Education

## 2006 No Child Left Behind-Blue Ribbon Awardees

The No Child Left Behind-Blue Ribbon Schools Program (NCLB-BRS) 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.

## Selection criteria for High-Performing Schools

1. The school has not received the 2003, 2004 or 2005 No Child Left Behind- Blue Ribbon Schools Award.
2. The school has not been in school improvement status within the last two years, namely 2004-2005 and 2003-2004.
3. The school has not been identified by the state as "persistently dangerous" within the last two years, namely 2004-2005 and 2003-2004.
4. The school has been in existence for five full years, that is, from at least September 2000.
5. The school has at least three years of assessment data.
6. The school has met AYP based on 2004-2005 data.
7. If the school includes a high school graduating class, the school met the state standard graduation rate criterion of 90 percent for the 2004-2005 Local Report Card based on the 2003-2004 school year and 2004 summer school data.
8. The school must not have selective student admission.
9. The school has at least an average of 20 students per grade level during the 2004-2005 school year.
10. The school met or exceeded the following percent proficient levels on state assessments for students and subgroups of students in each of its tested grades:

| Proficient Levels for High-Performing Schools |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Assessment | School Year | Student Group | Subject | Percent Proficient Level |
| $\begin{aligned} & 3^{\text {rd }} \text {-Grade } \\ & \text { Achievement } \end{aligned}$ | $\begin{aligned} & 2004- \\ & 2005 \end{aligned}$ | All Students | Reading | 94.1176\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 90.4762\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Reading | 75\% (State Standard) |
|  |  |  | Mathematics | 75\% (State Standard) |
|  | $\begin{aligned} & 2003- \\ & 2004 \end{aligned}$ | All Students | Reading | 93.7500\% (90 ${ }^{\text {th }}$ Percentile) |
| $\begin{aligned} & \hline 4^{\text {th }} \text {-Grade } \\ & \text { Proficiency / } \\ & \text { Achievement } \end{aligned}$ | $\begin{aligned} & 2004- \\ & 2005 \end{aligned}$ | All Students | Reading | 93.3088\% ( $90^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 86.3636\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Reading | 75\% (State Standard) |
|  |  |  | Mathematics | 75\% (State Standard) |
|  | $\begin{aligned} & \hline 2003- \\ & 2004 \\ & \hline \end{aligned}$ | All Students | Reading | 89.2857\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 87.3102\% ( $90^{\text {th }}$ Percentile) |
| $5^{\text {th }}$-Grade Achievement | $\begin{aligned} & 2004- \\ & 2005 \end{aligned}$ | All Students | Reading | 92.7819\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 | Reading | 75\% (State Standard) |


| Proficient Levels for High-Performing Schools |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Assessment | School Year | Student Group | Subject | Percent Proficient Level |
|  |  | students) |  |  |
| $6^{\text {th }}$ Grade Proficiency / Achievement | $\begin{array}{\|l\|} \hline 2004- \\ 2005 \end{array}$ | All Students | Reading | 88.7879\% ( $90^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 85.4689\% ( $90^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Reading | 75\% (State Standard) |
|  |  |  | Mathematics | 75\% (State Standard) |
|  | $\begin{aligned} & 2003- \\ & 2004 \\ & \hline \end{aligned}$ | All Students | Reading | 84.2105\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 87.7737\% ( $90^{\text {th }}$ Percentile) |
| $7^{\text {th }}$-Grade Achievement | $\begin{aligned} & 2004- \\ & 2005 \end{aligned}$ | All Students | Mathematics | 81.5560\% ( $90^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Mathematics | 75\% (State Standard) |
| $8^{\text {th }}$-Grade Achievement | $\begin{aligned} & \hline 2004- \\ & 2005 \end{aligned}$ | All Students | Reading | 92.8022\% ( $90^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 83.2913\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Reading | 75\% (State Standard) |
|  |  |  | Mathematics | 75\% (State Standard) |
| $\begin{aligned} & 10^{\text {th }} \text {-Grade } \\ & \text { OGT } \end{aligned}$ | $\begin{aligned} & 2004- \\ & 2005 \end{aligned}$ | All Students | Reading | 98.4753\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 94.5098\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  | Each Racial/Ethnic and Economically Disadvantaged Subgroup (>=5 students) | Reading | 75\% (State Standard) |
|  |  |  | Mathematics | 75\% (State Standard) |
|  | $\begin{aligned} & \hline 2003- \\ & 2004 \\ & \hline \end{aligned}$ | All Students | Reading | 93.7667\% (90 ${ }^{\text {th }}$ Percentile) |
|  |  |  | Mathematics | 89.5365\% ( $90^{\text {th }}$ Percentile) |

## OR

## Selection Criteria for High Poverty, High-Performing Schools with Dramatic I mprovement

1. The school has not received the 2003, 2004 or 2005 No Child Left Behind-Blue Ribbon Schools Award.
2. The school has not been in school improvement status within the last two years, namely 20042005 and 2003-2004.
3. The school has not been identified by the state as "persistently dangerous" within the last two years, namely 2004-2005 and 2003-2004.
4. The school has been in existence for five full years, that is, from at least September 2000.
5. The school has at least three years of assessment data.
6. The school has met AYP based on 2004-2005 data.
7. If the school includes a high school graduating class, the school met the state standard graduation rate criterion of 73.6 percent for the 2004-2005 Local Report Card based on the 2003-2004 school year and 2004 summer school data.
8. The school must not have selective student admission to the school.
9. At least 40 percent of the students in the school met low-income criteria based on 2004-2005 data from the Education Management Information System (EMIS).
10. The school met or exceeded the following percent proficient levels on state assessments in reading and mathematics for all students in each of its tested grades:

| Proficient Levels for High Poverty, High-Performing Schools with Dramatic |  |
| :--- | :--- | :--- |
| I mprovement |  |

11. At least 75 percent of the students in the major racial and ethnic groups (those with at least five students) in the school passed the Ohio Proficiency, Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
a. At least 60 percent of the students in the major racial and ethnic groups (with five or more test-takers) in each of the tested grade levels (3, 4, 5, 6, 7, 8, 10) in the school passed the 2004-2005 Ohio Proficiency, Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
12. At least 75 percent of the students who met low-income criteria in the school passed the Ohio Proficiency, Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
a. At least 60 percent of the students who met low-income criteria (if there were at least five test-takers meeting low-income criteria) in each of the tested grade levels (3, 4, 5, 6, 7, 8, 10) in the school passed the 2004-2005 Ohio Proficiency, Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
13. At least 65 percent of the students in third-, fourth- and sixth-grades passed 2003-2004 Ohio Proficiency and/or Ohio Achievement tests in reading and mathematics. At least 75 percent of students in tenth-grade passed the 2003-2004 Ohio Graduation Tests in reading and mathematics.
14. The school's annual average growth in percent proficient levels over the last three school years meets or exceeds 2.5 percent in both reading and mathematics for all students, for economically disadvantaged students, and for each racial/ethnic subgroups with at least five tested students. The last three school years include 2002-2003, 2003-2004 and 2004-2005.

2006 Awardees

| I RN | School | District | County | Proficient Levels for 2004-2005 |
| :---: | :---: | :---: | :---: | :---: |
| 001644 | Barrington Road Elementary | Upper Arlington City | Franklin | $\begin{aligned} & 3^{\text {rd }} \text {-grade reading (97.0\%) } \\ & 3^{\text {rd }} \text {-grade mathematics ( } 97.0 \% \text { ) } \\ & 4^{4 \text { th }} \text {-grade reading }(94.1 \%) \\ & 4^{4 \text { th }} \text {-grade mathematics }(95.1 \%) \\ & \left.5^{\text {th }} \text {-grade reading ( } 93.6 \%\right) \end{aligned}$ |
| 008623 | Dorothy E. Lewis Elementary | Solon City | Cuyahoga | $\begin{aligned} & 3^{\text {rd }} \text {-grade reading (98.8\%) } \\ & 3^{\text {rd }} \text {-grade mathematics ( } 97.7 \% \text { ) } \\ & 4^{4 \text { th }} \text {-grade reading }(97.1 \%) \\ & 4^{4 \text { n }} \text {-grade mathematics }(95.1 \%) \end{aligned}$ |
| 010504 | Emerson Elementary | Westerville City | Franklin | $\begin{aligned} & 3^{\text {rd }} \text {-grade reading (97.8\%) } \\ & 3^{\text {rd }} \text {-grade mathematics (97.8\%) } \\ & 4^{4^{\text {th }} \text {-grade reading }(97.7 \%)} \\ & 4^{\text {th }} \text {-grade mathematics }(88.6 \%) \\ & \left.5^{\text {th }} \text {-grade reading ( } 94.1 \%\right) \end{aligned}$ |
| 010868 | Evening Street Elementary | Worthington City | Franklin | $3^{\text {rd }}$-grade reading (96.8\%) $3^{\text {rd }}$-grade mathematics (96.8\%) $4^{\text {th }}$-grade reading ( $95.2 \%$ ) $4^{\text {th }}$-grade mathematics (93.4\%) $5^{\text {th }}-$ grade reading (96.2\%) $6^{\text {th }}-$ grade reading (95.3\%) $6^{\text {th }}-$ grade mathematics (95.3\%) |
| 012674 | Fort Recovery High | Fort Recovery Local | Mercer | $10^{\text {th }}$-grade reading ( $98.8 \%$ ) <br> $10^{\text {th }}$-grade mathematics (98.8\%) |
| 038430 | Hilltop Elementary | Canfield Local | Mahoning | $\begin{aligned} & 3^{\text {rd }}-\text { grade reading }(97.3 \%) \\ & 3^{\text {rd }}-\text { grade mathematics }(91.9 \%) \\ & 4^{\text {th }} \text {-grade reading }(98.1 \%) \\ & 4^{\text {th }}-\text { grade mathematics }(96.1 \%) \end{aligned}$ |
| 020131 | Leipsic Elementary * | Leipsic Local | Putnam | $3^{\text {rd }}$-grade reading ( $100 \%$ ) $3^{\text {rd }}$-grade mathematics (97.0\%) $4^{\text {th }}$-grade reading ( $100 \%$ ) $4^{\text {th }}$-grade mathematics ( $97.1 \%$ ) $5^{\text {th }}$ grade reading ( $97.8 \%$ ) $6^{\text {th }}$ grade reading ( $97.7 \%$ ) $6^{\text {th }}-$ grade mathematics (97.7\%) |
| 021345 | Longfellow Elementary | Westerville City | Franklin | $\begin{aligned} & 3^{\text {rd }} \text {-grade reading ( } 100 \% \text { ) } \\ & 3^{\text {rd }} \text {-grade mathematics ( } 100 \% \text { ) } \\ & 4^{\text {th }} \text {-grade reading ( } 100 \% \text { ) } \\ & 4^{\text {th }} \text {-grade mathematics ( } 100 \% \text { ) } \\ & 5^{\text {th }} \text {-grade reading ( } 95.5 \% \text { ) } \\ & \hline \end{aligned}$ |
| 032433 | Roosevelt Elementary * | Steubenville City | J efferson | $\begin{aligned} & 3^{\text {rd }} \text {-grade reading (100\%) } \\ & 3^{\text {rd }} \text {-grade mathematics ( } 84.6 \% \text { ) } \\ & 4^{4^{\text {th }} \text {-grade reading }(100 \%)} \\ & 4^{4^{\text {th }}} \text {-grade mathematics }(100 \%) \\ & 5^{\text {th }} \text {-grade reading }(92.6 \%) \end{aligned}$ |
| 036301 | Struthers High * | Struthers City | Mahoning | $10^{\text {th }}$-grade reading (97.4\%) <br> $10^{\text {th }}$-grade mathematics (90.4\%) |
| 037473 | Trenton Avenue Elementary | Claymont City | Tuscarawas | $\begin{aligned} & 3^{\text {rd }}-\text { grade reading }(85.2 \%) \\ & 3^{\text {rd }} \text {-grade mathematics }(81.5 \%) \\ & 4^{\text {th }} \text {-grade reading }(91.1 \%) \\ & 4^{\text {th }}-\text { grade mathematics }(78.6 \%) \end{aligned}$ |

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

2006 Private School Awardees

| County | School | Located In (District) |
| :--- | :--- | :--- |
| Cuyahoga | St. Rita School | Solon City |
| Hamilton | St. Mary | Cincinnati City |
| Summit | Old Trail School | Revere Local |

