



National Blue Ribbon Schools Program

2014 Application

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2014 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 non-public 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 1) schools whose students achieve at very high levels or 2) schools making significant progress in closing achievement gaps among different groups of students. The Program sets a standard of excellence for all schools striving for the highest level of achievement.

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 website. A small group of National Blue Ribbon Schools are visited each year to identify educational practices that have been especially successful.

Public School Nomination Process

For public schools, the Secretary invites Chief State School Officers (CSSOs), including the District of Columbia (DC), Puerto Rico, the Virgin Islands and the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE), to nominate schools. In this document, the title CSSO will refer to the chief school officers in the states and in the public education entities named above.

In submitting the list of nominated schools, CSSOs must certify that the schools meet the minimum requirements established by the Department for nomination. As described below, CSSOs must also rely on their own education accountability and assessment systems to identify schools for submission to the Secretary.

One-third of the public schools nominated by each state must have enrollments which include at least 40 percent of their students from disadvantaged backgrounds. A student from a "*disadvantaged background*" is defined by the CSSO of each state. The definition must include low-income 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.

To be nominated, schools must have at least 100 students enrolled. In addition, nominated schools must have assessment data for at least 10 students in each tested grade for both reading and mathematics.

Test results for grades three and higher 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 school's application.

Each state's nomination criteria must pertain equally to all schools nominated by the state.

All nominated public schools must meet their state's Annual Measurable Objectives (AMOs) or make Adequate Yearly Progress (AYP) in each of the two years prior to nomination (2011-2012 and 2012-2013) and must do the same for the year in which they are nominated (2013-2014).

National Blue Ribbon Schools Public School Performance Award Categories

- 1) *Exemplary High Performing Schools*: “High performing” is defined by the CSSO of each state, but at a minimum means:
 - (a) The performance of all tested students in the school in the most recent year tested in both reading (English language arts) and mathematics must be in the top 15 percent of all schools in the state when schools are ranked based on the performance of all tested students.
 - (b) For each of the school’s subgroups, the performance of all tested students in the subgroup in the most recent year tested in both reading (English language arts) and mathematics must be in the top 40 percent of all schools in the state when schools are ranked based on the performance of tested students in that subgroup.
 - (c) For the most recent year in which graduation rates are available in the state, the graduation rate of a high school must be in the top 15 percent of all high school graduation rates in the state.

- 2) *Exemplary Achievement Gap Closing Schools*: “Achievement gap closing” is defined by the CSSO of each state, but at a minimum means:
 - (a) The school must be in the top 15 percent of all schools in the state for both reading (English language arts) and mathematics based on its progress in closing achievement gaps between the school’s subgroups and the state’s all-students group over the past five years.
 - (b) For each of the school’s subgroups, the performance of all tested students in the subgroup in the most recent year tested in both reading (English language arts) and mathematics must be in the top 40 percent of all schools in the state when schools are ranked based on the performance of tested students in that subgroup.
 - (c) For the most recent year in which graduation rates are available in the state, the graduation rate of each of a high school’s subgroups must be in the top 40 percent of all high school graduation rates for that subgroup in the state.
 - (d) The change in the performance of all tested students in the school over the past five years, comparing only the most recent year to the earliest year, must not be less than the change in the performance of all tested students in the state in both reading (English language arts)

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

Non-Public School Nomination Process

For non-public schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Non-public schools interested in applying for nomination should contact CAPE directly [Council for American Private Education](#). CAPE must ensure and certify that the schools meet the criteria before submitting nominations to the Department.

Non-public schools are eligible for National Blue Ribbon recognition if they meet the following 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 in the top 15 percent in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or in the top 15 percent of its state as measured by a state test. If a non-public school administers both state test and nationally normed tests, the school must be in the top 15 percent in both.
 - (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
 - (c) For the most recent year in which graduation rates are available, the graduation rate for non-public high schools must be 95% or higher.

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 grades three and higher 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 school’s application.

For information on the nomination process and timeline for CAPE, non-public schools representatives should consult the CAPE Web site at <www.capenet.org/brs.html>.

Public and Non-Public Nomination Allocations and Eligibility for Public and Non-Public Schools

States and public entities, including DC, Puerto Rico, the Virgin Islands, BIE, and DoDEA, are allocated a number of National Blue Ribbon School nominations based on total K-12 student enrollment and number of public schools. Allocations range from a minimum of 3 schools to a maximum of 35. CAPE may nominate 50 non-public schools. A total of 420 public and non-public schools could be nominated each year.

Eligible schools, then, are those submitted by authorized nominators that meet all National Blue Ribbon Schools Program criteria and requirements and have completed a comprehensive, high quality application according to Program timelines.

Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs and CAPE, the Secretary extends an invitation to the nominated schools to apply.

The nominators are encouraged to contact principals of selected schools prior to nomination to verify principals’ commitment and to review completed applications prior to submission to ensure that recognized schools will be outstanding models of excellence for their states and for the National Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to schools to document educational practices as well as to verify the accuracy of data.

Timeline for 2014 National Blue Ribbon Schools

Date	Due
November 13, 2013	The Secretary sends a letter of invitation to the CSSOs of all states, including DC, the Virgin Islands, Puerto Rico, the BIE, the DoDEA, and CAPE requesting nomination of schools.
December 13, 2013:	State plans for public school nominations from CSSOs, BIE, and the DoDEA and a plan for non-public school nominations from CAPE are due to the Department.
December, 2013:	State plans are reviewed for alignment with NBRS eligibility criteria.
January 3, 2014	Non-public school applications are due to CAPE.
January, 2014:	CAPE selects its nominations.
January 10, 2014:	Public school nominations are due to the Department.
January 15, 2014:	The Department invites all nominated public schools to apply for recognition as National Blue Ribbon Schools.
March 21, 2014:	Completed public and non-public school applications are due to the Department.
April, 2014:	Applications are reviewed for completeness, quality and accuracy.
August 29, 2014:	States certify that nominated public schools have met all eligibility requirements.
September, 2014:	The Secretary announces the 2014 National Blue Ribbon Schools.
November, 2014:	Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

Important Considerations for Completing the National Blue Ribbon School Online Application

1. The entire application must be submitted through the online secure school portal at: <http://www.nationalblueribbonschools.com/>.
2. A School ID username and Password are necessary to access the online application form in the secure school portal.
3. Narrative responses to application questions must address the topic succinctly. No attachments to the online application can be submitted.
4. Tables, charts, graphs, photos cannot be accommodated by the online application.
5. On-line instructions must be followed when copying/pasting text from Word to the online application; formatting may be changed.
6. Saving work frequently is necessary to protect the “work in progress.”
7. Printing the application for review is possible before and after the final submission.
8. **Public school applicants only** must convert the original signed cover page of the application to a PDF file and upload the PDF via the online application portal.
9. **All non-public school applicants** must follow CAPE’s instructions available at [Council for American Private Education](#).
10. All public and non-public school applications must be completed and submitted by Program timelines. No changes can be made to applications after submission.

Instructions for completing the application are provided as online help text. Assistance is available for school applicants through the National Blue Ribbon Schools Technical Assistance Team. For help in navigating the online system, or questions regarding responses to the narrative or data items, use the contact form located at: [National Blue Ribbon Schools Program](#)

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 1860-0506. The expiration date is 2/28/2015. The time required to complete this information collection is estimated to average 39.75 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, contact Aba Kumi, (Aba.Kumi@ed.gov) 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.

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] 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 _____

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

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 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 application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

**Non-public 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 uploaded via the online portal.

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 configuration 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 its Annual Measurable Objectives (AMOs) or 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- _____ Elementary schools (includes K-8)
 - _____ Middle/Junior high schools
 - _____ High schools
 - _____ K-12 schools
 - _____ TOTAL

SCHOOL (To be completed by all schools)

2. 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
3. _____ Number of years the principal has been in her/his position at this school.
4. 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
PreK			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total Students			

5. 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: _____ %

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 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	

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

9. 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 |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	
Classroom teachers	
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	
Paraprofessionals	
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	%	%	%	%	%
High school graduation rate	%	%	%	%	%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in career/technical training program	_____%
Found employment	_____%
Joined the military or other public service	_____%
Other	_____%

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

Yes No

If yes, select the year in which your school received the award. _____

PART III - SUMMARY

Provide a narrative snapshot of the school in no more than 800 words. Specifically:

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

Please note: In completing Part III of the application, please know that this section may be used by the NBR Program as a “stand alone” summary that addresses all of the topics above and clearly tells the story of your school’s success. If your school is a magnet, charter or choice school, please specify how students are selected to attend.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** **A.** Explain, in 200-300 words, the performance levels for the standardized assessments administered in your school and what levels of performance are considered to be acceptable/proficient/up to the school's and state’s standards. **B.** Describe, in 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 any subgroup, please describe what is being done to close this achievement gap.**
2. **Using Assessment Results:** Show, in 400-500 words, how the school uses a variety of assessment data to analyze and improve student and school performance. Give examples of how assessment data are used systematically to a) improve instruction and student learning and b) inform parents, students and the community of students’ academic achievement.
3. **Sharing Lessons Learned:** Describe, in 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 300-400 words, the strategies the school has found most successful in working with family and community members for student success and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** In 600-700 words, provide an overview of how the school’s core curriculum address the learning standards that apply to the school. 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 languages, 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 300-400 words, the school’s reading curriculum and instruction 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, and describe the effort/progress the school is making to improve the reading skills of students performing below and above grade level.

- 2b. **(Secondary Schools) English:** Describe, in 300-400 words, the school's English language arts curriculum and instruction and instructional methods, including efforts the school makes to improve the reading skills of students who read below and above grade level.
3. **Mathematics:** Describe in a 300-400 words, the school's mathematics curriculum and instruction and instructional methods, including a description of why the school chose this particular approach to mathematics. Provide examples of how students acquire foundational mathematics skills and describes the effort/progress the school is making to improve the mathematics skills of students who are performing below and above grade level.
4. **Additional Curriculum Area:** Describe, in 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. Please note:
 - (a) **High schools may expand this response**, up to 800 words, to describe up to **three** additional curricular areas.
 - (b) **Schools that offer preschool for three and/or four year old students may expand this response** up to 800 words to describe 1) the core curriculum areas provided; 2) the alignment of early childhood and K- Grade 3 academic standards; and 3) any indicators of the impact of early education on school readiness and success in the primary grades.
5. **Instructional Methods:** Describe, in 300-400 words, how the school provides and differentiates instruction, especially to meet the diverse needs of students. 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 300-400 words, the school's professional development approach and its impact on the capacity of teachers and administrators. Provide examples of how the district and school's professional development activities are aligned with academic standards and support student achievement and school improvement.
7. **School Leadership:** Describe, in 300-400 words, the leadership philosophy and structure in the school, along with the roles of the principal and other school leaders. Illustrate, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. Please refer to school leaders by their roles, rather than by their names.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): _____

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes _____ No _____

3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$
1	\$
2	\$
3	\$
4	\$
5	\$
6	\$
7	\$
8	\$
9	\$
10	\$
11	\$
12	\$
Other	\$

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

PART VII - ASSESSMENT RESULTS

REPORTING REQUIREMENTS FOR STATE CRITERION-REFERENCED TESTS

Please see the sample table below. Tables for entering this information will be in the online application.

- 1) Schools must report five years of state assessment results for each grade tested, even if the state has revised or changed its assessments during that period. Use the Notes section below each table to explain when the changes took place and what effect the change had on results.
- 2) In the rare cases where five years of test results are not available, use the Notes section to provide an explanation.
- 3) Schools must enter numbers and percentages of students who were tested with an alternative assessment. Students who take the state assessment with an accommodation(s) prescribed by an Individualized Educational Plan, (e.g. more time for response) are not included in this category. Use the **Notes** section to provide an explanation if the percentage of students tested with an alternative assessment is greater than two (2) percent of all students tested.
- 4) While the online tables use the terminology of “Proficient” and “Advanced” to describe student performance levels, schools must enter their state’s terms in the tables when submitting their data.
- 5) After the application is completed and submitted, the online system will produce two summary tables (for reading/English language arts and mathematics) that provide the school’s achievement data averaged across all tested grades.
- 6) Schools must report student assessment results in reading and math in grades 3 and higher for all students tested and for each of the following subgroups **only if the subgroup represents at least 10 percent of the school’s total enrollment**
 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students
 2. Students receiving Special Education
 3. English Language Learner Students
 4. Hispanic or Latino Students
 5. African- American Students
 6. Asian Students
 7. American Indian or Alaska Native Students
 8. Native Hawaiian or other Pacific Islander Students
 9. White Students
 10. Two or More Races identified Students
 11. Other

See items numbered **5, 7, 8,** and **9** in the application for percentages of total enrollment.

Results **must be reported** in each grade for each qualifying subgroup (i.e. a subgroup representing at least 10% of total enrollment) regardless of the number of students tested in each grade.

If it is impossible for an applicant to access results for any qualifying subgroup(s) in any tested grade because the number of students tested is too small, an explanation must be provided in the **Notes** below the appropriate table(s) of results.

If schools receive results from their states for one or more “super” groups instead of one or more “standard” individual subgroups, schools must report these results as “Other.” Please specify which subgroups comprise “Other” on the assessment tables. Add additional explanation in the **Notes** below the appropriate table(s) of results.

*Assistance is available for school applicants through the National Blue Ribbon Schools Technical Assistance Team. For help in navigating the online system, or questions regarding the narrative responses, assessment data tables or other items, use the contact form located at:
<http://nationalblueribbonschools.com/contact>.*

Sample Table

STATE CRITERION--REFERENCED TESTS

Subject _____ Test _____ All Students Tested/Grade _____

Edition/Publication Year _____ Publisher _____

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month					
SCHOOL SCORES*					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1 _____					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2 _____					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3 _____					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

* Change the table terminology for performance levels to reflect your state assessment system’s terminology for “Proficient” and “Advanced.”

Notes:

REPORTING REQUIREMENTS FOR TESTS REFERENCED BY NATIONAL NORMS

Non-public schools that report norm-referenced test results must report these results in reading (or English language arts) and mathematics for the most recent five years for tested grades 3 and higher. Please see the sample table below. Tables for entering this information will be in the online application.

- 1) Nominated schools must report five years of assessment results even if the test 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 school’s application.
- 2) Schools must enter numbers and percentages of students tested with an alternative assessment. Use the **Notes** section to provide an explanation if the percentage of students tested with an alternative assessment is greater than two (2) percent of all students tested.

Assistance is available for school applicants through the National Blue Ribbon Schools Technical Assistance Team. For help in navigating the online system, or questions regarding the narrative responses, data items or other assistance, use the contact form located at: <http://nationalblueribbonschools.com/contact>.

Sample Table

NATIONAL NORMS-REFERENCED TESTS

Subject _____ Test _____ Grade _____

Edition/Publication Year _____ Publisher _____

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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. Other 1 _____					
Average Score					
Number of students tested					
2. Other 2 _____					
Average Score					
Number of students tested					
3. Other 3 _____					
Average Score					
Number of students tested					

NOTES: