



2008 Application

NCLB–Blue Ribbon Schools

Program

Introduction.....	2
Application.....	8
○ Part I – Eligibility Certification	9
○ Part II – Demographic Data	10
○ Part III – Summary	13
○ Part IV – Indicators of Academic Success.....	13
○ Part V – Curriculum and Instruction.....	13
○ Part VI – Private School Addendum.....	14
○ Part VII – Assessment Results	15

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2008 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 George W. 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, the U.S. Department of Education (Department) 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 highest grade tested in the last year tested. Second, it recognizes 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 (language arts or English) 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.

These Blue Ribbon Schools are honored at a Ceremony in Washington, DC. In addition, the winning applications are posted on the Department's Web site (<http://www.ed.gov/programs/nclbbrs/index.html>). 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 (DoDEA) and the Bureau of Indian Education (BIE), requesting that the CSSO send the Department the names of those schools that meet the criteria for recognition.

The CSSO must ensure 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 in both reading and mathematics. 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 has a student body with at least 40 percent of the students from disadvantaged backgrounds and has shown dramatic improvement in test scores to high levels in reading (or language arts or English, if appropriate) and mathematics. A minimum of three years of data in the highest grade tested in the last year tested is required for applications from schools meeting this criterion.

“Dramatic improvement” is defined by the CSSO of each state. Disaggregated results for student groups, including disadvantaged students, must also show dramatic improvement.

“High levels” is defined by the CSSO of each state, but at a minimum means that 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 (language arts or English) and mathematics 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 percentage of students from disadvantaged backgrounds, the school is high performing. *“High performing”* means that the achievement of the school’s students places the school in the top 10 percent of schools in the state on state assessments of reading (language arts or English) and mathematics in the highest grade tested in the last year tested even if the school makes AYP.

At least one-third of the schools nominated by each state must have, in the 2007-2008 school year, at least 40 percent of their students from disadvantaged backgrounds, whether these schools show dramatic improvement to high levels or are high performing. For example, if a state nominates seven schools, at least three must have at least 40 percent of its enrollment from disadvantaged backgrounds. States may not submit schools that have been in school improvement status within the last two years.

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

The 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.

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
Blue Ribbon School
Grade 5 Reading (sample data)

State Tests

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	March	March
SCHOOL SCORES					
% "Meeting" plus % "Exceeding" State Standards	93	90	83	74	62
% "Exceeding" State Standards	50	49	44	41	37
Number of students tested	110	113	115	111	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standards	90	81	68	55	41
% "Exceeding" State Standards	44	36	33	22	14
Number of Students Tested	53	58	56	55	50
2. Black					
% "Meeting" plus % "Exceeding" State Standards	93	87	79	71	60
% "Exceeding" State Standards	50	47	41	38	29
Number of Students Tested	21	31	34	32	29
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standards	90	80	69	56	40
% "Exceeding" State Standards	44	32	29	21	13
Number of Students Tested	24	31	28	28	26

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 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 highest grade tested in the last year tested at or above the 60th percentile of schools on assessments referenced against

national norms at a particular grade, or at or above the 60th percentile of schools on state tests. If a private school administers 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, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test in at least the highest grade tested in the last year tested. If a private school administers state tests and nationally normed tests, the school must be in the top 10 percent in both.

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

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.

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 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 2007-2008

- September: The Secretary sends a letter of invitation to the Chief State School Officers (CSSO) and Council for American Private Education (CAPE) requesting the submission of information for nominated schools.
- November 19: Responses are due from the CSSO to the Department.
- December 3: The Department sends letters of invitation with applications to the schools recommended by the CSSO.
- February 15: Completed applications are due to the Department.
- September: The Secretary announces the 2008 No Child Left Behind – Blue Ribbon Schools.
- Fall 2008: Two people from each school, the principal and a teacher, will be invited to a Washington, DC, ceremony where the schools will receive a plaque and a flag signifying their status.

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 and provide the nine-digit zip code, the school's Web address, and the e-mail address. Incomplete applications will be returned to the school.
2. **Paper, Spacing, and Type Size.** All responses must be 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.
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3. **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. Do not repeat the question before narrative responses, but include a heading that identifies the response, for example, **Reading** or **Professional Development**. 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. Do not use charts, graphs, or photos in the narrative or as attachments. Only the tables in Part VII- Assessment Results may be submitted. Throughout the document, round numbers to the nearest whole number; do not use decimals.
4. **Pagination.** Paginate the application and number all pages consecutively including the appendices, beginning with the cover sheet as page 1 and the eligibility certification as page 2.
5. **Electronic Files.** The school must submit the entire application electronically in Microsoft Word PC format in one file. It is not necessary that the electronic version contain signatures. The electronic copy should be sent to blueribbon@rmcres.com with the school name and state in the subject line and a copy to the school's state liaison. The purpose of this address is solely for receiving applications; questions should not be sent there. Word and PDF versions of the blank application are on the Department's Web site.

6. **Cover Sheet.** The applying school submits a hard copy of the cover sheet with signatures to the Department at the same time it submits the electronic copy to blueribbon@rmcres.com. 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.)
7. **Public School Submission.** Once they have been invited to apply, all public schools send an electronic copy of their applications to blueribbon@rmcres.com and only the original, signed cover sheet to the U.S. Department of Education at the following address:

Aba S. Kumi
NCLB – Blue Ribbon Schools Program
U.S. Department of Education
400 Maryland Avenue SW, Room 5E103
Washington, DC 20202-8173

This e-mail address, blueribbon@rmcres.com, is a mailbox for copy deliveries only and cannot be used for any other purpose.

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; or a courier service) to transmit the signed cover sheet to the Department.

8. **Private School Submission.**

Private schools should consult the CAPE Web site at <http://www.capenet.org/brs.html>.

Paperwork Burden Statement

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

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

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 _____ State School Code Number* _____

Telephone (_____) _____ Fax (_____) _____

Web site/URL _____ E-mail _____

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

(Principal's Signature) Date _____

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

District Name _____ Tel. (_____) _____

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

(Superintendent's Signature) Date _____

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

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

(School Board President's/Chairperson's Signature) Date _____

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

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

6. Racial/ethnic composition of the school: _____% American Indian or Alaska Native
 _____% Asian or Pacific Islander
 _____% Black or African American
 _____% Hispanic or Latino
 _____% White
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)	Total of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Total transferred students in row (3) divided by total students in row (4)	
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: _____%
 _____ Total Number Limited English Proficient

Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: _____%

Total number students who qualify: _____

If this method 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. 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 | |

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 FTE of classroom teachers, e.g., 22:1 _____

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	%	%	%	%	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. (*High Schools Only. Delete if not used.*)

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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. **Assessment Results:** 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 Web site where information on the state assessment system may be found.
2. **Using Assessment Results:** Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.
3. **Communicating Assessment Results:** Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. **Sharing Success:** 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. **Curriculum:** 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 visual and performing arts and foreign languages in the descriptions. Foreign language instruction as a part of the core curriculum is an eligibility requirement in grades 7 and higher (that is, it begins in grade 7) and must be taught as a whole-year subject.

- 2a. **(Elementary Schools) Reading:** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.
- 2b. **(Secondary Schools) English:** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. **Additional Curriculum Area:** Describe in one-half page one other curriculum area of the school's choice, and show how it relates to essential skills and knowledge based on the school's mission.
4. **Instructional Methods:** Describe in one-half page the different instructional methods the school uses to improve student learning.
5. **Professional Development:** Describe in one-half page the school's professional development program and show 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. Delete if not used.

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 2007-2008 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 (language arts or English) and mathematics for all grades for five years or as many years of data as are available. The school must show results beyond the first grade in the school. For example, ninth grade test results are not sufficient for grades 9-12 high schools.

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 Web site. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report these data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that are of sufficient numbers to be a part of the state's assessment reports and the numbers of students are 10 or more. 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. Do not disaggregate for groups that constitute the majority of students in the school or by gender.

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 the last five years for all grades tested on state tests or assessments referenced against national norms. 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. ACT and PLAN results may be reported using one decimal point.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group is 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.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics for each grade. Provide as many years of data as are available in the past five years.

Subject _____ Grade _____ Test _____

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

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

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

Report test scores for at least two levels, that is, the percentage of students who “meet plus exceed” state standards and who “exceed” state standards, for example, 1) % proficient plus % advanced and 2) % advanced. Use the appropriate state terminology even if different from the sample categories in the table. There is no need to report the percentage of students not meeting state standards. **Note that the reported percentage of students meeting plus exceeding state standards should be cumulative.** For example, 91% are “Meeting plus Exceeding” State Standards, and 42% are “Exceeding” State Standards.

Use the same basic format for subgroup results. Do not report any student groups with fewer than 10 students. Present all data available up to five years, but at least three years, of comparable data to show decreasing disparity among subgroups and the entire class. Some subgroup examples are: Socioeconomic Status [e.g., eligible for free or reduced-priced meals], race, and/or ethnicity. Do not report disaggregated results for student groups that constitute a majority of the school’s students, such as Caucasian, or by gender.

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

Applying schools must use the format of this 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 _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
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.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					