



NCLB–Blue Ribbon Schools Program

2009 Application

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2009 No Child Left Behind – Blue Ribbon Schools Program Introduction

A Recognition Program for American Schools

The *No Child Left Behind—Blue Ribbon Schools Program* honors public and private elementary, middle, and high schools that are either academically superior or that demonstrate dramatic gains in student achievement to high levels. Since 1982, the U. S. Department of Education’s Blue Ribbon Schools Program has honored many of America’s most successful schools. A Blue Ribbon School 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.

In 2002, the program was renewed to bring it in line with the No Child Left Behind Act of 2001. This renewed program honors schools whose students achieve at very high levels or make significant progress in closing the achievement gap. The *No Child Left Behind –Blue Ribbon Schools Program* sets a high standard that should be a goal for all improving schools and schools striving for high levels of achievement. The program recognizes and presents as models both public and private elementary and secondary schools that meet either of two assessment criteria. Please see the next section for more details regarding these eligibility criteria.

- *High performing schools:* Schools, regardless of their demographics, that are in the top 10 percent of schools in their states as measured by state tests in both reading (English language arts) and mathematics or that score in the top 10 percent on assessments referenced against national norms in at least the highest grade tested in the last year tested.
- *Dramatically improved schools:* Schools that have at least 40 percent of their students from disadvantaged backgrounds and have dramatically improved student performance to high levels in reading (English language arts) and mathematics on state assessments or assessments referenced against national norms in at least the highest grade tested in the last year tested.

One-third of the schools nominated by each state must have at least 40 percent of their students from disadvantaged backgrounds. Public schools must make Adequate Yearly Progress (AYP) in the current year.

These Blue Ribbon Schools are honored at a ceremony in Washington, DC. The applications from the award-winning schools are posted on the Department’s Web site. Summaries from a small group of Blue Ribbons Schools visited each year identify educational practices that have been successful in closing the achievement gap.

Nomination Process for Public Schools

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

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

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

- 1) *High performing schools:* Regardless of the school's percentage of students from disadvantaged backgrounds, the school is high performing. "*High performing*" means that the achievement of the school's students in at least the highest grade tested in the latest year tested places the school in the top 10 percent of schools in the state on state assessments of reading (or English language arts) and mathematics. Disaggregated results for student subgroups, including students from disadvantaged backgrounds, must be similar to the levels of all students tested. At a minimum, the subgroup test scores in the highest grade tested in the latest year tested must meet the performance criterion for dramatically improving schools that defines the top 40 percent of schools (see criterion 2)
- 2) *Dramatically improved schools:* If at least 40 percent of the school's students are from disadvantaged backgrounds, a school may qualify if the achievement of its students has dramatically improved to high levels. "*Dramatically improved to high levels*" is defined by the CSSO of each state but, at a minimum, means (a) for at least the highest grade tested, the school has demonstrated a positive trend in test results from the earliest to the latest year reported, and (b) in at least the highest grade tested in the latest year tested, the achievement of the school's students places the school in the top 40 percent of schools in the state on state assessments of reading (or English language arts) and mathematics. Disaggregated results for student subgroups, including students from disadvantaged backgrounds, must also show improvement similar to that of all students. The Secretary is looking for schools that have improved test scores for five years in at least the latest year tested beginning below the test scores of schools in the top 40th percent in the state to above the test scores of schools in the top 40th percent in the state.

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

At least one-third of the schools nominated by each state must have at least 40 percent of their students from disadvantaged backgrounds in the current school year, whether these schools show dramatic improvement to high levels or are high performing. For example, if a state nominates nine schools, at least three must have at least 40 percent of its enrollment from disadvantaged backgrounds. States may not submit schools that have been in school improvement status within the last two years. Nominated schools must also meet Adequate Yearly Progress (AYP) in the current year. Five years of assessment data in all grades tested are required for applications from all public schools or, in the rare cases, noted in the application why not available.

Once the Secretary receives the nominations from the CSSO, the Department invites the nominated schools to submit applications for possible recognition as a Blue Ribbon School.

The Secretary is eager to recognize schools that have shown success in closing the achievement gap. In addition to recognizing schools that have shown dramatic improvement, the Secretary wishes to identify those schools that consistently perform in the top 10 percent on state tests in their grade level category. Although schools nominated as high performing do not have to meet the 40 percent disadvantaged requirement, the Secretary is very interested in recognizing high performing schools with a high percentage of disadvantaged students.

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

Table 1
Blue Ribbon School
Grade 5 Reading (sample data)

State Tests

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	April	April	April	March	March
SCHOOL SCORES					
% “Proficient” plus % “Advanced” State Standards	93	90	83	74	62
% “Advanced” State Standards	50	49	44	41	37
Number of students tested	110	113	115	111	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced Meals					
% “Proficient” plus % “Advanced” State Standards	90	81	68	55	41
% “Advanced” State Standards	44	36	33	22	14
Number of Students Tested	53	58	56	55	50
2. Black					
% “Proficient” plus % “Advanced” State Standards	93	87	79	71	60
% “Advanced” State Standards	50	47	41	38	29
Number of Students Tested	21	31	34	32	29
3. Hispanic					
% “Proficient” plus % “Advanced” State Standards	90	80	69	56	40
% “Advanced” State Standards	44	32	29	21	13
Number of Students Tested	24	31	28	28	26

Nomination Process for Private Schools

For private schools, the Secretary invites the Council for American Private Education (CAPE) to nominate private schools that meet the criteria for recognition. CAPE must ensure and certify that the schools meet the criteria before submitting nominations.

A private school may be recognized as a Blue Ribbon School in two ways.

1. *High performing schools*: Regardless of the school’s demographics or percentage of students from disadvantaged backgrounds, the school is high performing. “*High performing*” means that the achievement of the school’s students places the school in the top 10 percent of schools in the nation in reading (English language arts) and mathematics, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test in at least the highest grade tested in the last year tested. If a private school administers state tests and nationally normed tests, the school must be in the top 10 percent in both. Disaggregated results for student groups, including disadvantaged students, must be similar to the levels of all students tested; at a minimum,

student subgroups must be at the 60th student percentile or higher on nationally standardized tests.

2. *Dramatically improved schools*: Schools with at least 40 percent of the student body from disadvantaged backgrounds, and have dramatically improved their performance in reading (English language arts) and mathematics to high levels. “*Dramatically improved*” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “*High levels*” is defined as student achievement in at least the highest grade tested in the last year tested at or above the 60th percentile of schools on assessments referenced against national norms at a particular grade, or at or above the 60th percentile of schools on state tests. If a private school administers both state tests and nationally normed tests, the school must be at or above the 60th percentile in both.

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

Five years of assessment data in all grades tested are required for applications from private schools or, in the rare cases, noted in the application why not available. For information on the nomination process and timeline for CAPE, private schools representatives should consult the CAPE website at <<http://www.capenet.org/brs.html>>.

Public and Private School Eligibility Quotas

Public and private schools, including schools in the District of Columbia, Puerto Rico, the Bureau of Indian Education (BIE), and the Department of Defense Education Activity (DoDEA), with some configuration that includes grades between kindergarten and grade 12 and that meet the eligibility requirements described in this application, are eligible to participate in the program each year. Each state is assigned a number of possible applicants based on the number of K-12 students and the number of schools in the state. The number of possible state applicants ranges from a minimum of 3 schools to a maximum of 35. The BIE and DoDEA may nominate one school each. CAPE may nominate 50 private schools. The potential total for all nominations is 413 schools each year.

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

The Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs, BIE, DoDEA, and CAPE, the Department extends an invitation to the nominated schools to apply. In keeping with the principles of the No Child Left Behind Act, the application focuses primarily on results and scientifically based instructional programs. The completed application will be approximately 10-12 pages, excluding data tables.

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

Timelines for 2009 Blue Ribbon Schools

September, 2008:	The Secretary sends a letter of invitation to the Chief State School Officers (CSSO), the Bureau of Indian Education (BIE), the Department of Defense Education Activity (DoDEA) and the Council for American Private Education (CAPE) requesting the submission of information for nominated schools.
November 19:	Public School nominations from the CSSO, BIE and DoDEA due to the Department.
December 3:	The Department invites schools recommended by the CSSO, BIE and DoDEA to apply for recognition as Blue Ribbon Schools.
January 2009:	CAPE selects its nominations.
February 18:	Completed public and private school (from CAPE) applications are due to the Department.
March:	An internal team reviews the completeness and accuracy of the applications.
April:	An Assessment Panel, an invited team with expertise in state assessments, reviews the applications and verifies the eligibility of the schools according to the state test data.
August:	States certify that nominated public schools have met Adequate Yearly Progress (AYP).
September:	The Secretary announces the 2009 No Child Left Behind – Blue Ribbon Schools.
Fall 2009:	Two people from each school, the principal and a teacher, are invited to a ceremony in Washington, DC, where the schools will receive a plaque and a flag signifying their status.

Technical Specifications

- 1. Eligibility.** School will be invited to apply and be given a “School ID”, and a “Password” to log onto the online application at this website <http://blueribbon.rmces.com/online>. The school must complete the entire cover sheet. For example, the school must give a street address even if the mailing address is a post office box number and provide the nine-digit zip code, the school’s Web address, and the e-mail address. Schools will not be able to move on to complete the application if the cover sheet is incomplete. On each page of the application, most questions need to be filled in before applicants can continue to the next page.
- 2. Paper, Spacing, and Type Size.** All responses will be single-spaced. Print size will be 11-point Times New Roman. Do not use symbols or bold face font.
- 3. Format.** Narrative answers to questions are generally limited to one-half page, approximately 300 words. No attachments to the application are allowed. Do not use charts, graphs, or photos in the narrative or as attachments. Only the tables in Part VII–Assessment Results may be submitted. Throughout the document, numbers will be rounded numbers to the nearest whole number. Do not use decimals.
- 3. Pagination.** Pagination and page numbering will automatically be done online.
- 4. Submission.** The school must submit the entire application online. Once you have completed the application and hit the submit button, schools can print out the online applications for their records. However, the printed version is continuous without correct page breaks. The final applications posted on the Department’s website will be properly formatted.
- 5. Cover Sheet.** The original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173.

6. **Private School Submission.** Private schools should consult the CAPE Website at <http://www.capenet.org/brs.html>.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0506. The expiration date is 12/31/2008. The time required to complete this information collection is estimated to average 39 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, write directly to: NCLB – Blue Ribbon Schools Program, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC 20202- 8173

2009 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School:(Check all that apply) Elementary Middle High K-12 Other: _____
 Charter Title I Magnet Choice

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

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

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

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

County _____ State School Code Number* _____

Telephone (_____) _____ Fax (_____) _____

Web site/URL _____ E-mail _____

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

(Principal's Signature) Date _____

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

District Name _____ Tel.(_____) _____

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

(Superintendent's Signature) Date _____

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

I have reviewed the information in this application, 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 _____

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grade 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

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

2. District Per Pupil Expenditure: _____

- Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. _____ Number of years the principal has been in her/his position at this school.

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

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

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

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

(Only these seven standard categories should be used to report the racial/ethnic composition of the school.)

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

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

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

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

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

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

10. Students receiving special education services: _____%
 _____ Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

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

Number of Staff

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

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 _____
13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	%	%	%	%	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	%	%	%	%	%

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Describe the school by highlighting its mission or vision, its traditions and milestones, and the nature of the community and students served. Summarize the school's strengths and accomplishments; focus on what makes the school a unique and successful place worthy of Blue Ribbon School status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Describe in a one-page narrative, the trends in test data found in your data tables. Summarize significant gains and losses over the five-year period in math and reading (English language arts). What should a reader not intimately familiar with the test scores be noting about your school's assessment results? Explain disparities among grade level and subgroup test scores if any. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates "meeting the standard". Provide the Website where information on the state assessment system may be found.
2. **Using Assessment Results:** Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance. Give examples of how assessment data are used systematically in decision-making processes to improve teaching and learning.
3. **Communicating Assessment Results:** Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community. Show how the school ensures that students, parents, and the community are actively informed about the results of assessments and understand the meaning and use of the data.
4. **Sharing Success:** Describe in one-half page how the school has shared and will continue to share its successes with other schools, especially in the event the school is awarded Blue Ribbon School status.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Describe in one page the school’s curriculum. Describe each core curriculum area, how instruction is delivered, and how all students are engaged with significant content based on high standards. Include visual and performing arts and foreign languages in the descriptions. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grade 7 and higher must take the course.

- 2a. **(Elementary Schools) Reading:** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading. Provide specific examples of how students gain and persist in all skill/topic areas including reading comprehension.

- 2b. **(Secondary Schools) English:** 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. **Additional Curriculum Area:** Describe in one-half page one other curriculum area, such as math, science, social studies/history, or technology, and show how it relates to essential skills and knowledge based on the school’s mission.

4. **Instructional Methods:** Describe in one-half page how the school differentiates instruction, especially meeting the diverse needs of subgroup student groups. Provide examples about how the instruction is modified or supplemented to contribute to student learning and achievement.

5. **Professional Development:** Describe in one-half page the school’s professional development program and show its impact on improving student achievement. Provide specific examples of how professional development activities support student learning and are aligned with content standards.

6. **School Leadership:** Describe in one-half page the leadership structure in the school and the leadership role of the principal. Illustrate through specific examples how school leadership ensures that policies, programs, relationships, and resources focus on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

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

1. Private school association(s): _____
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2008-2009 tuition rates, by grade? (Do not include room, board, or fees.)

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

12th 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

Public Schools

Each nominated school must show comparable state test results in reading (English language arts) and mathematics for all grades tested for five years. If state assessments have changed during the five year period, explain this in the notes section on the Assessment Tables. If five years of data are not available for all grades, explain that in the notes section as well.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes take the tests, schools must report the results. For these tests, schools must use national norms. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report these data.

The school must disaggregate all test data for subgroups, such as socioeconomic and ethnic/racial groups, that are of sufficient numbers to be a part of the state's assessment reports, that is, subgroups that constitute more than 10% of the student body in the school. Show how all subgroups of students achieved at high levels or improved dramatically in achievement over a five-year period. Provide disaggregated test data for ethnic/racial groups that constitute up to 80% of students in the school, but do not disaggregate for the majority of students in the school or by gender. If subgroup student groups are fewer than ten students, do not report test scores, only report number of students in the subgroup.

For small schools, if the numbers of students in a grade level only are fewer than 10 students, please report the assessment data and student numbers for eligibility purposes only. The test data for student grade level groups fewer than ten will be deleted from the application prior to posting on the Department's Website.

The school must specify the number and percentage of students assessed by alternative methods.

Private Schools

Report the school's grade level assessment results in reading (English language arts) and mathematics for the last five years for all grades tested for all state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data. ACT and PLAN results may be reported using one decimal point.

The school must disaggregate data for all students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group is 10 % or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for five years. The school must specify the number and percentage of students assessed by alternative methods. If subgroup student groups are fewer than 10 students, do not report test scores, only report number of students in the subgroup. If assessments have changed during the five-year period, explain this in the notes section on the Assessment Table. If five years of data are not available for all grades, explain that in the notes section as well. For small schools, if the numbers of students in a grade level only are fewer than 10 students, please report the assessment data and student numbers for eligibility purposes only. The test data for student grade level groups fewer than ten will be deleted from the application prior to posting on the Department's Website.

TABLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Applying schools must use the format of this data display table for Reading/English Language Arts and Mathematics for each grade. (Grade level data tables will be in the online application for each applying school.) Provide the past five years of data. Explain in the notes section why five years of data are not available, and if the state assessments have changed. Provide assessment results even if state assessment has changed. Just note when the change took place.

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month					
SCHOOL SCORES*					
% "Proficient plus % "Advanced" State Standards					
% "Advanced" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic/Disadvantaged Students					
% "Proficient " plus % "Advanced" State Standards					
% "Advanced" State Standards					
Number of students tested					
2. Racial Ethnic Group (specify subgroup)					
% "Proficient " plus % "Advanced" State Standards					
% "Advanced" State Standards					
Number of students tested					
3. Space will be provided to insert additional subgroup test data.					

***Change the table categories to use your state assessment system’s categories and terminology for “Proficient” and “Advanced” State Standards.**

Provide information in a table for all state tests in reading (English language arts) and mathematics. Provide as many years of test data as are available during the past five years for each grade. Complete a separate table for reading (English language arts) and mathematics at each grade. Explain any alternative assessments. See the sample table on page 4.

Report test scores for at least two levels, that is, the percentage of students who are “proficient plus advanced” according to state standards and who are “advanced” according to state standards, for example, 1) % proficient plus advanced and 2) % advanced. Insert the appropriate state terminology in the table. There is no need to report the percentage of students not meeting state standards. Note that the reported percentage of students “proficient plus advanced” and “advanced” according to state standards should be cumulative. For example, 91% are “Proficient plus Advanced” State Standards, and 42% are “Advanced” State Standards.

For small schools, if the numbers of students in a grade are fewer than 10 students, please report the number of students tested and the assessment data for eligibility purposes only. The test data for students in grades with fewer than ten will be deleted from the application prior to posting on the Department's website.

Use the same basic format for subgroup results. Present all data in the past five years. Report subgroups that constitute 10% or more of student body in the school. Provide disaggregated test data for racial/ethnic subgroups that constitute up to 80% of students in the school, but do not disaggregate for the majority of students in the school or by gender. However, do NOT report test scores of subgroups with fewer than 10 students. Only report the number of students in the subgroup. Some subgroup examples are: Socioeconomic Status [e.g., eligible for free or reduced-priced meals], race and/or ethnicity, limited English proficient students, migrant students, and students in need of special services.

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (English language arts) and mathematics. Show five years of data. Explain in the notes section why five years of test data are not available, and if the assessments have changed. Provide assessment results even if assessment has changed. Just note when the change took place. Complete a separate table for each test and grade level. Explain any alternative assessments.

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					