**Government Performance and Results Act (GPRA) Table**

**Part I. School Demographic Data**

Part I of the GPRA Table collects MSAP school demographic data. Complete this section by entering school demographic data in items 1-9a.

|  |  |
| --- | --- |
| **School demographic data** |  |
| 1. School name
 |  |
| 1. Grantee name
 |  |
| 1. Check all grades served by your magnet program.
 | * + Pre-K
	+ K
 | * + First
	+ Second
 | * + Third
	+ Fourth
 | * + Fifth
	+ Sixth
 | * + Seventh
	+ Eighth
 | * + Ninth
	+ Tenth
 | * + Eleventh
	+ Twelfth
 |
| 1. What is the school’s magnet program type?
 | € Whole-school € Partial |
| 1. Is this a Title I funded school?
 | € Yes € No |
| 1. Is this school in Title I improvement?
 | € Yes  € No |
| 1. How has this school been identified? (Select only one.)
 |

|  |  |
| --- | --- |
| € Approaching target€ Celebration € Continuous improvement € Corrective action € Excelling school € Focus € Focus targeted € Improvement € Improvement required € In good standing€ In improvement € Level 1 € Level 2 € Level 3 (Focus) € Level 4 (Priority)  | € Level 5 (Priority)€ Met alternative standard€ Met standard€ On target€ Performance€ Prevent€ Priority€ Priority improvement€ Progressing€ Restructuring€ Review (including focus)€ Reward€ Transitioning€ Turnaround€ Other€ Not applicable  |

 |
| 1. Has this school been identified by your state as a persistently lowest-achieving school?
 | € No€ Yes |
| 1. Does this school receive School Improvement Grant (SIG) funds?
 | € No € Yes |
| 9a. What percentage of students enrolled in this school are eligible for the Free and Reduced-Priced Meal Program for the 2014-15 school year? |  percent |

**Part II. GPRA Performance Measure 1 Data**

Part II of the GPRA Table collects data for the minority group isolation GPRA Performance Measure, in which applicant pool and student enrollment

data are reported.

**GPRA Performance Measure 1:** The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.

Report both student applicant pool and enrollment data in this section of the GPRA table. Use data reported as of October 1.

|  |  |  |  |
| --- | --- | --- | --- |
| Applicant pool data |  | Enrollment data |  |
| **Number of applications received for** | **Fall 2015** | **Number of students who applied and then enrolled** | **Fall 2015** |
| 1. American Indian or Alaska Native students
 |  | 1. American Indian or Alaska Native students
 |  |
| 1. Asian students
 |  | 1. Asian students
 |  |
| 1. Black or African-American students
 |  | 1. Black or African-American students
 |  |
| 1. Hispanic or Latino students
 |  | 1. Hispanic or Latino students
 |  |
| 1. Native Hawaiian or Other Pacific Islander students
 |  | 1. Native Hawaiian or Other Pacific Islander students
 |  |
| 1. White students
 |  | 1. White students
 |  |
| 1. Two or more races students
 |  | 1. Two or more races students
 |  |
| 16a. Unknown |  | 1. Total students who applied and then enrolled (items 18–24)
 |  |
| 17. Total students who applied (items 10–16a) |  | **Number of new students who enrolled but were not required to apply for admission** |  |
|  |  | 26a. American Indian or Alaska Native students |  |
|  |  | 26b. Asian students |  |
|  |  | 26c. Black or African-American students |  |
|  |  | 26d. Hispanic or Latino students |  |
|  |  | 26e. Native Hawaiian or Other Pacific Islander students |  |
|  |  | 26f. White students |  |
|  |  | 26g. Two or more races students |  |
|  |  | 26h. Total number of new students not required to apply for admission (Items 26a-26g) |  |
|  |  | **Number of continuing students who enrolled** |  |
|  |  | 27a. American Indian or Alaska Native students |  |
|  |  | 27b. Asian students |  |
|  |  | 27c. Black or African-American students |  |
|  |  | 27d. Hispanic or Latino students |  |
|  |  | 27e. Native Hawaiian or Other Pacific Islander students |  |
|  |  | 27f. White students |  |
|  |  | 27g. Two or more races students |  |
|  |  | 27h. Total number of continuing students who enrolled (Items 27a-27g) |  |
|  |  | 28. Total school enrollment (Items 25, 26h, and 27h) |  |

**Part III. GPRA Performance Measures 2 and 3 Data**

Part III of the GPRA Table collects data for the two student achievement GPRA Performance Measures.

**GPRA Performance Measure 2:** The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts.

**GPRA Performance Measure 3:** The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| State assessment participation data |  |  | State assessment achievement data |  |  |
| **Number of students that participated in the state assessment in reading/language arts and mathematics** | **Reading 2014-15** | **Math 2014-15** | **Number of students who met or exceeded the state’s standards in reading/language arts and mathematics** | **Reading 2014-15** | **Math 2014-15** |
| 29. All students |  |  | 1. All students
 |  |  |
| 30. American Indian or Alaska Native students |  |  | 1. American Indian or Alaska Native students
 |  |  |
| 31. Asian students |  |  | 1. Asian students
 |  |  |
| 32. Black or African-American students |  |  | 1. Black or African-American students
 |  |  |
| 33. Hispanic or Latino students |  |  | 1. Hispanic or Latino students
 |  |  |
| 34. Native Hawaiian or Other Pacific Islander students |  |  | 1. Native Hawaiian or Other Pacific Islander students
 |  |  |
| 35. White students |  |  | 1. White students
 |  |  |
| 36. Two or more races students |  |  | 1. Two or more races students
 |  |  |
| 37. Economically disadvantaged students |  |  | 1. Economically disadvantaged students
 |  |  |
| 38. English language learners |  |  | 1. English language learners
 |  |  |

**Part IV. GPRA Performance Measure 4 Data**

Part IV of the GPRA Table collects data for the GPRA Performance Measure in which the budget data and number of students served by the MSAP grant are reported:

**GPRA Performance Measure 4**: The cost per student in a magnet school receiving assistance.

Follow the instructions below that apply that apply for this school’s magnet program type (i.e., whole-school magnet program or partial magnet program). Report only raw numbers, not percentages.

**If a “whole-school” magnet program**, enter the total number of students served in the magnet school for each year of the grant.

**If a “partial” magnet program**, enter the total number of students served in the magnet program for each year of the grant.

|  |  |
| --- | --- |
| **Cost per student** | **2014-15** |
| 1. Total annual MSAP funds expended at this school
 |  |
| 1. Total number of students served by this school’s magnet program
 |  |

**Part V. GPRA Performance Measure 6 Data**

Part V of the GPRA Table collects high school graduation rates. High school graduation rate data will be collected annually to establish trend data. However, the annual measurable objective data will be collected 3 years after the grant ends.

**GPRA Performance Measure 6:** The percentage of magnet schools that received assistance that meet the State’s annual

measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.

|  |
| --- |
| **Magnet school graduation rate** |
|  |  | **2014-15** |
| **Student groups** | **Four-year adjusted cohort** | **Number of students****who graduated** | **Percentage of students****who graduated** |
| 51. All students |  |  |  |
| 52. American Indian or Alaska Native students |  |  |  |
| 53. Asian students |  |  |  |
| 54. Black or African-American students |  |  |  |
| 55. Hispanic or Latino students |  |  |  |
| 56. Native Hawaiian or Other Pacific Islander students |  |  |  |
| 57. White students |  |  |  |
| 58. Two or more races students |  |  |  |
| 59. Economically disadvantaged students |  |  |  |
| 60. English language learners |  |  |  |

**Part VI. Minority Group Isolation Data**

Part VI of the GPRA Table also collects data for calculating GPRA performance measure 1 outcomes for each minority/racially isolated group in a magnet school.

**GPRA Performance Measure 1:**The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.

1. For this school, identify which student group is minority/racially isolated. If the school has more than one minority/racially isolated group, select all that apply.

❒ American Indian or Alaska Native students

❒ Asian students

❒ Black or African-American students

❒ Hispanic or Latino students

❒ Native Hawaiian or Other Pacific Islander students

❒ White students

1. Indicate whether each minority/racially isolated group identified in item 61 is located at this MSAP school or at a feeder school.

| **Racial/ethnic groups** | **MSAP school** | **Feeder school** |
| --- | --- | --- |
| American Indian or Alaska Native students |  |  |
| Asian students |  |  |
| Black or African-American students |  |  |
| Hispanic or Latino students |  |  |
| Native Hawaiian or Other Pacific Islander students |  |  |
| White students |  |  |

1. Indicate how the school with the minority/racially isolated group(s) plans to change the enrollment percentage of each minority/racially isolated group identified in item 61.

| **Racial/ethnic groups** | **Decrease enrollment percentage** | **Increase enrollment percentage** | **Maintain****enrollment****percentage** |
| --- | --- | --- | --- |
| American Indian or Alaska Native students |  |  |  |
| Asian students |  |  |  |
| Black or African-American students |  |  |  |
| Hispanic or Latino students |  |  |  |
| Native Hawaiian or Other Pacific Islander students |  |  |  |
| White students |  |  |  |

1. Indicate the targeted racial/ethnic group for the school with the minority/racially isolated group(s). The targeted racial/ethnic group is the group the school would like to enroll more of in order to change the enrollment of the minority/racially isolated group. If the school has more than one targeted racial/ethnic group, select all that apply.

❒ American Indian or Alaska Native students

❒ Asian students

❒ Black or African-American students

❒ Hispanic or Latino students

❒ Native Hawaiian or Other Pacific Islander students

❒ White students

1. Enter an annual target enrollment percentage and an actual enrollment percentage for each minority/racially isolated group selected in item 61. Leave fields blank for racial/ethnic groups that have not been identified as minority/racially isolated.

| **Racial/ethnic groups** | **Target enrollment percentage for****fall 2015** | **Actual enrollment percentage for****fall 2015** |
| --- | --- | --- |
| American Indian or Alaska Native students |  | The actual enrollment percentage will be calculated from the enrollment data reported in Part II of the GPRA Table |
| Asian students |  |
| Black or African-American students |  |
| Hispanic or Latino students |  |
| Native Hawaiian or Other Pacific Islander students |  |
| White students |  |

1. Indicate whether the school met its enrollment target for each minority/racially isolated group identified in item 61.

| **Racial/ethnic groups** | **Met target** | **Did not meet target** |
| --- | --- | --- |
| American Indian or Alaska Native students |  |  |
| Asian students |  |  |
| Black or African-American students |  |  |
| Hispanic or Latino students |  |  |
| Native Hawaiian or Other Pacific Islander students |  |  |
| White students |  |  |

1. If this school **did not meet** its annual minority/racial group isolation enrollment target, indicate whether the school made progress toward achieving the target. “Made progress” means a school did not meet its annual enrollment target for a minority/racially isolated group, but enrollment for that minority/racially isolated group moved in the right direction.

Select the appropriate response for each minority/racially isolated group identified in item 61. If the school met its target for a particular minority/racially isolated group, select “Not applicable.”

| **Racial/ethnic groups**  | **Made progress** | **Did not make progress** | **Not applicable** |
| --- | --- | --- | --- |
| American Indian or Alaska Native students |  |  |  |
| Asian students |  |  |  |
| Black or African-American students |  |  |  |
| Hispanic or Latino students |  |  |  |
| Native Hawaiian or Other Pacific Islander students |  |  |  |
| White students |  |  |  |

**Public Burden Statement:**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Elementary and Secondary Education Act of 1965, as amended, Title V, Part C). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1855-0025. Note: Please do not return the completed MSAP to this address.