



# *Blue Ribbon Schools Program*

## **2011 Application**

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# ***2011 Blue Ribbon Schools Program***

## **Introduction**

### **A National Recognition Program for American Schools**

Since 1982, the U.S. Department of Education's Blue Ribbon Schools Program has honored America's most successful public and private elementary, middle, and high 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.

The Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or schools that make significant progress in closing the achievement gap. The Blue Ribbon Schools Program sets a standard of excellence for all schools striving for the highest level of achievement.

Please see the next sections for details regarding the eligibility criteria and school nomination and application processes.

Schools are eligible for Blue Ribbon recognition if they meet either one of two criteria:

- *High performing schools:* Schools that are ranked among the state's highest performing schools as measured by state assessments in both reading (English language arts) and mathematics or that score at the highest performance level on tests referenced by national norms in at least the most recent year tested.
- *Improving schools:* Schools with at least 40 percent of their students from disadvantaged backgrounds that have reduced the achievement gap by improving student performance to high levels in reading (English language arts) and mathematics on state assessments or tests referenced by national norms in at least the most recent year tested.

At least one-third of the schools nominated by each state must be schools with at least 40 percent of their students from disadvantaged backgrounds. Public schools must make Adequate Yearly Progress (AYP) in the year of their nomination. Blue Ribbon Schools are honored each year at a recognition 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 Affairs (BIA), to nominate those schools that meet either criterion 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.* "High performing" is defined by the CSSO of each state, but at a minimum means:

- (a) that the achievement of the school's students in the most recent year tested places the school among the highest performing schools in the state on state assessments of reading (or English language arts) and mathematics, and
  - (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
- 2) *Improving 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 improved to high levels. "*Improved to high levels*" is defined by the CSSO of each state but, at a minimum, means:
- (a) the school has demonstrated a positive trend in test results from the earliest to the most recent year tested,
  - (b) 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, and
  - (c) disaggregated results for student subgroups, including students from disadvantaged backgrounds must 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 are high performing or show improvement to high levels. For example, if a state nominates seven, eight, or nine schools, at least three must have at least 40 percent of their students from disadvantaged backgrounds. States may not nominate schools that have failed to make Adequate Yearly Progress (AYP) for the last two years. Schools must also make AYP in the school year of their nomination. Test results for the whole school and 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, nominated schools are invited to submit applications for possible recognition as Blue Ribbon Schools.

The Secretary is eager to recognize schools that have shown success in improving their performance and/or in closing the achievement gap.

The Secretary wishes to identify those schools that significantly improved test scores, e.g. improving whole school test scores or student subgroup test scores by 10 or more percentage points from the earliest to the most recent year tested. The Secretary is also 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 students in the school on the state criterion-referenced tests over five years.

**Table 1**  
**Reading Test Results for Whole School\***  
**(Sample Table)**

**State Tests**

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing month	April	April	April	March	March
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	90	83	74	62
% Advanced	50	49	44	41	37
Number of students tested	400	390	405	390	398
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
<b>SUBGROUP SCORES</b>					
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	210	204	176	187	191
2. Black					
% Proficient plus % Advanced	93	87	79	71	60
% Advanced	50	47	41	38	29
Number of students tested	140	153	142	143	139
3. Hispanic					
% Proficient plus % Advanced	90	80	69	56	40
% Advanced	44	32	29	21	13
Number of students tested	70	71	85	68	73

\* All Students Tested

**Nomination Process for Private Schools**

For private schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Private schools interested in being nominated should contact CAPE directly <[www.capenet.org/brs.html](http://www.capenet.org/brs.html)>. CAPE must ensure and certify that the schools meet the criteria before submitting nominations.

Private schools are eligible for Blue Ribbon recognition if they meet either one of two criteria:

- 1) *High performing schools*: “High performing” means
  - (a) that the achievement of the school’s students in the most recent year tested places the school among the highest performing schools in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or among the highest in its state as measured by a state test. If a private school administers both state test and nationally normed tests, the school must be among the highest in both.
  - (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
  
- 2) *Improving 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 improved to high levels. “Improved to high levels” means:
  - (a) the school has demonstrated a positive trend in test results from the earliest to the most recent year tested,

- (b) 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 nation in reading (or English language arts) and mathematics as measured by nationally normed assessments. If a private school administers both state tests and nationally normed tests, the school must be in the top 40 percent in both, and
- (c) disaggregated results for student subgroups, including students from disadvantaged backgrounds, also must show improvement similar to that of all students.

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](http://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 Affairs (BIA), and the Department of Defense Education Activity (DoDEA), with grades between Kindergarten and grade 12 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. BIA 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](http://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, BIA, DoDEA, and CAPE, the Secretary extends an invitation to the nominated schools to apply. Using standards of excellence evidenced by student achievement measures and the characteristics known from research to exemplify school quality, the application focuses on achievement results and identification of evidence-based instructional programs and practices.

It is very important that the CSSO, CAPE, BIA, and DoDEA adequately screen nominees to ensure they represent the state or CAPE well and will be excellent models of best practices for the Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to some schools to document educational practices as well as to verify the accuracy of data.

## Timelines for 2011 Blue Ribbon Schools

- September 2010: The Secretary sends a letter of invitation to the Chief State School Officers (CSSOs), the Bureau of Indian Affairs (BIA), the Department of Defense Education Activity (DoDEA), and the Council for American Private Education (CAPE) requesting the submission of information for nominated schools.
- November 22: Public school nominations from CSSOs, BIA, and DoDEA are due to the Department.
- December 3: Private school applications due to CAPE.
- December 6: The Department invites schools recommended by CSSOs, BIE, and DoDEA to apply for recognition as Blue Ribbon Schools.
- January 2011: 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: Applications are reviewed for compliance with eligibility criteria.
- August: States certify that nominated public schools have made Adequate Yearly Progress (AYP).
- September: The Secretary announces the 2011 Blue Ribbon Schools.
- November: Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

## School On-line Application Process: Technical Specifications

1. **Application.** Schools that are invited to apply will be given a “School ID” and a “Password” to log on to an online application at <<http://blueribbon.rmces.com>>. The school must submit the entire application online. Additional instructions for completing the application are available online.
2. **Format.** Narrative answers to questions are generally limited to approximately 300-400 words. No attachments to the application are allowed. Do not use tables, charts, graphs, or photos in the narrative or as attachments. Applicants must follow online instructions for pasting from Microsoft word. Once the school has completed the application and clicked on the submit button, the school can print out the online application for its records.
3. **Public School Submission.** The original signed **cover sheet only** should be converted to a PDF file and emailed to Aba Kumi, Director, Blue Ribbon Schools Program (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.
4. **Private School Submission.** Private schools should follow instructions available on the CAPE Web site at <[www.capenet.org/brs.html](http://www.capenet.org/brs.html)>.

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### **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 12/31/2012. 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: Blue Ribbon Schools Program, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173.

READ ONLY

# U.S. Department of Education

## 2011 Blue Ribbon Schools Program

Public or  Private

For Public Schools only: (Check all that apply)  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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director Blue Ribbon Schools Program or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, 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 (cover page) 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 (AYP) 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 requirement in the 2010-2011 school year. AYP must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2006, 2007, 2008, 2009, or 2010.
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

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
 

_____	Elementary schools (includes K-8)
_____	Middle/Junior high schools
_____	High schools
_____	K-12 schools
_____	TOTAL
  
2. District 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 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.
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

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								
6								
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								

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 school year	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the school 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. English Language Learners (ELL) in the school: \_\_\_\_\_ %  
 \_\_\_\_\_ Total number ELL

Number of languages represented: \_\_\_\_\_  
 Specify non-English languages:

9. Students eligible for free/reduced-priced 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-priced school meals program, supply an accurate estimate and explain how the school calculated 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:

	<b>Number of Staff</b>	
	<u>Full-time</u>	<u>Part-Time</u>
Administrators	_____	_____
Classroom teachers	_____	_____
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	_____	_____
Paraprofessionals	_____	_____
Support staff (e.g., school secretary, custodians, cafeteria aides, etc.)	_____	_____
Total number	_____	_____

12. Average 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 and high school graduation rates as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates. **If these data are not available, explain and provide reasonable estimates.**

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	%	%	%	%	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	%	%	%	%	%
High school graduation rate	%	%	%	%	%

**14. For schools ending in grade 12 (high schools).**

Show what the students who graduated in Spring 2010 are doing as of the Fall 2010.

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	_____ %
<b>Total</b>	<b>100 %</b>

**PART III - SUMMARY**

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Provide a coherent narrative snapshot of the school in approximately 600-800 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 and focus on what makes the school worthy of Blue Ribbon status.

**PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. **Assessment Results:** Describe, in approximately 600-800 words, the performance trends found in your data tables. Summarize significant gains and losses over the five-year period in math and reading (English language arts). **In the most recent year’s data, if there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups, please describe what is being done to close this achievement gap.** Public schools are asked to briefly explain the state performance levels and the performance level that demonstrates “meeting the standard.” Provide the Website URL where information on your state assessment results may be found.
2. **Using Assessment Results:** Show, in approximately 300-400 words, how the school uses assessment data to analyze 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 300-400 words, how the school communicates student performance, including assessment data, to parents, students, and the community and ensures their understanding of the data.
4. **Sharing Lessons Learned:** Describe, in approximately 300-400 words, how the school has shared successful strategies with other schools in the district or state or professional associations. Provide examples about how this has been accomplished.

**PART V – CURRICULUM AND INSTRUCTION**

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1. **Curriculum:** In approximately 600-800 words, list and describe the content in each of the school’s core curriculum areas. Also provide an overview of how instruction is delivered and how all students are engaged with significant content based on high standards. Include a brief description about 1) the visual and performing arts program, 2) the physical education, health, and nutrition programs, and 3) if grade 7 or higher, the foreign language program. Note: 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 300-400 words, the school's reading curriculum, including a description of why the school chose this particular approach to reading. Provide examples of how students acquire foundational reading skills, including comprehension, and describe the efforts the school makes to improve the reading skills of students performing below grade level.
- 2b. **(Secondary Schools) English:** Describe, in approximately 300-400 words, the school's English language arts curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. **Mathematics:** Describe in approximately 300-400 words, the school's mathematics curriculum, including efforts the school makes to improve the mathematics skills of students who are performing below grade level.
4. **Additional Curriculum Area:** Describe, in approximately 300-400 words, one other curriculum area, such as science, social studies/history, or technology, and show how it relates to the student's acquisition of essential skills and knowledge based on the school's mission.
5. **Instructional Methods:** Describe, in approximately 300-400 words, how the school differentiates instruction, especially to meet the diverse needs of student subgroups. Provide examples of how the instruction is modified or supplemented to produce student learning and achievement.
6. **Professional Development:** Describe, in approximately 300-400 words, the school's professional development program and describe its impact on student achievement. Provide examples of how the district and school's professional development activities support student learning and are aligned with academic standards.
7. **School Leadership:** Describe, in approximately 300-400 words, the leadership philosophy and structure in the school, along with the role of the principal. Illustrate through examples how the school's leadership ensures that policies, programs, relationships, and resources focus on improving student achievement.

## **PART VI – FOR PRIVATE SCHOOLS ONLY**

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 2010-2011 tuition rates, by grade? (Do not include room, board, or fees.)
 

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	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**

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### **Public Schools**

Each nominated school must report state test results in reading (or English language arts) and mathematics for the past five years for the whole school (that is, test results combined across all grades tested) and for each grade tested. 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.

The school must report disaggregated test data for subgroups of 10 or more students. Examples of subgroups include students eligible for free and reduced-price school meals, ethnic/racial groups, limited English proficient students, migrant students, and students with disabilities. Do not report disaggregated student data by gender. If the number of students assessed in any subgroup in the school and in the grade is fewer than 10, leave the cells for test data and the number of students assessed blank.

The school must specify the number and percentage of students assessed by alternate assessments. If 10 or more students in the school and/or in a grade are alternatively assessed, provide explanation in the Notes section on the Assessment Tables.

### **Private Schools**

Provide test results in reading (or English language arts) and mathematics for all grades tested for the last five years for state assessments, if administered, and for assessments referenced by national norms. If 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 SAT or ACT, high schools must report these test results. ACT results may be report using one decimal point.

The school must report disaggregated test data for subgroups of 10 or more students. Examples of subgroups include students eligible for free and reduced-price school meals, ethnic/racial groups, limited English proficient students, migrant students, and students with disabilities. Do not report disaggregated student data by gender. If the number of students assessed in any subgroup in the school and in the grade is fewer than 10, leave the cells for test data and the number of students assessed blank.

The school must specify the number and percentage of students assessed by alternate assessments. If 10 or more students in the school and/or in a grade are alternatively assessed, provide an explanation in the Notes section on the Assessment Tables.

## REPORTING REQUIREMENTS FOR STATE CRITERION-REFERENCED TESTS

*Applying schools must report state test results in reading (or English language arts) and mathematics for the past five years for the whole school (that is, test results combined across all grades tested) and for each grade tested. Please see the test data table below. Tables for entering this information will be in the online application for each applying school. Five years of test data must be provided, even if state assessments have changed during this period. If not, explain in the Notes section why five years of data are not available. If state assessments have changed, explain in the Notes section when the change(s) took place. Provide an explanation in the Notes section if 10 or more students were alternatively assessed.*

*See the sample table for whole school test data for reading/English language arts on page 4 of this application.*

Subject \_\_\_\_\_ Test \_\_\_\_\_ All Students Tested/Grade \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing month					
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
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 reflect your state assessment system’s terminology for “Proficient” and “Advanced.”**

## REPORTING REQUIREMENTS FOR ASSESSMENTS REFERENCED BY NATIONAL NORMS

*Private schools that report norm-referenced test results must report these results in reading (or English language arts) and mathematics for the past five years for each grade tested. Please see sample table below. Tables for entering this information will be in the online application for each applying school. Five years of test data must be provided, even if the test changed during this period. If not, explain in the Notes section why five years of data are not available. If the test changed, explain in the Notes section when the change(s) took place. Provide an explanation in the Notes section if 10 or more students were alternatively assessed.*

Subject \_\_\_\_\_ Test \_\_\_\_\_ Grade \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing month					
<b>SCHOOL SCORES</b>					
Average Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
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					