

## 2007 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 the 2007 High-Performing Blue Ribbon Schools

1. The school has not received the 2003, 2004, 2005, or 2006 *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 2005-2006.
3. The school has not been identified by the state as “persistently dangerous” within the last two years, namely 2004-2005 and 2005-2006.
4. The school has been in existence for five full years, that is, from at least September 2001.
5. The school has at least three years of assessment data.
6. The school has met AYP in 2005-2006 and 2006-2007.
7. If the school includes a high school graduating class, the school met the state standard graduation rate criterion of 90 percent for the 2005-2006 Local Report Card based on the 2004-2005 school year and 2005 summer school data.
8. The school must not have selective student admission to the school.
9. The school has at least an average of 20 students per grade level during the 2005-2006 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 their tested grades:

Proficient Levels for High-Performing Schools				
Assessment	School Year	Student Group	Subject	Percent Proficient Level
3 <sup>rd</sup> Grade Achievement	2005-2006	All Students	Reading	92.6829% (90 <sup>th</sup> Percentile)
			Math	92.1569% (90 <sup>th</sup> Percentile)
		Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)
			Math	75% (State Standard)
	2004-2005	All Students	Reading	94.1176% (90 <sup>th</sup> Percentile)
			Math	90.4762% (90 <sup>th</sup> Percentile)
4 <sup>th</sup> Grade Proficiency / Achievement	2005-2006	All Students	Reading	93.1034% (90 <sup>th</sup> Percentile)
			Math	94.7368% (90 <sup>th</sup> Percentile)
		Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)
			Math	75% (State Standard)

Proficient Levels for High-Performing Schools (cont.)				
Assessment	School Year	Student Group	Subject	Percent Proficient Level
4 <sup>th</sup> Grade Proficiency / Achievement	2004-2005	All Students	Reading	93.3088% (90 <sup>th</sup> Percentile)
			Math	86.3636% (90 <sup>th</sup> Percentile)
5 <sup>th</sup> Grade Achievement	2005-2006	All Students	Reading	92.3077% (90 <sup>th</sup> Percentile)
			Math	86.1017% (90 <sup>th</sup> Percentile)
	Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)	
		Math	75% (State Standard)	
2004-2005	All Students	Reading	92.7819% (90 <sup>th</sup> Percentile)	
6 <sup>th</sup> Grade Proficiency / Achievement	2005-2006	All Students	Reading	96.3636% (90 <sup>th</sup> Percentile)
			Math	88.9908% (90 <sup>th</sup> Percentile)
	Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)	
		Math	75% (State Standard)	
2004-2005	All Students	Reading	88.7879% (90 <sup>th</sup> Percentile)	
			Math	85.4689% (90 <sup>th</sup> Percentile)
	7 <sup>th</sup> Grade Achievement	2005-2006	All Students	Reading
Math				84.0237% (90 <sup>th</sup> Percentile)
Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)		Reading	75% (State Standard)	
		Math	75% (State Standard)	
2004-2005	All Students	Math	81.5560% (90 <sup>th</sup> Percentile)	
8 <sup>th</sup> Grade Achievement	2005-2006	All Students	Reading	91.8841% (90 <sup>th</sup> Percentile)
			Math	87.7095% (90 <sup>th</sup> Percentile)
	Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)	
		Math	75% (State Standard)	
2004-2005	All Students	Reading	92.8022% (90 <sup>th</sup> Percentile)	
			Math	83.2913% (90 <sup>th</sup> Percentile)

Proficient Levels for High-Performing Schools (cont.)				
Assessment	School Year	Student Group	Subject	Percent Proficient Level
10 <sup>th</sup> Grade OGT	2005-2006	All Students	Reading	98.1481% (90 <sup>th</sup> Percentile)
			Math	95.3488% (90 <sup>th</sup> Percentile)
		Each Racial/Ethnic & Econ. Disadvantaged Subgroup (>=5 students)	Reading	75% (State Standard)
			Math	75% (State Standard)
	2004-2005	All Students	Reading	98.4753% (90 <sup>th</sup> Percentile)
			Math	94.5098% (90 <sup>th</sup> Percentile)

OR

**Selection criteria for the 2007 High Poverty, High Performing with Dramatic Improvement Blue Ribbon Schools**

1. The school has not received the 2003, 2004, 2005, or 2006 *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 2005-2006.
3. The school has not been identified by the state as “persistently dangerous” within the last two years, namely 2004-2005 and 2005-2006.
4. The school has been in existence for five full years, that is, from at least September, 2001.
5. The school has at least three years of assessment data.
6. The school has met AYP in 2005-2006 and 2006-2007.
7. If the school includes a high school graduating class, the school met the state standard graduation rate criterion of 90% for the 2005-2006 Local Report Card based on the 2004-2005 school year and 2005 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 2005-2006 data from the Education Management Information System.
10. The school’s growth in student performance, as measured by the performance index score, over the three most recent academic years met or exceeded 3.5 percent for all students, for every racial/ethnic demographic group of students and for the economically disadvantaged group. The three most recent school years include 2003-2004, 2004-2005, and 2005-2006.
11. The school met or exceeded the following percent proficient levels on state assessments in reading and mathematics for all students in each of their tested grades:

Proficient Levels for High Poverty, High-Performing Schools with Dramatic Improvement		
Statewide Assessment for the 2005-2006 School Year	Subject	Percent Proficient Level 60 <sup>th</sup> Percentile or the 75% State Standard, Whichever is Higher
3 <sup>rd</sup> Grade Achievement	Reading	82.3529% (60 <sup>th</sup> Percentile)
	Mathematics	81.5789% (60 <sup>th</sup> Percentile)
4 <sup>th</sup> Grade Achievement	Reading	82.4324% (60 <sup>th</sup> Percentile)
	Mathematics	83.6846% (State Standard)
5 <sup>th</sup> Grade Achievement	Reading	80.7692% (60 <sup>th</sup> Percentile)
	Mathematics	75.0000% (State Standard)
6 <sup>th</sup> Grade Achievement	Reading	89.2857% (60 <sup>th</sup> Percentile)
	Mathematics	75.0000% (State Standard)
7 <sup>th</sup> Grade Achievement	Reading	84.2101% (60 <sup>th</sup> Percentile)
	Mathematics	75.0000% (State Standard)
8 <sup>th</sup> Grade Achievement	Reading	82.4427% (60 <sup>th</sup> Percentile)
	Mathematics	75.0000% (State Standard)
10 <sup>th</sup> Grade Ohio Graduation Test	Reading	93.4524% (60 <sup>th</sup> Percentile)
	Mathematics	87.9535% (60 <sup>th</sup> Percentile)

12. 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 Achievement and/or Ohio Graduation Tests in reading and mathematics.
  - a. At least 65 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) in the school passed the 2005-2006 Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
13. At least 75 percent of the students who met low-income criteria in the school passed the Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
  - a. At least 65 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) in the school passed the 2005-2006 Ohio Achievement and/or Ohio Graduation Tests in reading and mathematics.
14. At least 65 percent of the students in third, fourth and sixth grades passed 2004-2005 Ohio Proficiency and/or Ohio Achievement tests in reading and mathematics. At least 75 percent of students in tenth grade passed the 2004-2005 Ohio Graduation Tests in reading and mathematics.

2007 Public School Awardees

IRN	School	District	County	Proficient Levels for 2005-2006
000141	Addaville Elementary *	Gallia County Local	Gallia	3 <sup>rd</sup> –grade reading (88.6%) 3 <sup>rd</sup> –grade mathematics (91.4%) 4 <sup>th</sup> –grade reading (94.3%) 4 <sup>th</sup> –grade mathematics (91.4%)
001297	Aurora High	Aurora City	Portage	10 <sup>th</sup> –grade reading (99.5%) 10 <sup>th</sup> –grade mathematics (98.6%)
004317	Burlington Elementary *	South Point Local	Lawrence	3 <sup>rd</sup> –grade reading (97.4%) 3 <sup>rd</sup> –grade mathematics (89.5%) 4 <sup>th</sup> –grade reading (93.2%) 4 <sup>th</sup> –grade mathematics (93.2%) 5 <sup>th</sup> –grade reading (93.9%) 5 <sup>th</sup> –grade mathematics (81.8%)
008003	Dalton High	Dalton Local	Wayne	10 <sup>th</sup> –grade reading (100%) 10 <sup>th</sup> –grade mathematics (97.6%)
009688	Eastport Avenue Elementary *	Claymont City	Tuscarawas	3 <sup>rd</sup> –grade reading (89.5%) 3 <sup>rd</sup> –grade mathematics (92.1%) 4 <sup>th</sup> –grade reading (87.9%) 4 <sup>th</sup> –grade mathematics (92.4%)
010306	Elm Avenue Elementary	Wyoming City	Hamilton	3 <sup>rd</sup> –grade reading (100%) 3 <sup>rd</sup> –grade mathematics (97.8%) 4 <sup>th</sup> –grade reading (97.7%) 4 <sup>th</sup> –grade mathematics (97.7%)
014100	Grandview Heights High	Grandview Heights City	Franklin	10 <sup>th</sup> –grade reading (100%) 10 <sup>th</sup> –grade mathematics (97.0%)
016402	Hilltop Elementary	Wyoming City	Hamilton	3 <sup>rd</sup> –grade reading (100%) 3 <sup>rd</sup> –grade mathematics (100%) 4 <sup>th</sup> –grade reading (100%) 4 <sup>th</sup> –grade mathematics (100%)
017301	Indian Hill High	Indian Hill Exempted Village	Hamilton	10 <sup>th</sup> –grade reading (99.5%) 10 <sup>th</sup> –grade mathematics (98.3%)
021311	Longcoy Elementary *	Kent City	Portage	3 <sup>rd</sup> –grade reading (87.3%) 3 <sup>rd</sup> –grade mathematics (84.1%) 4 <sup>th</sup> –grade reading (90.0%) 4 <sup>th</sup> –grade mathematics (97.5%) 5 <sup>th</sup> –grade reading (96.7%) 5 <sup>th</sup> –grade mathematics (90.3%)
028373	Oakwood High	Oakwood City	Montgomery	10 <sup>th</sup> –grade reading (100%) 10 <sup>th</sup> –grade mathematics (99.3%)
113878	Parkside Elementary	Solon City	Cuyahoga	3 <sup>rd</sup> –grade reading (95.8%) 3 <sup>rd</sup> –grade mathematics (94.8%) 4 <sup>th</sup> –grade reading (97.8%) 4 <sup>th</sup> –grade mathematics (97.8%)
029249	Parkview Elementary *	Wooster City	Wayne	3 <sup>rd</sup> –grade reading (87.8%) 3 <sup>rd</sup> –grade mathematics (87.8%) 4 <sup>th</sup> –grade reading (91.7%) 4 <sup>th</sup> –grade mathematics (88.9%) 5 <sup>th</sup> –grade reading (90.2%) 5 <sup>th</sup> –grade mathematics (85.4%) 6 <sup>th</sup> –grade reading (100%) 6 <sup>th</sup> –grade mathematics (93.5%)

IRN	School	District	County	Proficient Levels for 2005-2006
010298	Western Reserve- Ellsworth Elementary	Western Reserve Local	Mahoning	3 <sup>rd</sup> –grade reading (96.2%) 3 <sup>rd</sup> –grade mathematics (96.2%) 4 <sup>th</sup> –grade reading (95.7%) 4 <sup>th</sup> –grade mathematics (97.9%)

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

**2007 Private School Awardees**

County	School	Located In (District)
Cuyahoga	St. Michael School	Independence Local
Hamilton	Guardian Angels Elementary	Cincinnati City
Hamilton	Our Lady of the Visitation	Oak Hills Local
Hamilton	Saint James School – White Oak	Wyoming City