



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 Schools 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 the 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.

At least 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 Ribbon 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 Education Activity (DoDEA) and the Bureau of Indian Education (BIE), to nominate those schools that meet the criteria for recognition.

In submitting 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 systems 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 most recent 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 results for all students tested. At a minimum, the subgroup test scores in the highest grade tested in the most recent year tested must meet the performance criterion for dramatically improved 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 most recent year tested, and (b) in at least the highest grade tested in the most recent 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.

A student from a "*disadvantaged background*" is defined by the CSSO of each state. The definition must include students who are eligible for free and reduced-price school meals and may include students with disabilities and students who are limited English proficient, migrant, 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 their students from disadvantaged backgrounds. States may not nominate 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. Test results for each grade tested during the most recent five years must be reported even if the state has revised or changed its assessments during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the application.

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

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 criterion, the Secretary is very interested in recognizing high performing schools with a high percentage of students from disadvantaged backgrounds.

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	93	90	83	74	62
% Advanced	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-Price Meals					
% Proficient plus % Advanced	90	81	68	55	41
% Advanced	44	36	33	22	14
Number of students tested	53	58	56	55	50
2. Black					
% Proficient plus % Advanced	93	87	79	71	60
% Advanced	50	47	41	38	29
Number of students tested	21	31	34	32	29
3. Hispanic					
% Proficient plus % Advanced	90	80	69	56	40
% Advanced	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 in at least the highest grade tested in the most recent year tested 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. If a private school administers both state tests and nationally normed tests, the school must be in the top 10 percent in both. Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
2. *Dramatically improved schools*: These are schools with at least 40 percent of their students from disadvantaged backgrounds that 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 five years and includes students from disadvantaged backgrounds as shown by disaggregated data. "*High levels*" means that the achievement of the school's students in at least the highest grade tested in the most recent year tested places the school in the top 40 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 40 percent in its state as measured by a state test. If a private school administers both state tests and nationally normed tests, the school must be in the top 40 percent in both.

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

Test results for each grade tested during the most recent five years must be reported even if the assessment was revised or changed during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the application. For information on the nomination process and timeline for CAPE, private schools representatives should consult the CAPE Web site at <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. 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. Please see the Department’s Web site for state quotas at <www.ed.gov/programs/nclbbrs/applicant.html>.

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

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.

It is very important that the CSSO, CAPE, BIE, and DoDEA 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

November 2008:	The Secretary sends a letter of invitation to the Chief State School Officers (CSSOs), 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.
December 3:	Public school nominations from CSSOs, BIE, and DoDEA are due to the Department.
December 5:	The Department invites schools recommended by CSSOs, 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:	Applications are reviewed for completeness and accuracy.
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 each school will receive a plaque and a flag signifying its status.

Technical Specifications

- 1. Eligibility.** Schools will be invited to apply and be given a “School ID” and a “Password” to log on to an online application at <<http://blueribbon.rmces.com>>. 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. An application is included in this document to provide a cover sheet (See 5 below) and to provide additional instructions for completing the application.
- 2. Format.** Narrative answers to questions are generally limited to approximately 300 words. No attachments to the application are allowed. Do not use charts, graphs, or photos in the narrative or as attachments. 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 the school has completed the application and clicked on the submit button, the school can print out the online application for its records. However, the printed version is continuous without correct page breaks. The final applications posted on the Department’s Web site 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 Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB–Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.
- 6. Private School Submission.** Private schools should consult the CAPE Web site at <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 39.75 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.

U.S. Department of Education

2009 No Child Left Behind–Blue Ribbon Schools Program

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 (Part I-Eligibility Certification), 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 (Part I-Eligibility Certification), 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 (Part I-Eligibility Certification), 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, U.S. Department of Education, 400 Maryland Ave., SW, Room 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 one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, 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 (AYP) 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 grades 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, 2004, 2005, 2006, 2007, or 2008.
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.

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 your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

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-price 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 free and reduced-price school meals 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 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 approximately 600 words, 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 note 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 Web site where information on the state assessment system may be found.
2. **Using Assessment Results:** Show in 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 approximately 300 words 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 approximately 300 words 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 approximately 600 words 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 grades 7 and higher must take the course.

- 2a. **(Elementary Schools) Reading:** Describe in approximately 300 words 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 approximately 300 words 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 approximately 300 words 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 approximately 300 words how the school differentiates instruction, especially meeting the diverse needs of student subgroups. Provide examples of how the instruction is modified or supplemented to contribute to student learning and achievement.
5. **Professional Development:** Describe in approximately 300 words 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 approximately 300 words 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
\$ _____	\$ _____				
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 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 grades 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. ACT and PLAN results may be reported using one decimal point.

The school must disaggregate all test data for subgroups that constitute more than 10 percent of the reported school enrollment. Examples of subgroups include low socioeconomic status (e.g., eligible for free and reduced-price school meals), ethnic/racial groups, limited English proficient students, migrant students, and students with disabilities. Show how all subgroups of students achieved at high levels or improved dramatically in achievement over a five-year period. Do not disaggregate student data by gender. If the number of students assessed in any subgroup is fewer than 10, do not report the test results; only report the number of students assessed.

For small schools, if the total number of students assessed in a grade is fewer than 10, please report the assessment results, as well as the number of students assessed, for eligibility purposes only. The test results for grades with fewer than 10 students assessed will be deleted from the application prior to posting on the Department's Web site.

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, if administered, and for assessments referenced against national norms administered by the school. If any 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 at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools must 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 and reduced-price school meals and for ethnic/racial groups if a specific group is more than 10 percent of the reported school enrollment. The school must disaggregate the data whether or not the school actually offers the free and reduced-price school meals program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement over a five-year period. Do not disaggregate data for students by gender. If the number of students assessed in any subgroup is fewer than 10, do not report the test results; only report the number of students assessed.

For small schools, if the total number of students assessed in a grade is fewer than 10, please report the assessment results, as well as the number of students assessed, for eligibility purposes only. The test results for grades with fewer than 10 students assessed will be deleted from the application prior to posting on the Department's Web site.

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

REPORTING REQUIREMENTS FOR STATE CRITERION-REFERENCED TESTS

Applying schools must report the data described in the sample table below for reading/English language arts and mathematics for each grade. Tables for entering this information will be in the online application for each applying school. Provide the past five years of data. If applicable, explain in the Notes section why five years of data are not available. Provide assessment results even if state assessments have changed. 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					
% Advanced					
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-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial Ethnic Group (specify subgroup)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Space will be provided to insert additional subgroup test data.					

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

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 the percentage of students who are “proficient” or “advanced,” i.e., the percentage of proficient plus the percentage of advanced according to state standards. Substitute the appropriate state terminology for proficient and advanced in the table. There is no need to report the percentage of students not meeting state standards.

REPORTING REQUIREMENTS FOR ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must report the data described in the sample table below for reading/English language arts and mathematics for each grade. Tables for entering this information will be in the online application for each applying school. Provide the past five years of data. If applicable, explain in the Notes section why five years of data are not available and any changes in the state assessments. Provide assessment results even if state assessments have changed. Note when the change took place.

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month					
SCHOOL SCORES					
Average 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)					
Average Score					
Number of students tested					
2. _____ (specify subgroup)					
Average Score					
Number of students tested					
3. _____ (specify subgroup)					
Average Score					
Number of students tested					
4. _____ (specify subgroup)					
Average Score					
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					

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.