

Exhibit 3-11. Long-Term Trend SD/LED Roster (continued)

Line # / Session #	SD/LEP Questionnaire		Line # / Session #	Student Booklet ID # (Column "O" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned			<input type="radio"/> NCS Use Only Instructions for Distributing SD/LEP Questionnaires
	Student's Name	Distributed To (Staff Name)				Yes	No	Completed Electronically	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Every student identified on the NAEP Administration Schedule as SD and/or classified as LEP should be listed in the column on the left. An SD/LEP Questionnaire must be completed for each student by the teacher most knowledgeable about that student, regardless of whether or not the student will be assessed. Before distributing each SD/LEP Questionnaire, you will need to do the following:</p> <ol style="list-style-type: none"> On each SD/LEP Questionnaire cover, write the name of the SD/LEP student and the name of the staff member most knowledgeable about the student on the removable label. Record the date the questionnaire needs to be returned to you. Also, write in the School #, Student booklet ID #, and the student demographic information. On the roster, write the name of the student and the name of the staff member to whom the questionnaire was given. Also complete the remaining entries for the row: Line #/Session #, Student booklet ID #, and the SD/LEP questionnaire ID #. As the questionnaires are returned, grid in the oval in the "Returned" column. If the returned questionnaire was completed electronically, fill in the oval and destroy the questionnaire.
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					995 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



Pearson NCS®
IM-168266-001-654321
Printed in U.S.A. - LTT Supp. Roster

Exhibit 3-12 Assessment Booklet Example

Admin Schedule Line # _____



2003-2004
Age 9

SECTION	
1	9 B1
2	9 R1
3	9 M1
4	M21

BOOK
M197T

LTT
Bridge

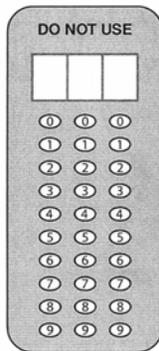
School Information

SCHOOL #

--	--	--	--	--	--	--

ADMIN
CODE

--	--



PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0785. The time required to complete this information collection is estimated to average 100 minutes 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, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.
This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0785 • Approval Expires 12/31/2004
Mark Reflex® forms by NCS Pearson EM-1689##-001-1:654321
Printed in U.S.A.

To help distinguish among age levels, booklet covers are printed in different colors: booklet covers for age 9 are printed in blue ink; for age 13, in brown ink; and for age 17, in gray/charcoal.

3.3.14 Tape Recorders and Cassette Tapes

You will receive tape recorders, batteries, and two cassette tapes for each of the paced-tape Math Bridge session types (see Table 3-2). NCS Pearson will send you these materials as part of your general bulk supplies. Check to make sure the tape recorder is in good working order. Be sure to properly store materials such as tape recorders and tapes. (Supervisors have reported these materials were not working after being left in a car overnight in freezing weather.) Do not ask/expect schools to provide tape recorders.

3.3.15 No. 2 Pencils

Only No. 2 pencils should be used by students to record their responses in the assessment booklet. Each student will receive one NAEP pencil to use during the assessment and to keep afterward. The session scripts instruct the AA to hand a pencil to each student as the booklets are distributed. A reserve of extra No. 2 pencils should be kept at the front of the room in case a student requires another pencil. It is your responsibility to make sure that you have enough NAEP pencils for each session (i.e., one pencil per student plus extras). You will receive a supply of NAEP pencils in your NCS Pearson bulk supplies.

3.3.16 Session Debriefing Form

AAs will use a Session Debriefing Form (Exhibit 3-13) to document the administration of each session. It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help NAEP gather information about the assessments. Accurate completion of this two-page form will provide NAEP with documentation that the session was completed and a record of any problems that were encountered regarding the session. If problems arise, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved. Report any problem situations to your field manager immediately.

Exhibit 3-13. Session Debriefing Form

NAEP 2003-2004 LONG-TERM TREND SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: : _____	
Session Number: _____ (e.g. RM0901, RM1301)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes..... 1 No 2	
Were there problems getting students to this session?	Yes..... 1 No 2	
Were there problems with the session timing?	Yes..... 1 No 2	
Any problems with the session materials- including the use of a tape or tape recorder?	Yes..... 1 No 2	
Were there any student refusals?	Yes..... 1 No 2	
Did any student(s) leave the session?	Yes..... 1 No 2	
Were students cooperative and orderly during assessment? If no, explain.	Yes..... 1 No 2	
Were there any problems with accommodations given in this session?	Yes..... 1 No 2	
Any problems with the location?	Yes..... 1 No 2	
Interruptions	Yes..... 1 No 2	
Other, specify	Yes..... 1 No 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The supervisor or the AA who conducted the session should complete the form. You should record the session information in the box at the top of the form before giving it to the AA. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled *Session Summary*, the AA should circle **1** for *Yes* or **2** for *No* for each of the 11 items. The AA should also record any comments or explanation about the item in the column labeled *Details*.

In the section of the form labeled *Reaction to Session*, NAEP is interested in the AA's opinion of the attitude of the students, the school staff, and any other observers who attended the session. The AA should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, the AA records his or her view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give completed Session Debriefing Forms to the supervisor. Before leaving the school, the supervisor will review each form and discuss with the AA any problems or unusual situations that arose. When all completed forms have been collected and reviewed for any unusual circumstances that may have occurred, the supervisor will discuss the issues with the school coordinator.

3.3.17 School Coordinator Debriefing Form

When all post-assessment activities in the school are finished, the supervisor will use the School Coordinator Debriefing Form (Exhibit 3-14) to administer a short debriefing interview with the school coordinator. The purpose of the interview is to collect valuable feedback that will allow NAEP to improve procedures and make it easier for schools to participate in NAEP. The interview will also provide you with a forum for discussing any circumstances that may have occurred during the assessment and should be brought to the coordinator's attention. At the end of the interview, you are prompted to

thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

3.3.18 Long-Term Trend Summary of Activities (Public and Nonpublic)

These are two single-page summaries for the long-term trend assessment—one for public and one for nonpublic schools (Exhibit 2-2 and Exhibit 2-3). A Summary will be included in the information package sent to each diocese/district and each school in the sample. It provides a summary of the assessment and the roles and responsibilities of assessment participants. You should refer to this form during gaining cooperation calls to districts and schools.

3.3.19 Parent Notification Letter

The Parent Notification Letter was developed to assist schools in complying with the No Child Left Behind parent notification requirements. You will receive copies of the letter in your bulk supplies and a copy of the letter can be found in the SCS. The School Coordinators can add to the letter to satisfy requirements of the districts and/or schools, but there are key elements that should be included in any adaptation. A copy of the letter will be included in information packages sent to dioceses/districts and to schools. You will have additional copies in the bulk materials you receive from Westat. You should place a copy in each school folder so that it is available if needed during your preassessment visit to the school.

Exhibit 3-14. School Coordinator Debriefing Form

DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR

School Name: _____ ID: _____

School Coordinator: _____ Assessment Date: _____

1. Overall, how do you think the assessments went in your school? Would you say:

Very Well	1
Satisfactory	2
Unsatisfactory	3

2. What suggestions can you offer for making it easier for schools to participate in NAEP?

3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

Positive	1
Neutral	2
Negative	3

COMMENTS:

4. Did anyone meet with the students to explain the purpose of the assessment?

CIRCLE ONE.

Yes	1
No	2
Don't Know	3

Exhibit 3-14. School Coordinator Debriefing Form (continued)

5. Did the students receive any special instructions to prepare them for the assessment?

CIRCLE ONE.

- Yes 1
- No 2
- Don't Know 3

IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

6. Will the students receive (or have they already received) something from the school for participating in the assessment? CIRCLE ONE.

- Yes 1
- No 2
- Don't Know 3

IF "YES," SPECIFY WHAT (E.G., FOOD, CANDY, MONEY, PARTY): . _____

7. Did the students know in advance that they would receive something? CIRCLE ONE.

- Yes 1
- No 2
- Don't Know 3

8. DISCUSS ANY ISSUES THAT SHOULD BE BROUGHT TO THE SCHOOL COORDINATOR'S ATTENTION.

I have placed copies of all the documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

Thank you for everything you have done to make this a successful assessment.
I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

3.3.20 Long-Term Trend Instructions for Preparing a List of Students

There are 3 age-specific versions of the Instructions for Preparing a List of Students (Exhibits 3-15 – 3-17). One form is for 9-year-olds, one for 13-year-olds, and one for 17-year-olds. The appropriate version of the form is included in each school information package. The form contains detailed instructions for preparing a list of age-eligible students either by electronic file or by hard copy. The form:

- Lists the student data that must be included on the initial list and the data that will be required for all sampled students;
- Specifies and defines the codes to be used for designating demographic data on the lists;
- Provides information for accessing the MySchool web site if the school chooses to submit an electronic file;
- Lists the guidelines for printing a hard copy list of students from the school computer database; and
- Provides a sample of the Student Listing Form for use if a handwritten list is preferred.

You should have copies of the appropriate age-level form with you when you make your preassessment visit in case there are questions or problems with the list of eligible students provided by the school.

3.3.21 Student Listing Form

The Student Listing Form (Exhibit 3-18) is designed for use by schools that prefer to hand write a list of age eligible students and is generally used only in very small schools. You will receive in your bulk supplies from Westat a supply of these forms. You can provide the form to schools that request copies to write down their list of age-eligible students.

Exhibit 3-15. Long-Term Trend Instructions for Preparing a List of 9-Year-Old Students

NAEP 2003 – 2004 Long-Term Trend Instructions for Preparing a List of 9-year-old Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard-copy typed or computer-generated list.)

1. The list must include **ALL enrolled students born between 1/1/94 and 12/31/94** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:
 - Student name (Alphabetical)
 - Grade student is enrolled in
 - Month and year of birth (MM/YY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)
- The following data also will be required of sampled students but may be included for all students now if more convenient:
- Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title I status

*Codes/Definitions:

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

1=White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.

2=Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

3=Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5=American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced-price lunch

6=School not participating

Exhibit 3-15. Long-Term Trend Instructions for Preparing a List of 9-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

- A. Send an Excel file of your student data by signing on to the MySchool web site at www.mynaep.com. Step-by-step instructions on the web site will walk you through sending the file. The deadline for submitting electronic files is November 7, 2003.
- B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

- C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellow Springs Elementary School Prepared by: Tom Reed

Address: 3 School Street Preparer's Phone Number: 909-123-4567

Brown NS 55121 Date List is Current: 10/01/03

District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J- (X) If Title I	Line #	Sampled Session Type
Tiffany N. Agnew		08/94	2								
Kyle V. Banks		05/94	1	X							
Chris C. Cain		6/94	1		X						

Keep all lists at your school until the NAEP Long-Term Trend representative arrives in December or January to select the sample.

THANK YOU

Exhibit 3-16. Long-Term Trend Instructions for Preparing a List of 13-Year-Old Students

NAEP 2003-2004 Long-Term Trend Instructions for Preparing a List of 13-year-old Students

(Please see reverse side for three methods of preparing your list of students:
Excel file or hard-copy typed or computer-generated list.)

1. The list must include **ALL enrolled students born between 1/1/90 and 12/31/90** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:

- Student name (Alphabetical)
- Grade student is enrolled in
- Month and year of birth (MM/YY)
- Sex (*Codes below)
- SD status (*Definition below)
- LEP status (*Definition below)

The following data also will be required of sampled students but may be included for all students now if more convenient:

- Homeroom
- Race/ethnicity (*Definition below)
- National School Lunch Program (NSLP) status (*Definition below)
- Title I status

*Codes/Definitions:

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

1=White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.

2=Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

3=Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5=American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced-price lunch

6=School not participating

Exhibit 3-16. Long-Term Trend Instructions for Preparing a List of 13-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

- A. Prepare an Excel file of your student data. Save this file on disk and print it out on hard copy. Give both the disk and hard copy to the NAEP representative upon their arrival in September and October. (The option of submitting the file via the Internet will not be available for the Fall assessment.)
- B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

- C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellowstone Middle School Prepared by: Tom Reed
 Address: 3 School Street Preparer's Phone Number: 909-123-4567
Brown NS 55121 Date List is Current: 10/01/03
 District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date	-D- Sex	-E- (X) If	-F- (X) If	-G- Home	-H- Race	-I- NSLP	-J- (X) If	Line #	Sampled Session
Tiffany N. Aanev		08/90	2								
Kyle V. Banks		05/90	1	X							
Chris C. Cain		6/90	1		X						

Keep all lists at your school until the NAEP Long-Term Trend representative arrives in September or October to select the sample.

THANK YOU

Exhibit 3-17. Long-Term Trend Instructions for Preparing a List of 17-Year-Old Students

**NAEP 2003-2004 Long-Term Trend
Instructions for Preparing a List of 17-year-old Students**

**(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard-copy typed or computer-generated list.)**

1. The list must include **ALL enrolled students born between 10/1/86 and 9/30/87** using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, do not include the names of students who will be off-track (not in attendance) on the assessment date. Please record the following information on the list of students:

Percentage of school enrollment that will be off-track on the assessment date: _____

4. The following student data are required:

- Student name (Alphabetical)
- Grade student is enrolled in
- Month and year of birth (MM/YY)
- Sex (*Codes below)
- SD status (*Definition below)
- LEP status (*Definition below)

The following data also will be required of sampled students but may be included for all students now if more convenient:

- Homeroom
- Race/ethnicity (*Definition below)
- National School Lunch Program (NSLP) status (*Definition below)
- Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons **other than being gifted and talented**.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

1=White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.

2=Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

3=Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5=American Indian or Alaska Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced-price lunch

6=School not participating

Exhibit 3-17. Long-Term Trend Instructions for Preparing a List of 17-Year-Old Students (continued)

There are three ways you may submit your list of students (specifications for preparing the list are detailed on the reverse side):

- A. Send an Excel file of your student data by signing on to the MySchool web site at www.mynaep.com. Step-by-step instructions on the web site will walk you through sending the file. The deadline for submitting electronic files is January 23, 2004.
- B. Print out a list of students from your computer database.

In addition to including the student data requested in number 4 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

- C. If necessary, there is a Student Listing Form available to fill out by hand. Please let the NAEP Long-Term Trend representative know if you will need this form. Be sure to record on the list the date the list was prepared and by whom.

If you have any questions, please call the NAEP Help Desk at 1-800-283-6237.

NAEP 2003 – 2004 LONG-TERM TREND
STUDENT LISTING FORM

School Name: Yellow Springs High School Prepared by: Tom Reed

Address: 3 School Street Preparer's Phone Number: 909-123-4567

Brown NS 55121 Date List is Current: 10/01/03

District Name: Montgomery

DIRECTIONS: PLEASE COMPLETE COLUMNS A - F FOR ALL STUDENTS IN THE SELECTED AGE GROUP REGARDLESS OF GRADE. (WE EXPECT STUDENTS WILL BE IN MULTIPLE GRADES.) Columns G - J can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE TYPE OR PRINT THE REQUIRED INFORMATION.

REQUIRED OF ALL STUDENTS						Required of Sampled Students				For Sampling Use Only	
-A- Student Name	-B- Grade	-C- Birth Date (MMYY)	-D- Sex	-E- (X) If SD	-F- (X) If LEP	-G- Home Room	-H- Race	-I- NSLP Status	-J - (X) If Title I	Line #	Sampled Session Type
Tiffany N. Anew		10/86	2								
Kyle V. Banks		05/87	1	X							
Chris C. Cain		6/87	1		X						

Keep all lists at your school until the NAEP Long-Term Trend representative arrives in February or March to select the sample.

THANK YOU

