

2003-2004

No Child Left Behind – Blue Ribbon Schools Program

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2003-2004 *No Child Left Behind* – *Blue Ribbon Schools Program* Introduction

A Recognition Program for American Schools

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

Because I believe every child can learn, I intend to ensure that every child does learn. My Administration put forward a plan called No Child Left Behind based on four principles: accountability for results; local control and flexibility; expanded parental choice; and effective and successful programs. We are pursuing these principles because too many of our schools fail to help every child learn.

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

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

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

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

These *No Child Left Behind – Blue Ribbon Schools* will be honored at a Washington, DC ceremony. In addition, the winning applications will be posted on the Department of Education Web site and the Secretary may identify educational practices that have been successful in closing the achievement gap.

Nomination Process for Public Schools

For public schools, the Secretary sends a letter of invitation to each CSSO, including the Department of Defense Schools (DoDEA) and the Bureau of Indian Affairs (BIA), requesting that the CSSO send the Department the names of those schools in the state that meet the criteria for recognition. Each state or other entity is assigned a number of possible schools based on the number of students and the number of schools in the state.

The CSSO must insure that the schools meet the criteria for recognition before sending their names 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 submitted schools meet one of

two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school's demographics, achievement in the top 10 percent of schools in the state as measured by state tests of reading (language arts or English) and mathematics or in the top 10 percent in the state on assessments referenced against national norms in at least the last grade tested.

"Dramatically improved" is defined by the CSSO of each state based on the state's definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data.

"High levels" is defined by the CSSO of each state, but at a minimum includes student achievement in the highest grade tested at least at the 55th percentile on state assessments 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*.

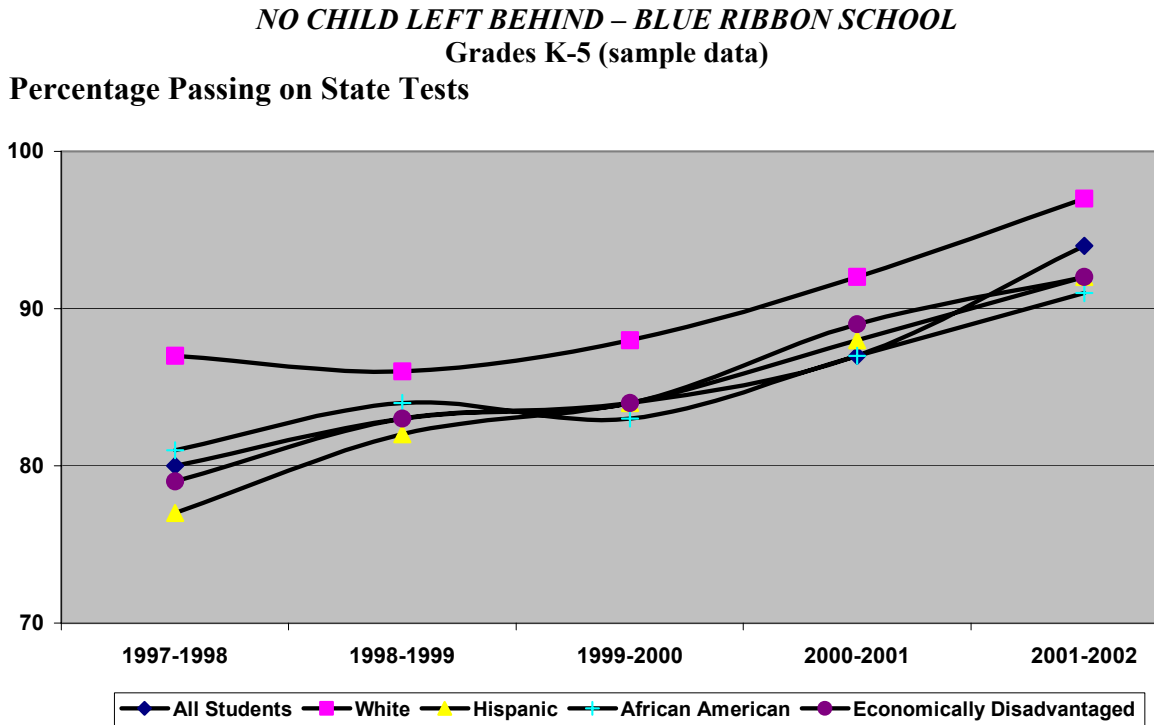
At least one-third of the schools submitted by each state must have 40 percent of the students from disadvantaged backgrounds, whether the schools show dramatic improvement in closing the achievement gap or are high performing (in the top 10 percent). For example, if a state may submit seven schools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

Once the Secretary has the nominations from the CSSO, the U. S. Department of Education (Department) invites the nominated schools to submit applications for possible recognition as a *No Child Left Behind – Blue Ribbon School*.

The following chart demonstrates the type of schools the Secretary wishes the CSSO to identify. In Figure 1, the trend lines of Washington Elementary 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 or in the top 10 percent of the schools in the state on assessments referenced against national norms. 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.

Figure 1



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 those private schools that meet the criteria for recognition. CAPE must insure that the schools meet the criteria for recognition before sending those names to the Secretary. In submitting the applications, CAPE certifies that, based on state assessments or assessments referenced against national norms at a particular grade, the schools meet one of two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that have at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school’s demographics, achievement in the top 10 percent in the nation on assessments of reading (language arts or English) and mathematics referenced against national norms or in the top 10 percent of schools in the state as measured by state tests in at least the last grade tested.

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.

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

Eligibility

Public and private schools, including schools in Puerto Rico, the Bureau of Indian Affairs Schools, and the

Department of Defense Education Agency, 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 or agency 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. CAPE may nominate 50 private schools. The potential total for all nominations is 420.

Eligible schools are those nominated by the CSSO or CAPE that meet the criteria defined in the “Eligibility Certification” on page 10 and 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 Secretary extends an invitation to the nominated schools to apply. In keeping with the principles of the *No Child Left Behind Act*, the application focuses primarily on results and scientifically based instructional programs. The completed application will be approximately 10-12 pages, excluding data tables.

Since the Department will usually not conduct site visits of individual schools, it is very important that the CSSO and CAPE adequately screen nominees to ensure that they represent the state or CAPE well, and will be excellent models of best practices for the *No Child Left Behind – Blue Ribbon Schools Program*. The Secretary reserves the right to initiate site visits to some schools to document their excellent practices as well as to verify the accuracy of data.

Timelines 2003-2004

- September 23: The Secretary sends a letter of invitation to the Chief State School Officers and CAPE requesting the submission of information for nominated schools.
- November 7: Responses are due from the CSSO to the Secretary.
- November 21: The Department sends letters of invitation with applications to the schools recommended by the CSSO.
- February 11: Completed applications from the public schools are due to the Department.
- September 10: The Secretary announces the 2004 *No Child Left Behind – Blue Ribbon Schools*.
- Fall 2004: A Washington, DC ceremony honors the schools.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0745. The expiration date is 11/30/2005. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, write directly to: *No Child Left Behind – Blue Ribbon Schools Program*, U.S. Department of Education, 400 Maryland Avenue SW, 5E205, Washington DC 20202-3521.

Technical Specifications

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

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

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

3. **Copies.** Each school submits two copies (the original plus one) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the copy may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application electronically in one file by sending it as an attachment that contains the entire application (including the cover sheet and data tables) to an e-mail address to be supplied to nominated schools. The file must be written in Microsoft Word in PC format. The Word and PDF versions of the application are on the Department's website.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (Not all of these signatures may apply to private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices, beginning with the cover sheet as page 1, the eligibility requirements as page 2.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. Do not repeat the instructions or include the instructions in the application. It is not necessary to repeat the entire question before narrative responses; a heading that identifies the response is sufficient. It is not necessary to begin each question on a new page. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.

8. **Submission.** Once they have been invited to apply, all public schools send their applications to the U.S. Department of Education at the following address:

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

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

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

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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) _____

Tel. () _____ Fax () _____

Website/URL _____ E-mail _____

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

(Principal's Signature) Date _____

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

District Name _____ Tel. () _____

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

(Superintendent's Signature) Date _____

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ 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 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
K				7			
1				8			
2				9			
3				10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							

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

7. Student turnover, or mobility rate, during the past year: _____%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Subtotal in row (3) divided by total in row (4)	
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: _____%
 _____ Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages: _____

9. Students eligible for free/reduced-priced meals: _____%
 _____ Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____%
 _____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|---------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | ___ Specific Learning Disability |
| ___ Hearing Impairment | ___ Speech or Language Impairment |
| ___ Mental Retardation | ___ Traumatic Brain Injury |
| ___ Multiple Disabilities | ___ Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	_____	_____
Classroom teachers	_____	_____
Special resource teachers/specialists	_____	_____
Paraprofessionals	_____	_____
Support staff	_____	_____
Total number	_____	_____

12. Average school student-“classroom teacher” ratio: _____

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance					
Daily teacher attendance					
Teacher turnover rate					
Student dropout rate					
Student drop-off rate					

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.
2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).
2. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
 (Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2001-2002 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				

2. What is the educational cost per student? \$ _____
 (School budget divided by enrollment)
3. What is the average financial aid per student? \$ _____
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

Public Schools

In a letter to the U.S. Secretary of Education accompanying the list of nominated schools, the CSSO of each state certifies that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels” or for being in the top 10 percent of schools in the state. The letter from the CSSO to the Secretary 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.

Based on state data, the CSSO certifies that the submitted schools meet one of two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school’s demographics, achievement in the top 10 percent of schools in the state as measured by state tests of reading (language arts or English) and mathematics or in the top 10 percent in the state on assessments referenced against national norms in at least the last grade tested.

“Dramatically improved” is defined by the CSSO of each state based on the state’s definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at least at the 55th percentile on state assessments in the highest grade 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.

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO using the state accountability system. If the state uses only assessments referenced against national norms at a particular grade, the school should explain how these tests measure the depth and breadth of the state’s academic content standards. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. For these tests, schools must use national norms. The national school norms for the 90th and 55th percentiles can be found on the U.S. Department of Education’s Web site. If fewer than 90 percent take a particular test, do not report the data. If the PSAT, PLAN, SAT, or ACT are not an official part of the state accountability system, schools should not report the data.

The school must disaggregate the data for socioeconomic groups that comprise sufficient numbers to be a part of the state’s assessment reports. If it is not possible to disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups if they comprise sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in at least the past three years in reading (language arts or English) and mathematics, and are achieving at high levels.

A student from a “disadvantaged background” is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. “Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement in at least the last grade tested at or above the 55th percentile (5 percentage points above the mean) on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test in at least the last grade tested.

Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments or, if the school does not administer state tests, 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 include the data, unless students take state assessments. In the case where all private secondary school students participate in state assessments, do not report the data from the PSAT, PLAN, SAT, or ACT.

The school must disaggregate the data for students eligible for free or reduced-priced meals if that cohort of students comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. If the school does not collect family income data and cannot disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups that comprise 10 percent or more of the student body of the school. 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 which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state’s assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade _____

Test _____

Edition/publication year _____ Publisher _____

Number of students in the grade in which the test was administered _____

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed? _____

Number excluded _____ Percent excluded _____

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

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient					
State Mean Score					
% At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level, and place it on a separate page.

Grade _____ Test _____

Edition/publication year _____ Publisher _____

Number of students in the grade in which the test was administered _____

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed? _____

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
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 score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					