing essay contest titled "What My Heritage Means to Me". This redirection of a traditional activity epitomizes the work of the Integrated Studies Committee.

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

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### **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 55<sup>th</sup> 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.

**For Public and Private Schools**

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

**RESPONSE:**

We have instituted a “data crunch” day at the beginning of the school year in which each grade level team works one full day to breakdown data, fill out individual student matrix forms detailing strengths and learning gaps, group students accordingly, and identify lessons correlated to addressing weaknesses. Our school district’s accountability department provides us with comprehensive “alert lists” that identify students scoring below the 40<sup>th</sup> percentile in every core content area. Concurrently, every student participates in yearly pre/post testing in our computer lab that results in the system assigning a learning path for each student to address gaps in his/her academic program. Teachers can then reference the computer generated learning paths with “data crunch” reports and plan lessons and units accordingly - i.e. data-driven instructional planning.

Our tutoring program enrolls students based on the aforementioned data reports. We have one teacher from every grade level tutoring students. Grade level teams, on a regular basis, meet to discuss and assign lessons for tutored students via the grade level tutor. The direct involvement of the teacher in the planning and administering of the tutoring program creates a triangular approach- classroom, computer assisted instruction, and tutoring- that offers precision in addressing learning deficiencies for data identified students.

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

**RESPONSE:**

Every school year begins with “Open House”; an evening dedicated to presenting parents and students with an overview of our program, including assessment data. Teachers present their program to parents and students; including information derived from his/her team’s “data crunch” day. For parents of students in grades 3-5, the norm-reference student reports from the testing company are reviewed with parents.

Teacher/Parent Conferences are held two times per year. The conference agenda includes data reports from our CAI lab in conjunction with student work samples. Students on the alert list are required to have an Academic Improvement Plan (AIP) which also requires the parent and student to sign.

The community at-large can access the district’s web page that provides detailed assessment and state rating data on every school and grade level. This information is also presented in school newsletters and assemblies on a regular basis.

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

**RESPONSE:**

The Albuquerque school district is organized in clusters- one high school, 2-3 mid-schools, and 10-13 elementary schools. In this organizational structure the principals meet on a monthly basis; data analysis drives, on a significant level, the agenda. We present our school report to our colleagues and supervisors, including successful endeavors and outcomes. In formulating a Cluster Plan for Educational Success, individual school successes are factored into the plan that is subsequently presented to each school community.

Our cluster has instituted site visits. Every school is visited by the cluster principals and their respective instructional coaches twice per school year. In this scenario, the host principal presents his/her program, including classroom visits that exemplify best practices.

Our school district also publishes two newsletters- Perspectives and Making Connections- whereby individual schools are provided the opportunity to share success stories. Our school was recently highlighted in the Making Connections Newsletter.

Schools in need of improvement (SINOI) are grouped together under the direction of a superintendent. The SINOI superintendent has formulated presentation panels comprised of principals of schools that have worked their way out of SINOI. As such, we have been provided the opportunity to present our success story to the aforementioned group of principals.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

**RESPONSE:** Our school utilizes the district's Core Curriculum Scope and Sequence Handbook (DCCSS)- a primary resource for teachers stating what is to be taught and learned. The handbook is used as a curriculum framework and for teachers to reference in daily planning. As the curriculum framework evolves to a standards-based system, we are comprehensively reviewing the DCCSS handbook and becoming familiar with content standards. We are identifying gaps in our curriculum as a team within and across grade levels and making necessary adaptations to the curriculum. Our task is to compare the DCCSS with the state's content standards in order to align the two. We are systematically engaged in professional development and redirecting resources and materials as we progress in the aforementioned endeavor.

A basic description of our curriculum is that we emphasize the basics (i.e. core curriculum); we expect full comprehension of the core curriculum by all students. Literacy is embedded in all activities and vocabulary building is a primary goal of every teacher across all core content.

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An early-identified issue in our reform efforts was that a significant number of students at every grade level were in need of extensive review of the previous grade level curriculum at the beginning of the school year. A three-week "jumpstart" program is now in place just before the start of the school year that enrolls students with learning gaps. The intent is for every teacher to begin the school year instructing all students at grade level across all core content. The school has an extensive before and after school tutoring program for most students with learning gaps as identified by comprehensive assessment.

Learning gaps are continually addressed as every teacher maintains high expectations throughout the school year.

An established component of our program is the integration of Computer Assisted Instruction (CAI) in daily instruction and assessment. Our CAI Lab is installed with Compass Learning software that assesses every student in Reading, Language Arts, and Math and provides each student with a learning path to address learning gaps. The teacher manipulates the curriculum based on classroom lessons, class and individual weaknesses, and various other strategies (e.g. norm-referenced test preparation). In essence, students are provided an individualized learning path aligned to the DCCSS. The integration of technology (CAI) with our daily program varies as determined by ongoing assessment and subsequent modifications in curriculum delivery. The student is an active participant in reviewing CAI results and in determining a relevant learning path. It is significant to note that the Language Arts section in the Compass Learning system includes a Spanish Language version for K-3 students.

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

**RESPONSE:** Our school selected the Four Blocks Reading Model three years ago. Four Blocks was determined to be closely aligned to the reading program in place at the time. The model has evolved to modifying the four blocks with a "Balanced" approach that expands/contracts blocks as determined by student assessment data and grade level requirements. The Houghton/Mifflin Reading series is one essential tool in delivering our reading program. Teachers are now beginning to integrate a leveled bookroom with Spanish language equivalents at all levels.

Every grade level has at least two hours of an uninterrupted Reading/Language Arts time block focusing on promoting language acquisition and vocabulary building for all students. Self-selected and guided reading, and writing are concurrent essential components to a balanced approach to literacy development. Word Recognition and Reading Comprehension assessment tools are utilized to determine student literacy levels that drive the "balancing" of the components of our Reading Program; again, data and ongoing assessment drive instruction and curriculum emphasis.

Title I funding has lowered pupil/teacher ratios to provide more individual and small group reading instruction. Paraprofessionals are also assigned to teachers and are utilized to provide teacher directed one to one lessons.

Because, in general, our students have deficits of thousands of minutes in reading related activities from age 0-5 and in primary school years, we have included reading opportunities in a high expectation homework system. Grade level instructional teams are continually integrating reading activities in all content areas, including fieldtrips, fine arts, etc. We believe quantity needs to be addressed as well as quality.

**(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

**RESPONSE:** As previously stated, our school resides within walking distance of all major **Science** museums in Albuquerque, New Mexico. The Museum of Science & Natural History, Lodestar, Bio-Park, and Explora surround our school and are all extensive partners in our program. All the aforementioned entities integrate standards in their education outreach programs and offer many hands-on experiences for our students aligned to our Educational Plan for Student Success.

With extensive access to their resources, our Science Fair has evolved into a major community event that encompasses high level science related demonstrations and presentations concurrent with near 100% student participation. A science handbook has been developed to specifically utilize the museum's resources as we address standards. This past school year we had composite test scores in Science above the 50<sup>th</sup> percentile at all grade levels tested.

In addition, teachers have identified our Science Curriculum as the content area where literacy activities are highly integrated and, therefore, greatly support literacy acquisition and expanded vocabulary skill development. Critical thinking skills and cultural relevancy have been expanded as per anecdotal evidence.

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

**RESPONSE:** Referring again to building and maintaining a solid foundation, we believe that teacher and staff relationships with students that are caring, nurturing, and considerate of a child's feelings and learning deficiencies, will greatly enhance academic progress and success. We have a comprehensive system in place to address student safety, comfort, and self-esteem.

We are systematically increasing the percentage of classroom teachers with English as a Second Language (ESL) endorsement concurrent with professional development activities to enhance instruction with sheltered instruction techniques. Visuals, hands-on activities, manipulatives, word walls, and translation are a few strategies being incorporated to ensure all students are accessing over 90% of the delivered curriculum. Within the context of feasibility, we are sensitive to diverse learning styles and accommodate students to the extent possible.

Community resources and culturally relevant activities are integrated throughout instructional delivery. Many teachers are developing thematic units based on culture relevancy that incorporate correlated standards across the core curriculum. We believe that rote learning and other traditional teaching methods have a place in our teaching/learning system. The appropriate balancing of various instructional methods is the driving force in delivering quality instruction.

As previously mentioned, Computer Assisted Instruction is an essential component of our program. The school's computer lab with thirty fully networked units and 3-4 computers in every classroom allow every student between 2 to 4 hours of computer assisted instruction in the basics and higher order thinking lessons.

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

**RESPONSE:** The revamping of our master schedule includes a one-hour time block once a week for professional development. We have, in place, a Professional Development Plan that was developed based on student needs juxtaposed with self-identified teacher areas of growth.

We committed ourselves to develop the plan with a narrow and deep focus correlated to having a

high impact on student academic needs. The resulting components of the plan are: Standards implementation, Balanced Literacy, Sheltered Instruction, and Baldrige protocols (i.e. Continuous Improvement).

Under the direction of our Cluster Professional Development Coordinator, Dr. Jyl Warner, and the District's Culture and Language Equity Department, teachers are participating in regular, research-based workshops in all components of the plan.

Another key facilitator in our cluster is the technology director. Based on survey results, teachers are participating in workshops on powerpoint, excel, gradequick, rubrics, etc. The alignment of these workshops with our plan is high due to the coordinated efforts and expertise of the coordinator and director. All technology workshops are referenced to the components of our Professional Development Plan.

### **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.

#### **RESPONSE:**

All requested information embedded in data tables.

**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                    |           |           |           |           |           |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| 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     |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 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                      |           |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| 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                    |           |           |           |           |           |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| Total Score                      |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| Percent of total students tested |           |           |           |           |           |
| Number of students excluded      |           |           |           |           |           |
| Percent of students excluded     |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 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 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL SCORES</b>     |           |           |           |           |           |
| Total Score                |           |           |           |           |           |
| <b>STANDARD DEVIATIONS</b> |           |           |           |           |           |
| Total Standard Deviation   |           |           |           |           |           |