

REVISED 04/14/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Dr. Lisa Landrum
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Coosa Middle School
(As it should appear in the official records)

School Mailing Address 212 Eagle Drive N.W.
(If address is P.O. Box, also include street address)

Rome GA 30165-9246
City State Zip Code+4 (9 digits total)

County Floyd School Code Number* 0103

Telephone (706) 236-1856 Fax (706) 802-6766

Website/URL www.floydboe.net (link to school site) E-mail llandrum@floydboe.net

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 03/01/2005

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

District Name Floyd County Schools Tel. (706) 234-1031

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 Mr. George Bevels
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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:

11	Elementary schools
4	Middle schools
0	Junior high schools
4	High schools
2	Other
<hr style="border: none; border-top: 1px solid black;"/>	
21	TOTAL

2. District Per Pupil Expenditure: \$7,157.68 per FTE total Expenditure
 Average State Per Pupil Expenditure: \$7,261.37 per FTE total 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. 4 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	88	102	190
K					8	96	110	206
1					9			
2					10			
3					11			
4					12			
5					Other			
6	95	81	176					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								572

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|-----------------------------------|
| | 84 % White |
| | 6 % Black or African American |
| | 8 % Hispanic or Latino |
| | 1% Asian/Pacific Islander |
| | 1% American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 24 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	72
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	72
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	144
(4)	Total number of students in the school as of October 1	593
(5)	Subtotal in row (3) divided by total in row (4)	0.24
(6)	Amount in row (5) multiplied by 100	24.28

8. Limited English Proficient students in the school: 2 %
11 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: *Spanish*

9. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 306

If this method does not produce an 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.

PART III - SUMMARY

The unifying mission of Coosa Middle School is to make a difference in our community and ultimately in our world by educating literate and responsible citizens. We believe that all children can learn, and every child is a valued individual with unique physical, social, emotional, and intellectual needs. High expectations are set and striven for by all who enter our doors.

The current Coosa Middle School facility was completed and occupied in 2002. The facility includes the main school building, a gymnasium, a softball field, a football/soccer field, a field house, several storage and outbuildings, the Classroom in the Wild, and the surrounding grounds.

The curriculum that we provide for our students is rigorous, challenging, innovative, and exploratory. Teaching techniques focus on research-based best practices that enhance and accommodate the diverse skills, abilities, and knowledge of young adolescents. We offer a wide variety of activities, services and courses that are geared toward our students and toward a unique community with a broad spectrum of needs and abilities.

Reading, language arts, mathematics, science and social studies make-up the core curriculum at each grade-level. Beyond the regular classroom curriculum, CMS offers Spanish, algebra, and geometry for high school elective credit; several Distance Learning classes; and an array of "gifted"/advanced academic courses at all grade levels.

The Phoenix Team provides students who find everyday schoolwork to be more of a challenge with specialized grade-level instruction, remediation and acceleration on a daily basis. CMS also provides complete and comprehensive Special Education services through inclusion and small pull-out classes. In addition, two self-contained Special Education Programs for the System are housed at Coosa Middle School: Moderate to Severe Handicapped students and Mild to Moderate Emotionally and Behaviorally Impaired.

Struggling students are also assisted through their Student Support Teams (SST/504). Qualifying non-English proficient students receive ESOL services. *Communities In Schools* (CIS) provides encouragement and leadership opportunities through CIS exploratory classes for selected eighth graders, who are classified as "at risk." Positive behavior and good character are both encouraged and rewarded school-wide through our S.O.A.R. Incentive Program. Implementation of S.O.A.R. in 2004-2005 has also resulted in significantly lower discipline referrals throughout the school year.

Our entire system is on a 180 day Modified Calendar. We are able to provide "Intersession Days" during an extended break, three times per year, and an abbreviated Summer School opportunity. Intersession is offered to students who have poor grades for a nine-week grading period, have been retained previously, have not scored on or above grade-level on the CRCT, and/or have serious attendance problems. During these breaks, fun and challenging enrichment opportunities are also provided for interested students who already experience academic success.

A complete set of rotating Connections courses (physical education, health, computers, technology, home economics, art, band, chorus, and Spanish) is offered for CMS students. Also, the middle school's extracurricular athletic program provides students with the opportunity to participate in an array of competitive sports: football, boys' and girls' basketball, cheerleading, boys' and girls' tennis, boys' and girls' cross country and boys' and girls' track. The Student Council, the New Eagles Welcoming Committee, the National and CMS Chapters of the Junior Beta Club, the Yearbook Committee, the Chess Team and the FCA are additional extracurricular opportunities offered for our students. In addition, soccer is provided for our community through our high school JV team and through a county-wide soccer league sponsored by the local YMCA.

A local source of interest and community pride is our Classroom in the Wild (CITW). It is an outdoor classroom in which students are provided enrichment activities based on the curriculum. Currently, the existing learning centers include a greenhouse, local one room schoolhouse/log cabin architectural artifacts, a confidence course and Native American structures. There are also a few other permanent structures under construction in the Classroom in the Wild: a Floyd County Fallen Soldier War Memorial Wall, a log cabin, a one room schoolhouse and an amphitheater.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Explanation of Test Scores:

Over the past 4 to 5 years, the scores of students at Coosa Middle School on the 2004 Georgia Criterion Referenced Competency Test (CRCT) have steadily risen to significantly exceed the standards set forth by the State of Georgia. As the title suggests, a “criterion referenced” test measures the level of individual student mastery of a specific set of criteria or standards. Student scores below 300 on the individual sections of the CRCT are below grade-level performance expectations. All students who score a 300 to 349 meet the expectations for mastery of grade-level standards. Those students who score 350 to 450 on the CRCT exceed the standards.

The CRCT includes the following subject areas at the middle school level: reading, mathematics, social studies, science, and language arts. Reading, language arts, and mathematics scores for “*All Students*” and individual subgroups (based on race, family economic levels, language spoken, and student disabilities) at each school are averaged and used to determine whether or not a school meets the State’s requirements for *Adequate Yearly Progress* (AYP). Further explanation of the standards, AYP, and the testing requirements in the State of Georgia can be found at the Department of Education’s website: <http://www.doe.k12.ga.us/index.asp>.

In 2003-2004, 92% of *All Students* at Coosa Middle School met or exceeded grade-level expectations for mastery of reading and language arts standards and of mathematics standards. There were two subgroups of students who scored significantly lower in reading and language arts than the scores of *All Students* and the other subgroups: Hispanics and Students with Disabilities (SWD). In mathematics, only the subgroup of Students with Disabilities scored significantly lower than *All Students* and the other subgroups.

However, the Hispanic subgroup still exceeded the State CRCT requirements to meet *Adequate Yearly Progress* standards, with 69% of that subgroup meeting or exceeding grade-level expectations in reading and language arts. Their scores are probably directly related to a language barrier. Most of our Hispanic students do “speak” English. However, as a group, they still have difficulty reading and writing in English.

With 74% on or above grade-level in reading/language arts and 62% in mathematics, the students with disabilities subgroup also exceeded State CRCT requirements for AYP. The most obvious reasons for the disparity in their scores are the individual disabilities of each of these students. Significant learning and behavioral disabilities inhibit student learning, the mastery of all required standards, and the individual performances of each of these students on the CRCT.

2. Use of Assessment Data:

Instructional improvement and the enhancement of student learning are data driven at Coosa Middle School. Data collected on the demographics of our student population and on the performance of our students is the foundation of all improvement efforts in our school.

Student performance data is used as a guide for promotion status. The CRCT, the ITBS and the CoGAT, which are administered in the elementary grades, aid in the placement of students entering the middle school as sixth graders. Based on grades, attendance, and scores on standardized tests, students are placed in gifted, advanced, remedial, or on-level classes. Also, patterns of testing results over a period of several years are used to develop and implement plans to improve instruction at all grade-levels and in all subject areas tested.

The results from the Middle Grades Writing Assessment (MGWA), administered to eighth graders in Georgia, are used to identify areas of strengths and weaknesses for individual students and in our language arts/writing instruction, in order to develop and implement a school-wide writing improvement plan, updated each year. For example, one area of weakness in the past has been the content and organization of an essay. As a result, essay writing has been incorporated into every area of the curriculum.

At each grade-level in all subject areas, at the beginning of each school year, teachers are required to examine all testing data and demographic data for their students. As a result of this examination, teachers then develop a specific plan for that school year to address the needs of their students, both as a group and individually.

3. Communication of student performance, including assessment data, to parents, students, and the community:

Communication with our stakeholders is a vital part of our school image and public relations plan. Our faculty communicates with our students and their parents individually, in specific focus groups, as a grade-level and as a school throughout the school year on various topics related to student performance and behavior issues. Progress reports and report cards are sent home at 4.5 week intervals. Teachers call parents and have conferences as a team regularly to discuss concerns about individual progress and/or behavior of students. Also, two half-days are set aside each semester for parent conferences on student progress.

We have invited parents in for several special interest sessions, such as “CRCT Night.” During this time, the importance of student performance on the CRCT is explained and discussed. Also, parents actually get to take a “mock portion” of the CRCT in a classroom setting, and their results are discussed. We also invite parents to the school to demonstrate preparation for testing. We held sessions this school year for parents in which use of the *CRCT Online* and *MySkillsTutor* web-sites was demonstrated and discussed.

In addition, before the CRCT, an administrator meets with each grade in order to discuss and explain their group and individual test results from the previous year and the importance of doing their best on the test each year. In various places in the school, we also display posters of previous years test results to show students our history of excellent performance as a school, what they have accomplished together.

In order to communicate our results with our community, testing information and Adequate Yearly Progress (AYP) results are published in the school newsletter and on the system web-site: www.floydboe.net. The local newspaper, *The Rome News Tribune*, also publishes and compares test results from all area schools each year. In addition, the State of Georgia releases “Report Cards” and AYP results for all public schools and all public school districts each year. Our community, our parents, and our students are well informed about individual and school-wide student performance each school year, as a result of the combined efforts of our CMS faculty, Floyd County Schools, and the State of Georgia.

4. Sharing our successes with other schools:

We are proud of our school, our students and their accomplishments, and we enjoy sharing our successes with other schools. Floyd County Middle School administrators meet together once each month during the school year. A portion of each of these meeting is set aside to share and discuss the successes and accomplishments occurring at each of the four schools. Also, our faculty members have opportunities to share successes with other teachers at system-wide vertical team meetings, once each month. In the past, several members of our faculty have been Presenters and shared our school’s successes at various local, district, state, and national educator and subject-area conventions.

Also, as a creative way to share our students’ knowledge with approximately 2,000 younger students each year, numerous area elementary schools are invited to our school’s *Classroom in the Wild* during the spring to “The Living Timeline.” Our eighth graders and their teachers host this daylong event. The purpose of the event is to showcase and share our eighth graders “senior” projects with other younger students and the public. These projects are a culmination of knowledge and skills learned by our students, primarily in Social Studies classes, from the sixth through the eighth grades at Coosa Middle School. All of the projects are based on moments and/or time periods in history and are chosen by the students themselves. This event is also publicized in the local newspaper. Therefore, the public is also invited to attend and to view the student demonstrations and projects. All visitors are also given tours of our school and the *Classroom in the Wild*. Tours include a brief history of Coosa Middle School and a summary of our most up-to-date successes.

PART V – CURRICULUM AND INSTRUCTION

1. The school's curriculum:

Coosa Middle School's curriculum is based on the current Quality Core Curriculum (QCC), developed by the Georgia State Department of Education. This curriculum has been in place throughout the State for several years. However, it is currently under revision. Portions of the revised state curriculum, the Georgia Performance Standards (GPS) will begin to be "phased-in" at the middle grades level during the 2005-2006 school year. The new GPS is based on research-based, high standards set forth in each subject area by the State Department of Education.

At CMS, students have five core subjects: language arts, reading, mathematics, social studies and science, for which they are responsible at each grade-level. The two other courses that students take during the school day are Connections courses that vary by grade-level and rotate each grading period.

The QCC embeds the objectives for our reading curriculum in the language arts curriculum standards. Therefore, to place a great deal of emphasis on both, we block the two courses together, reading and language arts, into one extended period of 100 minutes each day. Students earn a separate grade for both reading and language arts. The key concepts addressed by the language arts/reading curriculum are: listening/speaking, key reading skills, writing skills, reference-study skills, grammar and usage.

The mathematics curriculum at CMS is extremely rigorous and varied to meet the needs of students whose abilities range from one end of the spectrum to the other. All students at CMS receive 100 minutes of math instruction everyday. All math classes build upon previously learned knowledge and skills. Therefore, mastery of math standards in each class is necessary for students to advance to the next level course as they progress through school.

The social studies curriculum is also challenging. Students in the sixth and seventh grades take world geography and history. In the sixth grade, students concentrate on the Americas, Europe and Oceania. Seventh graders study Africa, Asia, and the Middle East. As a culminating activity for each unit, students research, prepare and enjoy together samples of ethnic cuisine from specific cultures of study. Students' eighth grade year in social studies focuses on Georgia and United States history. As a "senior" project, eighth graders are required to choose and develop any social concept, time period, or a specific event in history into a project to be demonstrated and/or showcased for younger elementary students. This demonstration takes place during "The Living Timeline" each school year, in the spring.

The science curriculum is divided by grade-level: sixth grade-physical science, seventh grade-life science, and eighth grade-earth science. Student learning at each grade level focuses on the method of inquiry, vocabulary, reference and research skills, and lab safety. Hands-on, kinesthetic "lab" activities provide the support necessary for students to connect scientific knowledge with their own real world experiences. Required participation at all grade-levels in the CMS Science Fair allows students to more deeply explore their own scientific areas of interest.

Through our Connections program, students are exposed to a variety of experiences in the following areas of study: technology, computers, music appreciation, chorus, art, band, physical education, health, and Spanish. Through these courses students make vital "connections" to their courses of study in the core subject-area classes. For example, the art curriculum makes that vital "connection" to the social studies curriculum by concentrating on the specific art history and techniques used by the peoples of each continent, country, and culture studied at each grade-level. A student who studies about the Aboriginal inhabitants of Australia in social studies will also study and create "Aboriginal" art in art classes.

Currently, seventh and eighth grade students may choose to take Spanish I during one of their Connections periods. This allows the students to continue to take a full course load of both language arts and reading, while also completing a foreign language. We serve a larger number of students in Spanish in the system through the addition of our Distance Learning Lab in 2004-2005. Students who successfully complete Spanish I may obtain high school credit and continue on into Spanish II as a ninth grader in high school. Foreign language offerings at Coosa Middle School will be expanded in 2005-2006 to include French and German through Distance Learning.

2b. (Secondary Schools) English Language Curriculum:

The CMS language arts/reading curriculum is based on the belief that appropriate, adequate skills and knowledge in language arts and reading are essential components that lead to the ultimate success of every student. Our CMS Writing Plan enhances writing skills by requiring our students to write in a different subject area class each month. This allows students to experience a variety of writing opportunities, including narrative, descriptive, expository, and persuasive essays. Publication of student work is highlighted through the school literary magazine, through participation in oratorical, poetry and prose contests, or through *Young Romans*, a student-written section of the *Rome News Tribune* (our local newspaper).

A literature-based reading component founded in current research and introducing students to numerous authors, literary themes, and multicultural prose and poetry is a major part of the CMS curriculum. The reading portion of each 100 minute block is devoted to the development of skills and the comprehension necessary for students to become competent, grade-level or higher readers, as shown by student performance on the CRCT. The *Reading Renaissance Program* and *Accelerated Reader* software is successfully used throughout the school to enhance reading skills and to encourage a love of reading. The Phoenix Team Language Arts/Reading classes assist students, who have deficits in their reading/language arts skills and/or knowledge, to close the gap between their actual level of reading and their target level of on-level proficiency.

Recently, a parent-student book club was started by two teachers on the eighth grade level.

The book club has grown to over 100 students and parents who signed up to read books together. Our local professional sports teams, the *Rome Braves* (baseball) and the *Rome Renegades* (arena football) support CMS by providing incentives for our book club members. Coosa Middle is truly working to build a community of readers!

3. Curriculum Area of Choice:

In order to lead a successful and productive life, other than Language Arts/Reading, the second most significant curriculum area in which students must become literate is Mathematics. Excellent math skills and good thinking and reasoning skills are essential for citizens to be prepared for the world of work and society. Students begin developing these skills in preschool and the skills grow in complexity through high school and beyond. Therefore, our faculty places a high emphasis on our mathematics curriculum and on student acquisition of necessary skills and knowledge in math.

We go beyond national and state requirements set forth by *No Child Left Behind* and *Adequate Yearly Progress* to ensure that *all* of our students have the opportunity to develop and accelerate their own math skills by requiring 100 minutes of math instruction on a daily basis. Students who have a personal interest or talent in math are encouraged to participate in “Math Team,” which involves students in math competitions with other middle school students in our system.

There are regular on-level math classes available for our sixth and seventh graders and pre-algebra for eighth graders. Other than the required on-level math courses at each grade level, we have classes that have been developed in order to meet the varying needs and abilities of our wide range of learners here at Coosa Middle School.

Our “Phoenix” level math classes provide a smaller pupil-teacher ratio as we seek to reach the needs of our struggling learners and bring their math skills and knowledge up to grade-level expectations. After the test scores of our Phoenix level students improved dramatically, Floyd County adopted our Phoenix program at the other three middle schools. Also, our Math inclusion classes allow Special Education students to be served in the regular math classroom.

At the other end of the learning spectrum, enrichment, gifted and accelerated classes are offered in mathematics (i.e. some pre-algebra classes, Algebra I and geometry), at all three grade levels, to challenge our more skillful and knowledgeable students. In our system, these students are eligible to obtain high school credit for two of our accelerated math courses, if they pass the End of Course Test (EOCT). In 2004, all Algebra I and geometry students at CMS passed the State required high school-level EOCT. That is an outstanding performance by middle school students!

4. Instructional methods used to improve student learning:

Teachers at Coosa Middle School use the best instructional practices identified by research based on the *Learning Focused Schools* data and instructional models. We believe students learn in a variety of modalities (verbal, auditory, tactile, kinesthetic, and visual) across the variety of subjects taught at the middle school level. Therefore, through the high level of implementation of *Learning Focused Schools* instructional methods at CMS, our teachers adapt their classroom instruction to the individual learning styles of their students.

For example, science teachers at CMS try to incorporate as much hands-on/lab activities as much as possible. A kinesthetic/tactile approach to science is very beneficial when teaching a class with a broad range of abilities and skills. Perhaps a Language Arts/Reading teacher will ask the students to become a character in a book or story, in order to have a better understanding of a particular novel or short story. An eighth grade Social Studies student will be asked to prepare and present a project or demonstration based on a time period or specific event in history. These students may demonstrate games played by early man, hunting techniques, food preservation/preparation by early Georgians or judicial practices of colonial America. A Math student might be required to write a paragraph explaining the solution to a specific problem, instead of just demonstrating or solving the problem. The instructional methods identified as “best practices” through *Learning Focused Schools* research are varied in order to assist students in the retention and assimilation of knowledge and skills throughout the curriculum.

5. Professional development and its impact on improving student achievement:

Our school-wide Professional Development Plan is directly correlated with our school-wide improvement goals each year. The ultimate purpose of the School Improvement Plan is to improve student achievement. The individual Professional Development Plans, required by our system of each teacher, also ties directly to the School Improvement Plan. The system, the school, and all teachers individually are all focused on improving the achievement levels of our students.

Both the school-wide plan and all individual teacher plans are developed each year based on Coosa Middle School’s performance in terms of *Adequate Yearly Progress (AYP)*, as required by the State of Georgia in response to the *No Child Left Behind Act (NCLB)*. The focus of both plans is to enhance learning and instruction and to improve student performance.

Professional development choices this school year must be based on our overall school plan for improvement in: Reading, Language Arts, Math, student attendance, student behavior, and/or community connections. On campus, numerous staff development opportunities are offered for the professional enhancement of our teachers. For example, as a faculty, we meet once every month in a *Learning Focused Schools* group. This group reviews, discusses and ultimately strengthens the implementation of “best practices” in all of our classrooms, as identified through *Learning Focused Schools* research. Assignments are made and performed by all teachers through these meetings. Additionally, subject-area teachers also meet together once a month in study groups, with the overall goal of improving instruction on a daily basis.

In addition to “free” professional development here on campus, the school system provides each school with a modest staff development budget, which may be used on numerous professional development opportunities. Our teachers may choose from a wide variety of workshop and course offerings, through the system, the local RESA, and other approved sources, all of which must be based on the specifically chosen goals in our School Improvement Plan.

PART VII - ASSESSMENT RESULTS

STATE of GEORGIA

CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject Reading Grade 6 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	10	7	16	18	30
% Level 2 & 3- Meets or Exceeds Expectations	90	93	84	82	70
% Level 3- Exceeds Expectations	51	57	35	28	27
Number of students tested	175	205	185	208	174
Percent of total students tested	100	100	100	99	99
Number/Percent of students alternatively assessed	*≤10	*≤10	*≤10	*≤10	*≤10
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	18	11			
% Level 2 & 3- Meets or Exceeds Expectations	82	89			
% Level 3- Exceeds Expectations	43	41			
Number of students tested	79	102	*NR	*NR	*NR
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	5	39	56	66	67
% Level 2 & 3- Meets or Exceeds Expectations	95	61	44	34	33
% Level 3- Exceeds Expectations	24	21	8	7	0
Number of students tested	21	28	25	29	18
3. White					
% Level 1- Does Not Meet Expectations	7	6	14	17	28
% Level 2 & 3- Meets or Exceeds Expectations	93	94	86	83	72
% Level 3- Exceeds Expectations	54	60	37	30	27
Number of students tested	143	176	152	172	142
4. Black					
% Level 1- Does Not Meet Expectations	10	8	50	42	
% Level 2 & 3- Meets or Exceeds Expectations	90	92	50	58	
% Level 3- Exceeds Expectations	40	31	25	33	
Number of students tested	10	13	12	12	*≤10
5. Hispanic					
% Level 1- Does Not Meet Expectations	38	21		17	
% Level 2 & 3- Meets or Exceeds Expectations	62	79		83	
% Level 3- Exceeds Expectations	31	43		17	
Number of students tested	13	14	*≤10	12	*≤10
STATE SCORES					
% Level 1- Does Not Meet Expectations	20	18	20	24	29
% Level 2 & 3- Meets or Exceeds Expectations	80	82	80	76	71
% Level 3- Exceeds Expectations	44	46	41	35	32

*≤10 = Percentages are not reported for subgroups with 10 or fewer students.

*NG = The CRCT was not given at this grade-level this school year.

*NR = Scores for this subgroup were not reported in Georgia before 2003.

**STATE of GEORGIA
CRITERION REFERENCED COMPETENCY TEST (CRCT)**

Subject Mathematics Grade 6 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	11	13	31	29	33
% Level 2 & 3- Meets or Exceeds Expectations	89	87	69	71	67
% Level 3- Exceeds Expectations	31	26	19	11	11
Number of students tested	176	205	185	207	174
Percent of total students tested	100	100	100	99	100
Number/Percent of students alternatively assessed	* \leq 10				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	18	19			
% Level 2 & 3- Meets or Exceeds Expectations	82	81			
% Level 3- Exceeds Expectations	23	14			
Number of students tested	79	102	*NR	*NR	*NR
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	29	54	68	79	71
% Level 2 & 3- Meets or Exceeds Expectations	71	46	32	21	29
% Level 3- Exceeds Expectations	14	7	8	0	0
Number of students tested	21	28	25	29	17
3. White					
% Level 1- Does Not Meet Expectations	10	12	28	27	31
% Level 2 & 3- Meets or Exceeds Expectations	90	88	72	73	69
% Level 3- Exceeds Expectations	32	30	21	11	11
Number of students tested	144	176	152	171	140
4. Black					
% Level 1- Does Not Meet Expectations	0	8	58	42	
% Level 2 & 3- Meets or Exceeds Expectations	100	92	42	58	
% Level 3- Exceeds Expectations	30	8	8	0	
Number of students tested	10	13	12	12	* \leq 10
5. Hispanic					
% Level 1- Does Not Meet Expectations	23	29		33	
% Level 2 & 3- Meets or Exceeds Expectations	77	71		67	
% Level 3- Exceeds Expectations	15	0		0	
Number of students tested	13	14	* \leq 10	12	* \leq 10
STATE SCORES					
% Level 1- Does Not Meet Expectations	27	30	31	31	34
% Level 2 & 3- Meets or Exceeds Expectations	73	70	69	69	66
% Level 3- Exceeds Expectations	26	25	21	17	17

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**STATE of GEORGIA
CRITERION REFERENCED COMPETENCY TEST (CRCT)**

Subject Reading Grade 7 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	5		10		
% Level 2 & 3- Meets or Exceeds Expectations	95		90		
% Level 3- Exceeds Expectations	43		34		
Number of students tested	207	*NG	212	*NG	*NG
Percent of total students tested	100		100		
Number/Percent of students alternatively assessed	*≤10		*≤10		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	8				
% Level 2 & 3- Meets or Exceeds Expectations	92				
% Level 3- Exceeds Expectations	26				
Number of students tested	85	*NG	*NR	*NG	*NG
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	32		42		
% Level 2 & 3- Meets or Exceeds Expectations	68		58		
% Level 3- Exceeds Expectations	18		9		
Number of students tested	28	*NG	33	*NG	*NG
3. White					
% Level 1- Does Not Meet Expectations	4		9		
% Level 2 & 3- Meets or Exceeds Expectations	96		91		
% Level 3- Exceeds Expectations	45		38		
Number of students tested	179	*NG	168	*NG	*NG
4. Black					
% Level 1- Does Not Meet Expectations	8				
% Level 2 & 3- Meets or Exceeds Expectations	92				
% Level 3- Exceeds Expectations	23				
Number of students tested	13	*NG	*≤10	*NG	*NG
5. Hispanic					
% Level 1- Does Not Meet Expectations	21		10		
% Level 2 & 3- Meets or Exceeds Expectations	79		90		
% Level 3- Exceeds Expectations	29		20		
Number of students tested	14	*NG	10	*NG	*NG
STATE SCORES					
% Level 1- Does Not Meet Expectations	14		15		
% Level 2 & 3- Meets or Exceeds Expectations	86		85		
% Level 3- Exceeds Expectations	36		35		

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*NR = Scores for this subgroup were not reported in Georgia before 2003.

**STATE of GEORGIA
CRITERION REFERENCED COMPETENCY TEST (CRCT)**

Subject Mathematics Grade 7 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	9		22		
% Level 2 & 3- Meets or Exceeds Expectations	91		78		
% Level 3- Exceeds Expectations	27		12		
Number of students tested	207	*NG	212	*NG	*NG
Percent of total students tested	100		100		
Number/Percent of students alternatively assessed	* \leq 10		* \leq 10		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	13				
% Level 2 & 3- Meets or Exceeds Expectations	87				
% Level 3- Exceeds Expectations	15				
Number of students tested	85	*NG	*NR	*NG	*NG
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	46		58		
% Level 2 & 3- Meets or Exceeds Expectations	54		42		
% Level 3- Exceeds Expectations	4		3		
Number of students tested	28	*NG	33	*NG	*NG
3. White					
% Level 1- Does Not Meet Expectations	9		17		
% Level 2 & 3- Meets or Exceeds Expectations	91		83		
% Level 3- Exceeds Expectations	30		14		
Number of students tested	179	*NG	168	*NG	*NG
4. Black					
% Level 1- Does Not Meet Expectations	8				
% Level 2 & 3- Meets or Exceeds Expectations	92				
% Level 3- Exceeds Expectations	8				
Number of students tested	13	*NG	* \leq 10	*NG	*NG
5. Hispanic					
% Level 1- Does Not Meet Expectations	14		40		
% Level 2 & 3- Meets or Exceeds Expectations	86		60		
% Level 3- Exceeds Expectations	0		0		
Number of students tested	14	*NG	10	*NG	*NG
STATE SCORES					
% Level 1- Does Not Meet Expectations	23		27		
% Level 2 & 3- Meets or Exceeds Expectations	77		73		
% Level 3- Exceeds Expectations	20		14		

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**STATE of GEORGIA
CRITERION REFERENCED COMPETENCY TEST (CRCT)**

Subject Reading Grade 8 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	5	14	19	19	21
% Level 2 & 3- Meets or Exceeds Expectations	95	86	81	81	79
% Level 3- Exceeds Expectations	53	47	41	47	40
Number of students tested	199	202	175	211	189
Percent of total students tested	100	100	100	100	100
Number/Percent of students alternatively assessed	* ≤ 10				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	13	19			
% Level 2 & 3- Meets or Exceeds Expectations	87	81			
% Level 3- Exceeds Expectations	44	38			
Number of students tested	85	91	*NR	*NR	*NR
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	16	55	44	94	62
% Level 2 & 3- Meets or Exceeds Expectations	84	45	56	6	38
% Level 3- Exceeds Expectations	16	18	11	0	0
Number of students tested	25	38	18	16	13
3. White					
% Level 1- Does Not Meet Expectations	2	14	17	17	20
% Level 2 & 3- Meets or Exceeds Expectations	98	86	83	83	80
% Level 3- Exceeds Expectations	57	50	42	51	43
Number of students tested	161	176	146	184	175
4. Black					
% Level 1- Does Not Meet Expectations	20	10		29	
% Level 2 & 3- Meets or Exceeds Expectations	80	90		71	
% Level 3- Exceeds Expectations	33	30		21	
Number of students tested	15	10	* ≤ 10	14	* ≤ 10
5. Hispanic					
% Level 1- Does Not Meet Expectations	14			40	
% Level 2 & 3- Meets or Exceeds Expectations	86			60	
% Level 3- Exceeds Expectations	43			30	
Number of students tested	14	* ≤ 10	* ≤ 10	10	* ≤ 10
STATE SCORES					
% Level 1- Does Not Meet Expectations	15	19	20	18	25
% Level 2 & 3- Meets or Exceeds Expectations	85	81	80	82	75
% Level 3- Exceeds Expectations	50	46	43	50	38

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**STATE of GEORGIA
CRITERION REFERENCED COMPETENCY TEST (CRCT)**

Subject Mathematics Grade 8 School Coosa Middle School

Publisher Riverside Publishing, Inc.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Level 1- Does Not Meet Expectations	9	27	41	45	39
% Level 2 & 3- Meets or Exceeds Expectations	91	73	59	55	61
% Level 3- Exceeds Expectations	18	16	10	5	10
Number of students tested	199	202	175	208	189
Percent of total students tested	100	100	100	100	100
Number/Percent of students alternatively assessed	* \leq 10				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 1- Does Not Meet Expectations	12	36			
% Level 2 & 3- Meets or Exceeds Expectations	88	64			
% Level 3- Exceeds Expectations	20	13			
Number of students tested	85	91	*NR	*NR	*NR
2. Students with Disabilities					
% Level 1- Does Not Meet Expectations	40	71	83	100	85
% Level 2 & 3- Meets or Exceeds Expectations	60	29	17	0	15
% Level 3- Exceeds Expectations	4	0	0	0	0
Number of students tested	25	38	18	15	13
3. White					
% Level 1- Does Not Meet Expectations	9	24	39	41	39
% Level 2 & 3- Meets or Exceeds Expectations	91	76	61	59	61
% Level 3- Exceeds Expectations	20	16	10	6	10
Number of students tested	161	176	146	181	173
4. Black					
% Level 1- Does Not Meet Expectations	13	60		79	
% Level 2 & 3- Meets or Exceeds Expectations	87	40		21	
% Level 3- Exceeds Expectations	0	20		0	
Number of students tested	15	10	* \leq 10	14	* \leq 10
5. Hispanic					
% Level 1- Does Not Meet Expectations	7				
% Level 2 & 3- Meets or Exceeds Expectations	93				
% Level 3- Exceeds Expectations	14				
Number of students tested	14	* \leq 10	* \leq 10	* \leq 10	* \leq 10
STATE SCORES					
% Level 1- Does Not Meet Expectations	27	33	34	41	46
% Level 2 & 3- Meets or Exceeds Expectations	73	67	66	59	54
% Level 3- Exceeds Expectations	19	16	15	10	11

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