

## Part I: School Demographic Data

Part I of the GPRA Table collects MSAP schools demographic data.

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**Part I. School Demographic Data**

Part I of the GPRA Table collects MSAP school demographic data. Follow the instructions in the *GPRA Guide* to complete each item. When you finish entering data for this page, click on Save Record before proceeding.

**School demographic data**

1. School name	MSAP School 01
2. Grantee name	MSAP School District 18
3. Check all grades served by your magnet program.	<input type="checkbox"/> Pre-K <input type="checkbox"/> First <input type="checkbox"/> Third <input type="checkbox"/> Fifth <input type="checkbox"/> Seventh <input type="checkbox"/> Ninth <input type="checkbox"/> Eleventh <input type="checkbox"/> K <input type="checkbox"/> Second <input type="checkbox"/> Fourth <input type="checkbox"/> Sixth <input type="checkbox"/> Eighth <input type="checkbox"/> Tenth <input type="checkbox"/> Twelfth
4. What is the school's magnet program type?	<input type="text" value="Please select"/>
5. Is this a Title I funded school?	<input type="text" value="Please select"/>
6. Is this school in Title I improvement?	<input type="text" value="Please select"/>
7. How has this school been identified? (Select only one.)	<input type="radio"/> Approaching target <input type="radio"/> Level 5 (Priority) <input type="radio"/> Celebration <input type="radio"/> Met alternative standard <input type="radio"/> Continuous improvement <input type="radio"/> Met standard <input type="radio"/> Corrective action <input type="radio"/> On target <input type="radio"/> Excelling school <input type="radio"/> Performance <input type="radio"/> Focus <input type="radio"/> Prevent <input type="radio"/> Focus targeted <input type="radio"/> Priority <input type="radio"/> Improvement <input type="radio"/> Priority improvement <input type="radio"/> Improvement required <input type="radio"/> Progressing <input type="radio"/> In good standing <input type="radio"/> Restructuring <input type="radio"/> In improvement <input type="radio"/> Review (including focus) <input type="radio"/> Level 1 <input type="radio"/> Reward <input type="radio"/> Level 2 <input type="radio"/> Transitioning <input type="radio"/> Level 3 (Focus) <input type="radio"/> Turnaround <input type="radio"/> Level 4 (Priority) <input type="radio"/> Other <input type="text"/> <input type="radio"/> Not Applicable
8. Has this school been identified by your state as a persistently lowest-achieving school?	<input type="text" value="Please select"/>
9. What percentage of students enrolled in this school are eligible for the Free and Reduced-Priced Meal Program for the 2017-18 school year?	<input type="text"/> percent

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## Part II: GPRA Performance Measure 1 Data

Part II of the GPRA Table collects information related to minority group isolation, in which applicant pool and student enrollment data are reported:








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

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 **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. When you finish entering data for this page, click on Save Record before proceeding.

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 2018	Number of students who applied and then enrolled	Fall 2018
10. American Indian or Alaska Native students	<input type="text"/>	18. American Indian or Alaska Native students	<input type="text"/>
11. Asian students	<input type="text"/>	19. Asian students	<input type="text"/>
12. Black or African-American students	<input type="text"/>	20. Black or African-American students	<input type="text"/>
13. Hispanic or Latino students	<input type="text"/>	21. Hispanic or Latino students	<input type="text"/>
14. Native Hawaiian or Other Pacific Islander students	<input type="text"/>	22. Native Hawaiian or Other Pacific Islander students	<input type="text"/>
15. White students	<input type="text"/>	23. White students	<input type="text"/>
16. Two or more races students	<input type="text"/>	24. Two or more races students	<input type="text"/>
16a. Unknown 	<input type="text"/>	25. Total students who applied and then enrolled (Items 18-24) 	<input type="text"/>
17. Total students who applied (Items 10-16a) 	<input type="text"/>	Number of new students who enrolled but were not required to apply for admission	<input type="text"/>
		26h. Total number of new students not required to apply for admission (Items 26a-26g) 	<input type="text"/>
		Number of continuing students who enrolled	<input type="text"/>
		27h. Total number of continuing students who enrolled (Items 27a-27g) 	<input type="text"/>
		28. Total school enrollment (Items 25, 26h and 27h) 	<input type="text"/>

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Number of new students who enrolled but were not required to apply for admission	
26a. American Indian or Alaska Native students	<input type="text"/>
26b. Asian students	<input type="text"/>
26c. Black or African-American students	<input type="text"/>
26d. Hispanic or Latino students	<input type="text"/>
26e. Native Hawaiian or Other Pacific Islander students	<input type="text"/>
26f. White students	<input type="text"/>
26g. Two or more races students	<input type="text"/>
26h. Total number of new students not required to apply for admission (Items 26a-26g) ?	<input type="text"/>
Number of continuing students who enrolled	
27a. American Indian or Alaska Native students	<input type="text"/>
27b. Asian students	<input type="text"/>
27c. Black or African-American students	<input type="text"/>
27d. Hispanic or Latino students	<input type="text"/>
27e. Native Hawaiian or Other Pacific Islander students	<input type="text"/>
27f. White students	<input type="text"/>
27g. Two or more races students	<input type="text"/>
27h. Total number of continuing students who enrolled (Items 27a-27g) ?	<input type="text"/>
28. Total school enrollment (Items 25, 26h and 27h) ?	<input type="text"/>

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## Part III: GPRA Performance Measures 2 and 3 Data

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

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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. See the *GPRA Guide* for instructions about reporting these data. When you finish entering data for this page, click on Save Record before proceeding.

State assessment participation data

State assessment achievement data

Number of students that participated in the state assessment in reading/language arts and mathematics	State assessment participation data		Number of students who met or exceeded the state standards in reading/language arts and mathematics	State assessment achievement data	
	Reading 2017-18	Math 2017-18		Reading 2017-18	Math 2017-18
29. All students	<input type="text"/>	<input type="text"/>	39. All students	<input type="text"/>	<input type="text"/>
30. American Indian or Alaska Native students	<input type="text"/>	<input type="text"/>	40. American Indian or Alaska Native students	<input type="text"/>	<input type="text"/>
31. Asian students	<input type="text"/>	<input type="text"/>	41. Asian students	<input type="text"/>	<input type="text"/>
32. Black or African-American students	<input type="text"/>	<input type="text"/>	42. Black or African-American students	<input type="text"/>	<input type="text"/>
33. Hispanic or Latino students	<input type="text"/>	<input type="text"/>	43. Hispanic or Latino students	<input type="text"/>	<input type="text"/>
34. Native Hawaiian or Other Pacific Islander students	<input type="text"/>	<input type="text"/>	44. Native Hawaiian or Other Pacific Islander students	<input type="text"/>	<input type="text"/>
35. White students	<input type="text"/>	<input type="text"/>	45. White students	<input type="text"/>	<input type="text"/>
36. Two or more races students	<input type="text"/>	<input type="text"/>	46. Two or more races students	<input type="text"/>	<input type="text"/>
37. Economically disadvantaged students	<input type="text"/>	<input type="text"/>	47. Economically disadvantaged students	<input type="text"/>	<input type="text"/>
38. English language learners	<input type="text"/>	<input type="text"/>	48. English language learners	<input type="text"/>	<input type="text"/>

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## Part IV: GPRA Performance Measure 4 Data

Part IV of the GPRA Table collects data on the total number of students served by the magnet program. These data are important for calculating an efficiency measure.

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

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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. See the *GPRA Guide* for instructions about reporting these data. When you finish entering data for this page, click on Save Record before proceeding.

Cost per student	2017-18
49. Total annual MSAP funds expended at this school	<input type="text"/>
50. Total number of students served by this school's magnet program	<input type="text"/>

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## Part V: GPRA Performance Measure 5/6 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 5/6:** 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.

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### 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. Follow the instructions in the GPRA Guide to complete the items in each row.

Magnet school graduation rate			
Student groups	2017 - 18		
	Four-year adjusted cohort	Number of students who graduated	Percentage of students who graduated
51. All students	<input type="text"/>	<input type="text"/>	<input type="text"/>
52. American Indian or Alaska Native students	<input type="text"/>	<input type="text"/>	<input type="text"/>
53. Asian students	<input type="text"/>	<input type="text"/>	<input type="text"/>
54. Black or African-American students	<input type="text"/>	<input type="text"/>	<input type="text"/>
55. Hispanic or Latino students	<input type="text"/>	<input type="text"/>	<input type="text"/>
56. Native Hawaiian or Other Pacific Islander students	<input type="text"/>	<input type="text"/>	<input type="text"/>
57. White students	<input type="text"/>	<input type="text"/>	<input type="text"/>
58. Two or more races students	<input type="text"/>	<input type="text"/>	<input type="text"/>
59. Economically disadvantaged students	<input type="text"/>	<input type="text"/>	<input type="text"/>
60. English language learners	<input type="text"/>	<input type="text"/>	<input type="text"/>

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## **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.

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 **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. See the *GPRA Guide* for instructions about reporting these data. When you finish entering data for this page, click on Save Record before proceeding.

61. 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

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

Racialethnic groups	MSAP school	Feeder school
American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>

63. 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.

Racialethnic groups	Decrease enrollment percentage	Increase enrollment percentage	Maintain enrollment percentage
American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



66. 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	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>

67. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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64. 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

65. 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 2018	Actual enrollment percentage for fall 2018
American Indian or Alaska Native students	<input type="text"/>	
Asian students	<input type="text"/>	
Black or African-American students	<input type="text"/>	
Hispanic or Latino students	<input type="text"/>	
Native Hawaiian or Other Pacific Islander students	<input type="text"/>	
White students	<input type="text"/>	

66. 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	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>

67. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African-American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Other Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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