

## 2005 No Child Left Behind Blue Ribbon Awardees

The *No Child Left Behind* Blue Ribbon Schools (BRS) program is a national recognition program, honoring elementary and secondary schools in the United States that make significant progress in closing achievement gaps or whose students achieve at the highest levels in their state. Through this program, the U.S. Department of Education recognizes and presents as models these elementary and secondary schools.

### 2005 Public School Awardees

### 2005 Private School Awardees and Criteria

#### Criteria

#### Selection Criteria for High-Performing Public Schools

1. The school has not received the 2003 or 2004 *No Child Left Behind* Blue Ribbon Schools award.
2. The school has not been in School Improvement status or 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 (AYP) requirement in the 2004-2005 school year.
3. The school has been in existence for five full years, that is, from at least September 1999.
4. The school has at least three years of assessment data from the Ohio Proficiency Tests.
5. The school met AYP based on 2003-2004 data.
6. The school scored in the top 10 percent of all public schools in Ohio in each of the tested grade levels in the school on the 4<sup>th</sup>, 6<sup>th</sup>, and/or 9<sup>th</sup> grade reading and mathematics proficiency tests for the past three years, that is, 2001-2002, 2002-2003, and 2003-2004.
  - 4<sup>th</sup>-grade reading: 90th percentile for 2003-2004 = 89.286
  - 4<sup>th</sup>-grade mathematics: 90th percentile for 2003-2004 = 87.310
  - 6<sup>th</sup>-grade reading: 90th percentile for 2003-2004 = 84.211
  - 6<sup>th</sup>-grade mathematics: 90th percentile for 2003-2004 = 87.774
  - 9<sup>th</sup>-grade reading: 90th percentile for 2002-2003 = 96.860
  - 9<sup>th</sup>-grade mathematics: 90th percentile for 2002-2003 = 90.000
  - 10<sup>th</sup>-grade reading (proficiency): 90th percentile for 2003-2004 = 100.00
  - 10<sup>th</sup>-grade mathematics (proficiency): 90th percentile for 2003-2004 = 96.830
7. The school scored in the top 10 percent of all public schools in Ohio in each of the tested grade levels in the school on the 3<sup>rd</sup>-grade reading achievement test and/or the 10<sup>th</sup>-grade reading and mathematics graduation tests for the 2003-2004 school year
  - 3<sup>rd</sup>-grade reading: 90th percentile for 2003-2004 = 93.750
  - 10<sup>th</sup>-grade reading (OGT): 90th percentile for 2003-2004 = 93.767
  - 10<sup>th</sup>-grade mathematics (OGT): 90th percentile for 2003-2004 = 89.537
8. At least 75 percent of every racial/ethnic group of students in each of the tested grade levels in the school (with five or more test takers) passed the 2003-2004 Ohio Proficiency Tests in reading and mathematics.
9. At least 75 percent of the students who met low-income criteria in each of the tested grade levels in the school passed the 2003-2004 Ohio Proficiency Tests in reading and mathematics (if there were at least five test-takers meeting low-income criteria).
10. The Ohio Department of Education selected the top 11 schools meeting these criteria by averaging each school’s 2003-2004 reading and mathematics pass rates on the Ohio Proficiency Tests and selecting the two elementary schools and the seven secondary schools with the highest averages.

OR

#### Selection Criteria for High-Performing, High-Poverty Public Schools

1. The school has not received the 2003 or 2004 *No Child Left Behind* Blue Ribbon Schools award.
2. The school has not been in School Improvement status or 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 (AYP) requirement in the 2004-2005 school year.

3. The school has been in existence for five full years, that is, from at least September 1999.
4. The school has at least three years of assessment data from the Ohio Proficiency Tests.
5. The school met AYP based on 2003-2004 data.
6. At least 40 percent of the students in the school met low-income criteria based on 2003-2004 Comprehensive Continuous Improvement Plan (CCIP) data.
7. The school scored in the top 40 percent of all public schools in Ohio in each of the tested grade levels in the school on the 4<sup>th</sup>-, 6<sup>th</sup>-, and/or 9<sup>th</sup>-grade reading and mathematics proficiency tests for the past two years, that is, 2002-2003 and 2003-2004.
  - 4<sup>th</sup>-grade reading: 60th percentile for 2003-2004 = 77.778
  - 4<sup>th</sup>-grade mathematics: 60th percentile for 2003-2004 = 75.000\*
  - 6<sup>th</sup>-grade reading: 60th percentile for 2003-2004 = 75.000\*
  - 6<sup>th</sup>-grade mathematics: 60th percentile for 2003-2004 = 75.000\*
  - 9<sup>th</sup>-grade reading: for 2002-2003 = 50.000
  - 9<sup>th</sup>-grade mathematics: for 2002-2003 = 50.000
  - 10<sup>th</sup>-grade reading (proficiency): 60th percentile for 2003-2004 = 98.276
  - 10<sup>th</sup>-grade mathematics (proficiency): 90th percentile for 2003-2004 = 90.672
8. The school scored in the top 40 percent of all public schools in Ohio in each of the tested grade levels in the school on the 3rd grade reading achievement test and/or the 10th grade reading and mathematics graduation tests for the 2003-2004 school year
  - 3<sup>rd</sup>-grade reading: 60th percentile for 2003-2004 = 84.762
  - 10<sup>th</sup>-grade reading (OGT): 60th percentile for 2003-2004 = 84.130
  - 10<sup>th</sup>-grade mathematics (OGT): 60th percentile for 2003-2004 = 75.000\*
9. At least 75 percent of every racial/ethnic group of students in each of the tested grade levels in the school (with five or more test takers) passed the 2003-2004 Ohio Proficiency Tests in reading and mathematics.
10. At least 75 percent of the students who met low-income criteria in each of the tested grade levels in the school passed the 2003-2004 Ohio Proficiency Tests in reading and mathematics (if there were at least five test takers meeting low-income criteria).

\* The U.S. Department of Education set the criterion at the 60th percentile, but the Ohio Department of Education raised the criterion to ensure that the schools met the state standard of 75 percent.

**2005 Public School Awardees**

<b>County</b>	<b>School</b>	<b>District</b>	<b>Proficiency Rate 2004-2005</b>
Auglaize	New Bremen High School	New Bremen Local	10 <sup>th</sup> -grade reading (100%) 10 <sup>th</sup> -grade mathematics (100%)
Cuyahoga	Newton D. Baker Schools of Arts Elementary*	Cleveland Municipal	3 <sup>rd</sup> -grade reading (76.4%) 4 <sup>th</sup> -grade reading (81.8%) 4 <sup>th</sup> -grade mathematics (64.9%)
Cuyahoga	Arthur Road Elementary School	Solon City	3 <sup>rd</sup> -grade reading (93.1%) 4 <sup>th</sup> -grade reading (100%) 4 <sup>th</sup> -grade mathematics (97.8%)
Franklin	Central College Elementary	Westerville City	3 <sup>rd</sup> -grade reading (100%) 4 <sup>th</sup> -grade reading (96.0%) 4 <sup>th</sup> -grade mathematics (80.0%)
Fulton	Pettisville High School	Pettisville Local	10 <sup>th</sup> -grade reading (97.4%) 10 <sup>th</sup> -grade mathematics (100%)
Hamilton	Mariemont High School	Mariemont City	10 <sup>th</sup> -grade reading (99.1%) 10 <sup>th</sup> -grade mathematics (94.6%)
Hamilton	Central Community Elementary School*	Reading Community City	3 <sup>rd</sup> -grade reading (93.8%) 4 <sup>th</sup> -grade reading (88.6%) 4 <sup>th</sup> -grade mathematics (86.4%) 6 <sup>th</sup> -grade reading (97.7%) 6 <sup>th</sup> -grade mathematics (93.0%)
Jefferson	Garfield Elementary School*	Steubenville City	3 <sup>rd</sup> -grade reading (95.5%) 4 <sup>th</sup> -grade reading (62.5%) 4 <sup>th</sup> -grade mathematics (79.2%)
Lake	Kirtland High	Kirtland Local	10 <sup>th</sup> -grade reading (98.8%) 10 <sup>th</sup> -grade mathematics (95.3%)
Licking	Granville High School	Granville Exempted Village	10 <sup>th</sup> -grade reading (99.4%) 10 <sup>th</sup> -grade mathematics (96.8%)
Putnam	Columbus Grove High School	Columbus Grove Local	10 <sup>th</sup> -grade reading (97.5%) 10 <sup>th</sup> -grade mathematics (91.1%)
Putnam	Miller City High School	Miller City – New Cleveland Local	10 <sup>th</sup> -grade reading (100%) 10 <sup>th</sup> -grade mathematics (100%)
Seneca	Washington Elementary*	Tiffin City	3 <sup>rd</sup> -grade reading (94.4%) 4 <sup>th</sup> -grade reading (73.2%) 4 <sup>th</sup> -grade mathematics (68.3%)
Stark	Genoa Elementary*	Perry Local	3 <sup>rd</sup> -grade reading (80.3%) 4 <sup>th</sup> -grade reading (96.5%) 4 <sup>th</sup> -grade mathematics (86.0%)

\* These schools have poverty rates of 40 percent or above.

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### Private Schools

The U.S. Department of Education sends a letter of invitation to the Council for American Private Education (CAPE) requesting that CAPE nominate private schools for the No Child Left Behind-Blue Ribbon Schools Program. The Ohio Department of Education is not involved in selecting private schools for this award.

### Selection Criteria for Private High-Performing Schools

1. The school has not received the 2003 or 2004 No Child Left Behind-Blue Ribbon Schools Award.
2. The school has been in existence for five full years, that is, from at least September 1999.
3. The school has at least three years of assessment data.
4. The school scored in the top 10 percent of all schools in the nation in reading (language arts or English) and mathematics, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test. If a private school administers state tests and nationally normed tests, the school must be in the top 10 percent in both.

OR

### Selection Criteria for Private High-Performing, High-Poverty Schools

1. The school has not received the 2003 or 2004 No Child Left Behind-Blue Ribbon Schools Award.
2. The school has been in existence for five full years, that is, from at least September 1999.
3. The school has at least three years of assessment data.
4. At least 40 percent of the students in the school who are from disadvantaged backgrounds 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.
5. 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 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

"High levels" is defined as a student achievement at or above the 60<sup>th</sup> percentile of schools on assessments referenced against national norms at a particular grade, or at or above the 60<sup>th</sup> percentile of schools on state tests. If a private school administers state tests and nationally normed tests, the school must be at or above the 60<sup>th</sup> percentile in both.

### 2005 Private School Awardees

County	School	District
Cuyahoga	SS. Cyril & Methodus Catholic School	Lakewood City SD
Hamilton	Nativity School	Cincinnati City SD