



2004-2005

No Child Left Behind – Blue Ribbon Schools Program

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2004-2005 *No Child Left Behind* – *Blue Ribbon Schools Program* Introduction

A Recognition Program for American Schools

At the beginning of the 2001-2002 school year, President Bush made an unequivocal commitment to education:

Because I believe every child can learn, I intend to ensure that every child does learn. My Administration put forward a plan called No Child Left Behind based on four principles: accountability for results; local control and flexibility; expanded parental choice; and effective and successful programs.

The *No Child Left Behind* legislation expanded on the notion of accountability for results:

States, school districts, and schools must be accountable for ensuring that all students, including disadvantaged students, meet high academic standards. States must develop a system of sanctions and rewards to hold districts and schools accountable for improving academic achievement.

To reward successful schools, Secretary Paige established the *No Child Left Behind - Blue Ribbon Schools Program* to honor those elementary and secondary schools in the United States that make significant progress in closing the achievement gap or whose students achieve at very high levels. The program recognizes and presents as models both public and private elementary and secondary schools that meet either of two assessment criteria.

First, it recognizes schools that have at least 40 percent of their students from disadvantaged backgrounds and have dramatically improved student performance to high levels in reading (language arts or English) and mathematics on state assessments or assessments referenced against national norms in at least the last grade tested. Second, it recognizes schools, regardless of their demographics, that are in the top 10 percent of schools as measured by state tests of reading (language arts or English) and mathematics or that score in the top 10 percent on assessments referenced against national norms at a particular grade in at least the last grade tested.

These *No Child Left Behind* – *Blue Ribbon Schools* are honored at a Washington, DC ceremony. In addition, the winning applications are posted on the U.S. Department of Education's (Department) website and the Secretary may identify educational practices that have been successful in closing the achievement gap.

Nomination Process for Public Schools

For public schools, the Secretary sends a letter of invitation to each Chief State School Officer (CSSO), including the Department of Defense Schools (DoDEA) and the Bureau of Indian Affairs (BIA), requesting that the CSSO send the Department the names of those schools that meet the criteria for recognition.

The CSSO must insure that the schools meet the criteria for recognition before submitting their names. In a letter to the Department accompanying the list of nominated schools, the CSSO of each state certifies that the schools have all met the minimum requirements established by the CSSO for "dramatically improved" and achieving at "high levels" or for being in the top 10 percent of schools in the state. The

letter from the CSSO explains the criteria used by the state to nominate the schools. States must rely on the state accountability 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 certifies that the nominated schools meet one of two criteria:

- 1) The school shows dramatic improvement in test scores to high levels in at least the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds.

“Dramatically improved” is defined by the CSSO of each state based on the state’s definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. *“High levels”* is defined by the CSSO of each state, but at a minimum includes student achievement at least at the 60th percentile of schools in the school’s grade category (elementary, middle, high school) on state assessments in the highest grade tested in the last year tested even if the school makes AYP. A student from a *“disadvantaged background”* is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act* of 2001.

- 2) Regardless of the its demographics, the school achieves in the top 10 percent of schools in the state in the school’s grade category as measured by state tests of reading (language arts or English) and mathematics in at least the last grade tested in the last year tested.

At least one-third of the schools nominated by each state must have in the year the school applies 40 percent of the students from disadvantaged backgrounds, whether the schools show dramatic improvement in closing the achievement gap or are high performing (in the top 10 percent). For example, if a state nominates seven schools, at least three must be high poverty schools. States may not submit schools that have been in school improvement status within the last two years.

Once the Secretary receives the nominations from the CSSO, the Department invites the nominated schools to submit applications for possible recognition as a *No Child Left Behind – Blue Ribbon School*.

The following table demonstrates the type of schools the Secretary wishes the CSSO to identify. In Table 1, the reading scores of the *No Child Left Behind – 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. The Secretary is eager to recognize schools that have shown such 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.

Table 1
No Child Left Behind - Blue Ribbon School
Grade 5 Reading (sample data)

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	98	90	83	74	62
%At or Above Proficient	50	49	44	41	37
%At Advanced	34	27	19	15	16
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. Economically Disadvantaged					
%At or Above Basic	90	81	68	55	41
%At or Above Proficient	44	36	33	22	14
%At Advanced	26	23	22	16	9
Number of Students Tested	53	58	56	55	50
2. Black					
%At or Above Basic	93	87	79	71	60
%At or Above Proficient	50	47	41	38	29
%At Advanced	32	26	18	15	14
Number of Students Tested	30	31	34	32	29
3. White					
%At or Above Basic	98	92	87	76	64
%At or Above Proficient	51	48	46	41	38
%At Advanced	35	29	20	15	17
Number of Students Tested	50	51	53	51	50
4. Hispanic					
%At or Above Basic	90	80	69	56	40
%At or Above Proficient	44	32	29	21	13
%At Advanced	23	19	15	10	6
Number of Students Tested	30	31	28	28	26
STATE SCORES					
%At or Above Basic	75	68	61	52	47
%At or Above Proficient	31	31	24	21	16
%At Advanced	16	11	9	6	2

Process for Private Schools:

For private schools, the Secretary sends a letter of invitation to the Council for American Private Education (CAPE) requesting that CAPE send the Department the applications of private schools. In submitting the applications, CAPE certifies that the schools meet the criteria for recognition.

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways.

1. A school has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in at least the past three years in reading (language arts or English) and mathematics, and are achieving at high levels.

A student from a “*disadvantaged background*” is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. “*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 last 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 state tests and nationally normed tests, the school must be at or above the 60th percentile in both.

2. Regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, 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 last grade tested. If a private school administers state tests and nationally normed tests, the school must be in the top 10 percent in both.

For information on the CAPE nomination process and timeline, private schools should consult the CAPE website at <http://www.capenet.org/brs.html>.

Eligibility

Public and private schools, including schools in the District of Columbia, Puerto Rico, the Bureau of Indian Affairs Schools (BIA), and the Department of Defense Education Agency (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 BIA and DoDEA may nominate one school each. CAPE may nominate 50 private schools. The potential total for all nominations is 415.

Eligible schools, then, are those nominated by the CSSO or CAPE that meet the eligibility requirements listed on page 9 of this application, 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, 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.

Since the Department will usually not conduct site visits of individual schools, it is very important that the CSSO and CAPE adequately screen nominees to ensure that they represent the state or CAPE well, and will be excellent models of best practices for the *No Child Left Behind – 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 2004-2005

- September 23: The Secretary sends a letter of invitation to the Chief State School Officers and CAPE requesting the submission of information for nominated schools.
- November 8: Responses are due from the CSSO to the Secretary.
- November 22: The Department sends letters of invitation with applications to the schools recommended by the CSSO.
- February 10: Completed applications are due to the Department.
- September: The Secretary announces the 2005 *No Child Left Behind – Blue Ribbon Schools*.
- Fall 2005: A Washington, DC ceremony honors the schools.

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the e-mail address. Incomplete applications, either paper or electronic, will be returned to the school.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.

3. **Copies.** Each school submits one original copy with signatures on the completed application. The signed original application must be stapled in the upper left-hand corner and should be printed on one side. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** At the same time as the paper copy, the school also submits the entire application electronically in one file by sending it as an attachment (including the cover sheet and data tables). The electronic version should not contain signatures. The file must be written in Microsoft Word in PC format. Word and PDF versions of the blank application are on the Department's website. The electronic copy should be sent to nclbbrs@rmcres.com with a copy to the school's state contact. The purpose of this address is solely for receiving applications; questions should not be sent there.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (Not all of these signatures may apply to private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices, beginning with the cover sheet as page 1, the eligibility requirements as page 2.

7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 300 words. Do not repeat the instructions or include the instructions in the application. It is not necessary to repeat the entire question before narrative responses; a heading that identifies the response is sufficient. It is not necessary to begin each question on a new page. No attachments to the application are allowed except for the school assessment tables. Any other attachments will be discarded.
8. **Public School Submission.** Once they have been invited to apply, all public schools send their applications to the U.S. Department of Education at the following address:

J. Stephen O'Brien
No Child Left Behind – Blue Ribbon Schools Program
Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
400 Maryland Avenue SW, 5E205
Washington, DC 20202-3521

Due to periodic disruptions to normal mail delivery, the Department strongly encourages the use of a delivery method other than first class mail (for example, a commercial carrier such as Federal Express or United Parcel Service; U.S. Postal Service Express mail; or a courier service) to transmit applications to the Department.

9. **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 1850-0745. The expiration date is 11/30/2005. The time required to complete this information collection is estimated to average 40 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: *No Child Left Behind – Blue Ribbon Schools Program*, U.S. Department of Education, 400 Maryland Avenue SW, 5E205, Washington DC 20202-3521.

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (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 _____ School Code Number* _____

Telephone (____) _____ Fax (____) _____

Website/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 package, 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.*

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (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 →							

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: _____% White
 _____% Black or African American
 _____% Hispanic or Latino
 _____% Asian/Pacific Islander
 _____% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting 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)	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Subtotal in row (3) divided by total 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 does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it 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.

- | | |
|-----------------------------|---|
| _____ 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 | |

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: _____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	%	%	%	%	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

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). Include at least a summary of the school’s mission or vision in the statement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. 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. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

- 2a. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.
- 2b. **(Secondary Schools)** 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. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact 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. Attach the completed addendum to the end of the application, before the assessment data tables.

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 2004-2005 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
\$ _____	\$ _____				
12 th	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 results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

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 must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's website. 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 the data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that comprise sufficient numbers to be a part of the state's assessment reports or are of sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

Private Schools

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized 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.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group comprises 10 percent 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 at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					

Provide information in a table similar to the one above for all tests in reading (language arts or English) and mathematics. Complete a separate table for reading (language arts or English) and mathematics at each grade. **Change the sample table to use the state assessment system’s categories and terminology.** Explain any alternative assessments. See the sample table on page 4.

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state, for example, 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state’s categories and report data for all levels. **Note that the reported percentage of students scoring above the basic cutpoint should be cumulative** and include students scoring at or above the proficient level and at the advanced level. For example, 100% of students are at “basic,” 69% are at “proficient,” and 42% are at “advanced.”

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of data to show decreasing disparity among subgroups. Some subgroup examples are: (a) Socioeconomic Status [e.g., eligible for free and reduced-priced meals, not eligible for free and reduced-priced meals]; (b) Ethnicity [e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native]; (c) Students with Disabilities.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					