National Blue Ribbon Schools Program
2016 Application

A National Recognition Program for American Schools

Since 1982, the U.S. Department of Education's National Blue Ribbon Schools Program has honored America's most successful public and non-public elementary, middle, and high schools. A National 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 National Blue Ribbon Schools Program recognizes 1) schools whose students achieve at very high levels or 2) schools making significant progress in closing achievement gaps among different groups of students. The Program sets a standard of excellence for all schools striving for the highest level of achievement.

National 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 website. A small group of National Blue Ribbon Schools are visited each year to identify educational practices that have been especially successful.

Public School Nomination Process

For public schools, the Secretary invites Chief State School Officers (CSSOs), including the District of Columbia (DC), Puerto Rico, the Virgin Islands and the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE), to nominate schools. In this document, the title CSSO will refer to the chief school officers in the states and in the public education entities named above.

In submitting the list of nominated schools, CSSOs must certify that the schools meet the minimum requirements established by the Department for nomination. As described below, CSSOs must also rely on their own education accountability and assessment systems to identify schools for submission to the Secretary.

At least one-third of the public schools nominated by each state must have enrollments which include at least 40 percent of their students from disadvantaged backgrounds. A student from a "*disadvantaged background*" is defined by the CSSO of each state. The definition must include low-income 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.

To be nominated, schools must have at least 100 students enrolled. In addition, nominated schools must have assessment data for at least 10 students in each tested grade for both reading and mathematics. The Department also recommends that nominated schools reflect the demographic and geographic diversity of the state's school-age population.

The nomination of a school by the state includes accurate contact and descriptive information and demographic data for each nominated school and the URL to each school's most recent public report card.

Each state's nomination criteria must pertain equally to all schools nominated by the state.

In order to be eligible for nomination, a school must meet several criteria based on the performance of its students on state assessments in reading (or English language arts) and mathematics and other measures of student performance. A school may be nominated in either of two performance award categories:

1) *Exemplary High Performing Schools:* "High performing" is defined by the CSSO of each state, but at a minimum means:

   a. The school must be in the top 15 percent of all schools in the state when schools are ranked on

  i. the performance of all students who participated in the most recently administered state assessments in reading (or English language arts) and mathematics, <u>or</u>

  ii. a composite index that includes these assessment results and may also include assessment results in other subject areas and/or other student performance measures, such as attendance or graduation rates.

 b. For each of the school's subgroups, the school must be in the top 40 percent of all schools in the state when schools are ranked on:

  i. the performance of all students in the subgroup who participated in the most recently administered state assessments in reading (or English language arts) and mathematics, <u>or</u>

  ii. a composite index that includes these assessment results and may also include assessment results in other subject areas and/or other student performance measures, such as attendance or graduation rates for high schools.

 c. For high schools, the school must be in the top 15 percent of all high schools in the state when high schools are ranked on the most recently available graduation rate.

2) *Exemplary Achievement Gap Closing Schools:* "Achievement gap closing" is defined by the CSSO of each state, but at a minimum means:

 a. For each of the school's subgroups, the school must be in the top 15 percent of all schools in the state when schools are ranked on the school's progress in closing the gap between the performance of the school's subgroup and the state's all-students group over the past five years, comparing the most recent year to the earliest of the five years, on

  i. the state assessments in reading (or English language arts) and mathematics, <u>or</u>

  ii. a composite index that includes these assessment results and may also include assessment results in other subject areas and/or other student performance measures, such as attendance or graduation rates.

 b. For each of the school's subgroups, the school must be in the top 40 percent of all schools in the state when schools are ranked on:

  i. the performance of all students in the subgroup who participated in the most recently administered state assessments in reading (or English language arts) and mathematics, <u>or</u>

  ii. a composite index that includes these assessment results and may also include assessment results in other subject areas and/or other student performance measures, such as attendance or graduation rates.

 c. For high schools, the school must be in the top 40 percent of all high schools in the state when high schools are ranked on the most recently available graduation rate for each subgroup.

 d. The change in the performance of all students in the school over the past five years, comparing the most recent year to the earliest of the five years, must not be less than the change in the performance of all students in the state on:

  i. the state assessments in reading (or English language arts) and mathematics, <u>or</u>

  ii. a composite index that includes these assessment results and may also include assessment results in other subject areas or other student performance measures, such as attendance or graduation rates.

In addition to meeting the above performance criteria, a nominated school must have at least 100 students enrolled and have assessment data for at least 10 students in each tested grade for both reading (or English language arts) and mathematics. States with a large percentage of schools with fewer than 100 students enrolled may include up to a similar percentage of these schools in their nominations. However, each school must have assessment data for at least 10 students in each tested grade for both reading (or English language arts) and mathematics.

Also, all nominated public schools must have met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination as well as the year in which they are nominated (2015-2016).

Other National Blue Ribbon Schools Eligibility Requirements

1. The school configuration 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. If the school includes grades 7 or higher, the school must offer foreign language as a part of its curriculum.

3. The school has been in existence for five full years, that is, from at least September 2009 and tested grades must have been part of the school for at least the past three years.

4. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

5. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

6. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

7. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if 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.

Once the Secretary receives the nominations from the CSSOs, nominated schools are invited to submit applications for recognition as National Blue Ribbon Schools.

Non-Public School Nomination Process

For non-public schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Non-public schools interested in applying for nomination should contact CAPE directly Council for American Private Education. CAPE must ensure and certify that the schools meet the criteria before submitting nominations to the Department.

Non-public schools are eligible for National Blue Ribbon recognition if they meet the following criteria:

1) *Exemplary High Performing Schools: "High performing"* means:

   (a) that the achievement of the school's students in the most recent year tested places the school in the top 15 percent in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or in the top 15 percent of its state as measured by a state test. If a non-public school administers both state test and nationally normed tests, the school must be in the top 15 percent for both tests.

    (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.

    (c) For the most recent year in which graduation rates are available, the graduation rate for non-public high schools must be 95% or higher.

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.

For information on the nomination process and timeline for CAPE, non-public schools representatives should consult the CAPE Web site at <http://www.capenet.org/brs.html>.

Public and Non-Public Nomination Allocations and Eligibility for Public and Non-Public Schools

States and public entities, including DC, Puerto Rico, the Virgin Islands, BIE, and DoDEA, are allocated a number of National Blue Ribbon School nominations based on total K-12 student enrollment and number of public schools. Allocations range from a minimum of 3 schools to a maximum of 35. CAPE may nominate up to 50 non-public schools. A total of 420 public and non-public schools could be nominated each year.

Eligible schools, then, are those submitted by authorized nominators that meet all National Blue Ribbon Schools Program criteria and requirements and have completed a comprehensive, high quality application according to Program timelines.

Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs and CAPE, the Secretary extends an invitation to the nominated schools to apply.

The nominators are encouraged to contact principals of selected schools prior to nomination to verify principals' commitment and to review completed applications prior to submission to ensure that recognized schools will be outstanding models of excellence for their states and for the National Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to schools to document educational practices as well as to verify the accuracy of data.

Timeline for 2016 National Blue Ribbon Schools

Date	Due
September 30, 2015	The Secretary sends a letter of invitation to the CSSOs and CAPE requesting nominations of schools.
November 20, 2015	Plans for public school nominations from CSSOs and non-public school nominations from CAPE are due to the Department.
December, 2015	Plans for nominations are reviewed for alignment with the general eligibility criteria of the National Blue Ribbon Schools Program.
December 11, 2015	Non-public school applications are due to CAPE.
January 11, 2016	Public school nominations from states are due to the Department.
January 19, 2016	The Department invites schools nominated by CSSOs to apply for recognition as National Blue Ribbon Schools.
January 29, 2016	CAPE selects its nominations.
March 18, 2016	Completed public and non-public school applications are due to the Department.
April-May, 2016	Applications are reviewed for completeness, quality and accuracy.
August, 2016	States certify that nominated public schools have met all eligibility requirements.
September, 2016	The Secretary announces the 2016 National Blue Ribbon Schools.
November, 2016	Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

Important Considerations for Completing the National Blue Ribbon School Online Application

1. The entire application must be submitted through the online secure school portal at: National Blue Ribbon Schools Program.

2. A School ID username and Password are necessary to access the online application form in the secure school portal.

3. Narrative responses to application questions must address the topic succinctly. No attachments to the online application can be submitted. Bulleted sections are not acceptable.

4. Tables, charts, graphs, photos cannot be accommodated by the online application.

5. On-line instructions must be followed when copying/pasting text from Word to the online application; formatting may be changed.

6. Saving work frequently is necessary to protect the "work in progress."

7. Printing the application for review is possible before and after the final submission.

8. **Public and non-public school applicants** must convert the original signed cover page of the application to a PDF file and upload the PDF via the online application portal.

9. All public and non-public school applications must be completed and submitted by Program timelines. No changes can be made to applications after submission.

Instructions for completing the application are provided as online help text. Assistance is available for school applicants through the National Blue Ribbon Schools Technical Assistance Team. For help in navigating the online system, or questions regarding responses to the narrative or data items, use the contact form located at: National Blue Ribbon Schools Program.

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 3/31/2018. 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, contact Aba Kumi, (Aba.Kumi@ed.gov) Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[ ] Public or [ ] Non-public

For Public Schools only: (Check all that apply)   [ ] Title I [ ] Charter   [ ] 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 _____

Telephone (   )   Fax (   )

Web site/URL _____   E-mail _____

Twitter Handle_____   Facebook Page_____   Google+_____

YouTube/URL_____   Blog_____   Other Social Media Link_____

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

_____Date_____
(Principal's Signature)

Name of Superintendent* _____ E-mail _____
(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, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

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, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

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 and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. 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.

11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   _____ Elementary schools (includes K-8)
    (per district designation):   _____ Middle/Junior high schools
                                          _____ High schools
                                          _____ K-12 schools

                                          _____ TOTAL

SCHOOL (To be completed by all schools)

2. 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

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12 or higher			
Total Students			

4. Racial/ethnic composition of   _____ % American Indian or Alaska Native
    the school: _____ % 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.)

5. Student turnover, or mobility rate, during the 2014 - 2015 school year: _____%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 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, 2014	
(5) Total transferred students in row (3) divided by total students in row (4)	
(6) Amount in row (5) multiplied by 100	

6. English Language Learners (ELL) in the school: _____%

        _____Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    _____

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

    Total number students who qualify: _____

8. 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 conditions. It is possible that students may be classified in more than one condition.

    ____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

9. Number of years the principal has been in her/his position at this school: ___

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	
Classroom teachers	
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	
Paraprofessionals	
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 _____

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	%	%	%	%	%
High school graduation rate	%	%	%	%	%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

   Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in career/technical training program	%
Found employment	%
Joined the military or other public service	%
Other	%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes   No

   If yes, select the year in which your school received the award.   _____

15. In a couple of sentences, provide the school's mission or vision statement.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

In approximately 800 words, provide a narrative snapshot of the school.

 Specifically:

- Describe the nature of the community and students served.

- Briefly describe its traditions, milestones, and/or the history of the school.

- Describe the key strategies used within the school that have encouraged and challenged all students to develop their full potential academically, emotionally, physically, socially, and culturally. For instance, strategies could include curriculum, programs, initiatives, student and school supports, and leadership.

- Additionally, if your school is a previous recipient of the National Blue Ribbon School award, briefly describe how the recognition has been leveraged or served your school and its community. Address any changes that may have taken place with regard to curriculum and instruction, school climate and culture, professional development and capacity, school leadership philosophy, and family and community engagement.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:** In approximately 700 words, describe the school's core curriculum, including an overview of how the school's core curriculum addresses the learning standards that apply to the school and why the school chose each curricular approach. **For each core curriculum area,** provide examples of how students acquire foundational skills, and describe the effort/progress the school is making to improve the skills of students performing below and above grade level. Responses should address the following four core curriculum areas:

    1. reading/English language arts;
    2. mathematics;
    3. science; and
    4. social studies/history.

    a. **For secondary schools: additionally** in approximately 100 words, describe how the curriculum supports college and career readiness.

    b. **For schools that offer preschool for three and/or four year old students: additionally** in approximately 100 words describe:

        1. the core curriculum areas provided;
        2. the alignment of early childhood and K- Grade 3 academic standards; and
        3. any indicators of the impact of early education on school readiness and success in the primary grades.

2. **Other Curriculum Areas:** In approximately 700 words, describe the school's other curriculum areas, including how they support students' acquisition of essential skills and knowledge, which grades participate, and how often. Responses should address:

    1. arts (visual and/or performing);
    2. physical education/health/nutrition;
    3. foreign language(s);
    4. technology; and
    5. any other curriculum programs offered to the general student population.

3. **Instructional Methods and Interventions:** In approximately 400 words, provide an overview of the instructional approaches, methods, and interventions used to meet the diverse and individual needs of students and to achieve instructional goals (e.g., tiered instructional process, differentiated instruction, problem-based learning, explicit instruction, technology-based support, etc.) Provide examples of how instructional methods and interventions are used to ensure high levels of student learning and achievement.

4. **Assessment for Instruction and Learning and Sharing Assessment Results:** In approximately 400 words, provide a summary of how the school uses a variety of assessment data to analyze and improve student and school performance. Give examples of the types of assessments that are used and how assessment data are used. Responses should address how:

   - assessment is used to systematically improve instruction and student learning; and
   - parents, students and the community are informed of students' academic achievement.
   - If there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of any subgroup, describe what is being done to close this achievement gap;
   - If the school is high performing, describe what is being done to maintain high levels of achievement.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:** In approximately 400 words, describe:

   - how your school engages and motivates students;
   - provides a positive environment that supports their academic, social, and emotional growth; and
   - how your school culture creates an environment where teachers feel valued and supported.

2. **Engaging Families and Community**: In approximately 400 words, describe the strategies the school has found most successful in working with family and community members for student success and school improvement. Community can include non-profits, businesses, institutes of higher education, etc.

3. **Professional Development:** In approximately 400 words, describe the school's professional development approach and **its impact on the capacity of teachers and administrators**. Provide examples of how the district and school's professional development activities are aligned with academic standards and support student achievement and school improvement.

4. **School Leadership:** In approximately 400 words, describe the leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. Illustrate, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. **Please refer to school leaders by their roles, rather than by their names.**

PART VI – INDICATORS OF ACADEMIC SUCCESS

In approximately, 400 words, describe the one practice—whether academic, assessment related, or socio-emotional—that the school uses that makes it so successful.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): _____

    Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes _____   No _____

3. What is the educational cost per student? $_____
    (School budget divided by enrollment)

4. What is the average financial aid per student? $_____

5. What percentage of the annual budget is devoted to   _____%
    scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   _____%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

Non-public schools that report norm-referenced test results must report these results in reading (or English language arts) and mathematics for the most recent year for tested grades 3 and higher. Please see the sample table below. Tables for entering this information will be in the online application.

Schools must enter numbers and percentages of students tested with an alternate assessment. Schools must use the Notes section to provide an explanation if the percentage of students tested with an alternate assessment is greater than two (2) percent of all students tested within the grade.

Schools must report student assessment results in reading (English language arts) and math in grades 3 and higher for all students and all subgroups **only** if the subgroup represents at least **10 percent** of the school's **total** enrollment in the **current** school year. The school only needs to report assessment results for subgroups if there are at least 10 tested students in the subgroup in a given grade. Refer to Demographic items numbered 4, 6, 7, and 8 in the application for percentages of total current enrollment of potential subgroups.

Sample Table

NATIONAL NORMS-REFERENCED TESTS

Subject_____   Test_____ Grade _____

Edition/Publication Year_____

Scores are reported here as (check one): NCEs (Normal Curve Equivalents)____   Scaled scores____ Percentiles____

School Year	2014-2015
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 1_____	
Average Score	
Number of students tested	
2. Specify Subgroup 2_____	
Average Score	
Number of students tested	
3. Specify Subgroup 3_____	
Average Score	
Number of students tested	

NOTES: