

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ X ] Middle [ ] High [ ] K-12 [ ] Charter

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

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

School Mailing Address 10795 Rogers Circle  
(If address is P.O. Box, also include street address.)

Duluth Georgia 30097-1979  
City State Zip Code+4 (9 digits total)

County Fulton Schools State School Code Number\* M701

Telephone (770) 497.3860 Fax (770) 497.3866

Web site/URL [www.rivertrailmiddleschool.org](http://www.rivertrailmiddleschool.org) E-mail [melind@fulton.k12.ga.us](mailto:melind@fulton.k12.ga.us)

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\*Mr. James Wilson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fulton County Schools Tel. (404) 768.3600

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 Mrs. Julia Bernath  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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**

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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

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All data are the most recent year available.

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

1. Number of schools in the district:     53 Elementary schools  
   18 Middle schools  
   0 Junior high schools  
   14 High schools  
   5 Other (Charter schools)
- 90 TOTAL
2. District Per Pupil Expenditure:       \$8663.00
- Average State Per Pupil Expenditure: \$7426.00

**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. 2.5 Number of years the principal has been in her/his position at this school.
- 3 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	262	224	486
K				8	235	226	461
1				9			
2				10			
3				11			
4				12			
5				Other			
6	221	218	439				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1386</b>

6. Racial/ethnic composition of the school:
- 58 % White (includes 3% multi-racial)
  - 7 % Black or African American
  - 3 % Hispanic or Latino
  - 32 % Asian/Pacific Islander
  - 0 % 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: 10 % (2005-2006 Data)

[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	80
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	57
(3)	Total of all transferred students [sum of rows (1) and (2)]	137
(4)	Total number of students in the school as of October 1	1361
(5)	Total transferred students in row (3) divided by total students in row (4)	0.1
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 2 %  
23 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Arabic, Chinese, Danish, German, Japanese, Korean, Portuguese

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 49

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.

10. Students receiving special education services: 8%  
104 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>29</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>51</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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)	<u>4</u>	<u>0</u>
Classroom teachers	<u>94</u>	<u>5</u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>33</u>	<u>0</u>
Total number	<u>138</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	99%	99%	97%	97%
Daily teacher attendance	97%	97%	96%	96%	97%
Teacher turnover rate	2%	2%	2%	2%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

## **PART III - SUMMARY**

River Trail Middle School is a community of students, faculty members, parents, and business partners that is dedicated to a standard of superior achievement, personal and professional growth, and community service and involvement. The mission of RTMS is to educate and enrich our students with a commitment to excellence and achievement through the collaborative efforts of all stakeholders.

Our school beliefs address academic, social, emotional, character, environment, and community awareness. Students learn best when actively engaged in the learning process and are given appropriate opportunities for success. All students have the opportunity to become lifelong learners. Teachers and students have a responsibility to create and maintain a positive attitude and atmosphere for learning. Students should be actively involved and held accountable for decisions pertaining to their current and future education. A challenging and diverse curriculum appropriate for our global society includes applied academics, integrated technology, and cultural awareness.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs. Students are provided with opportunities for self-discovery, good citizenship, leadership, and creative exploration. It is important to teach RTMS students to be contributing members of society and to respect individual differences.

Good character is demonstrated through student behavior, accountability, and integrity. Students are encouraged to be self-motivated, responsible, honest, and caring members of society. The overall environment of the school is one that nurtures and protects each individual so that all students can meet their own potential. The success of our school is enhanced by common goals, collaborative efforts, and shared responsibilities of students, parents, staff, and community.

The majority of students come to school prepared to learn and excel so the challenge for the faculty and staff is to continually enrich learning with new dimensions of enthusiasm, effort, and expectations. The faculty continues to promote innovative ways to meet the learning potential of all students. The focus of each classroom has aligned itself from that of teacher-centered learning to student-centered learning. All teachers have been trained in differentiated instruction; professional learning communities targeting remediation, enrichment, and individually assessing students; and the Georgia Performance Standards which consists in rolling out new state standards for each content area. All of this training has had one purpose in mind: the learner. These learners are celebrated school wide for their academic and non-academic achievements.

A shared vision of River Trail is to have a closer bond between teachers and students. The faculty has devised several strategies to strengthen these teacher-student relationships. The faculty club sponsors, along with student members, conduct a “club fair” in early Fall. Additionally, students and teachers compete in pep rallies to determine which teams demonstrate the most school spirit. One of the most popular connections made is through ZIP courses where faculty members brainstorm creative ways to build more opportunities for advocacy time with students; teach mini-courses that reflect their hobbies or interests; then students sign up for the courses that are most interesting to them. Students from all grade levels participate.

River Trail teachers, students, and staff are strongly committed to the use of technology in all subject areas. Throughout the year all students create projects or reports that include computer research.

Administrators, faculty, students, custodial staff, clerical workers, and cafeteria workers are unified in their endeavors to promote these ideals of excellence. This commitment is seen through efforts to maintain a pleasing, safe environment and to provide a setting that is conducive to student participation in all areas of the school.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Each spring, River Trail administers the Georgia CRCT (Criterion-Referenced Competency Test). As a state-wide standardized assessment, the CRCT tests students' level of mastery of the state curriculum standards in reading, language arts, mathematics, science, and social studies. For each area of the curriculum, students are identified as demonstrating one of three levels of proficiency: level 1 (does not meet standard), level 2 (meets standard), level 3 (exceeds standard). These levels are bracketed between 150 to 450: below 300 does not meet the standard, 300-349 meets the standard and 350 or above exceeds the standard. The scale score system is constructed independently for each content area and each grade level, allowing the common 150 – 450 scale to reflect the proficiency of standards uniquely set for each grade level and content area. Standards then can vary in difficulty by grade level and content area. The scale score and performance levels described here reflect the most recent standardized testing (2004-2006).

In lieu of the CRCT, under certain conditions, students with disabilities are given the GAA (Georgia Alternative Assessment). It is structured to allow students to best demonstrate their knowledge and skills according to selected grade level standards. This assessment includes evidence of interactions between disabled and non-disabled peers and community members. The assessment is evaluated by an outside, independent agency.

In following the same group of students from 2003 to 2006 the CRCT scores indicate an increase in reading and math each year with the percentage of students meeting standards or exceeding standards. With this same group of students the CRCT scores indicate an increase in language arts from 6<sup>th</sup> to 8<sup>th</sup> grade.

A significant disparity between CRCT test scores in 2005-2006 in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades in reading, language arts, and math for 6<sup>th</sup> grade stems from the change in the test score system to reflect an increase in the raw score to “meet” or “exceed” standards. For example, a score of 300 prior to 2004 indicated meeting standards. With the new scoring system a score of 800 is required for meeting standards which is equivalent to the 300 in previous years. In addition, the requirement for meeting standards was raised through the new scoring system.

The disparity between 6<sup>th</sup> and 7<sup>th</sup> grade reading for the subgroup “Specific Learning Disabilities” is indicated by an increase in test scores of approximately 20 percent specifically in the areas of meeting and exceeding standards. As Special Education students are included more often in inclusion (team-taught) classes, it is anticipated that the gap between this subgroup and the overall school scores will continue to diminish in all areas.

### **2. Using Assessment Results:**

River Trail has used a variety of assessments used throughout the year. Some of the tests are standardized and mandated by the state. Examples of some tests include: CRCT (Georgia Criterion Referenced Competency Test), 8<sup>th</sup> grade Writing Assessment, and County Check Point tests. These tests are used as a part of the evaluation in determining the level in which students are performing and where they should be placed to better serve their academic needs. Examples of specialized tests include: ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners) for ESOL (English Speakers of Other Languages) to determine levels of proficiency in the areas of language, listening, speaking, reading, writing, and comprehension; WISC-IV (The fourth edition of the Weschler Intelligence Scale for children) and Brigance Revised are used along with other criteria to help write IEP (Individual Educational Plans) for students; COGAT (Cognitive Abilities Test), ITBS (Iowa Test of Basic Skills), and TTCT (Torrance Test of Creative Thinking) identify the talented and gifted student through the state's multiple criteria process. Assessment data is also used to help teachers adjust pacing in their classroom, revise lessons for re-teaching, and identify the need for help sessions.

### **3. Communicating Assessment Results**

River Trail communicates student performance, including assessment data, to parents, students, and the community in the following ways: our newsletter, “Wolf Den News,” published once a month; the school district’s newsletter, “Rapport Online,” published once a month; an Awards Assembly for all grades held twice a year; local news reports via the Atlanta Journal and Johns Creek Herald; county/school/teacher websites; Parent Connect posts weekly grades; progress reports sent home each four and half weeks and a report card per semester; PTA (Parent-Teacher Association); LSAC (Local School Advisory Board); Tri-Fit report for each student through the Physical Education Department; Curriculum Night for parents each Fall; emails, parent conferences, parent/teacher/student conferences, phone calls and notes in student agendas; the school newspaper, “Howling Times,”; WWPK News (Wolf Pack News) for daily announcements; Leader of the Pack Award for outstanding student achievement per subject area; SST (Student Support Team) meetings held for students who are struggling academically, socially, or emotionally; and IEP (Individualized Educational Plan) meetings for those students staffed into Special Education programs.

### **4. Sharing Success**

As a highly achieving and involved school, River Trail has many opportunities to share its successes and strategies with other schools and the community. Through the use of publications, school and county-wide meetings, and reciprocal visits with other schools, River Trail reports and celebrates its many achievements.

The sharing of our successes begins with the opportunities that River Trail provides students and teachers to achieve, such as: becoming a Lighthouse School to Watch, the publication of the Literary Arts Magazine, science fair, participation in All State by the music department, Academic Bowl, Junior Beta, and teacher presentations at both the state and national middle school conferences. These endeavors encourage both teachers and students to work at high levels.

With the broad scope of communication which is offered by the internet, various online county and school web publications, such as Rapport Online, the Fulton County Schools homepage, the River Trail website, and teacher generated websites are used to provide opportunities for other schools to learn about events, projects, and achievements at River Trail. Additionally, representatives of River Trail attend a variety of county meetings on a regular basis where updates on the school are discussed. These meetings include, cluster meetings, administrative meetings, department meetings, Vertical Team, and participation at the annual GMSA and NSTA conferences.

Having successfully completed the rigorous evaluation for and winning the Lighthouse School to Watch award, River Trail has welcomed visitations from schools as close as Fulton County’s Holcomb Bridge Middle School and as far away as Australia. In addition, the school continues to train student teachers from local colleges and provides orientation to fifth grade classes which help establish a positive reputation of River Trail throughout the metropolitan area of Atlanta.

River Trail continues to support an open door policy. In doing so, the school and its teachers will strive to create new opportunities for both students and teachers to achieve and serve as a model for other schools.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

The curriculum at River Trail transcends three grade levels: sixth, seventh, and eighth. Though an individual student's focus of study is primarily driven by the student's grade level, River Trail provides opportunities for students to advance and or remediate their studies based on ability and need. This opportunity is evident in the various levels of classes offered through River Trail that meet students' needs as far reaching as those requiring freshman and even sophomore high school level courses. In addition to ability and need, student choice and a whole-child philosophy also drive the curriculum at River Trail Middle School. Further, the skills critical to the core disciplines of mathematics, science, social studies, and language arts are supported from one grade level to the next via the Vertical Team.

The science curriculum is composed of three disciplines: Earth and Space Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade. Though held to their content specific objectives, all of these classes require the mastery of: the scientific method; lab safety and skills; classification of life systems, earth structures, physical forces and elements; and relationships between society and technology. Students demonstrate this mastery through outdoor investigations, hands-on labs, projects that include the technology, and participation in the science fair.

The math curriculum also provides a wide range of classes to fit students' needs and abilities. Math 7, Pre-Algebra, Algebra, Honors Algebra, and Geometry span grades sixth through eighth. Engaging students in real-life problem solving such as Stock Market investing, miniature bridge building, using manipulatives, peer teaching, and student generated math problems works to support the core skills implemented within all of the math classes. These skills include but are not limited to: basic computation, measurement, statistics and probability, analyzing data, equations with single and multiple variables, estimating and prediction.

The social studies curriculum is strictly differentiated by grade level including the following: World Geography (North and South America, Europe, and Oceania) in sixth grade, World Geography (Africa, Middle East, and Asia) in seventh grade, and Georgia Studies in eighth grade. Despite the distinctions among their specific objectives, each class investigates the economic, political, cultural, geographic, and historical aspects of its area of study. Content based research, position papers, debates, and simulations help generate a mastery of this content.

The language arts curriculum is unique in that many of the skills taught in the three grades remain the same while the expected level and sophistication in demonstrating these skills increases with each grade. Through the use of novel studies, literature circles, carousel brainstorming, mock trials, cooperative learning, and research the students learn grammar acquisition, the elements of the writing and research processes, speaking, and dramatic interpretation. Closely related to the language arts curriculum is that of reading. Many of the same methods of engaging students are used through a focus on the following skills: vocabulary, comprehension, pre- and post- reading strategies, summarizing, and note taking.

For students who have exceptionally strong reading skills, Spanish, French, and Chinese are offered as whole-year courses. To receive high school credit, the students are expected to achieve proficiency in pronunciation, vocabulary, grammar, reading-writing-listening-speaking, and knowledge of the cultures that these languages reflect. Through the use of language labs, language clubs, and technological presentations students demonstrate their mastery.

The visual arts program gives students the opportunity to learn and practice the basic elements of drawing, painting, sculpture, art history, and art criticism. With a focus on the five principles of design, students research, critique, and model the styles of various artists, ultimately leading to student created goals for the production of student generated work. Various mediums, including the use of technology, are utilized for these purposes.

As part of a well rounded curriculum, physical education and health are part of every student's

experience. Held accountable through individual fitness portfolios, student presentations, and participation with guest speakers, students focus on such topics as: nutrition, substance abuse, growth and development, family and relationship skills, safety and injury intervention, the basics of individual and team sports, human sexuality, and body function.

## **2b. English:**

The English language curriculum focuses on a plethora of standards in accordance with the Georgia Performance Standards (“Fulton County”, 2002) that ensure students receive a well rounded education in the areas of literature appreciation, listening, speaking, presenting skills, writing for specific effect, reading comprehension, and fluency. All levels of student performance are addressed through differentiation of instruction that is individualized to meet each student’s needs. Additionally, teachers offer help sessions as needed by the student and or recommended by the teacher.

Students who read below grade level are afforded opportunities to improve in this area by means of differentiated instruction; individualized assistance; ELP (Extended Learning Program); SST (Student Support Team) initiatives; customized IEP (Individual Education Plans); and before/after school help sessions provided by the teacher and the SST coordinator.

## **3. Fine Arts:**

The fine arts curriculum area provides students with several opportunities to develop a well-formed education. The fine arts courses are designed to meet the diverse needs of every student. The essential skills and knowledge acquired through the fine arts program directly correspond to River Trail’s belief in educating and enriching our students with a commitment to excellence and achievement through the collaborative efforts of all stakeholders. In doing so, educators address the needs and learning styles of individual students so that all children have the opportunity to become lifelong learners. Teachers and students have a responsibility to create and maintain a positive attitude and atmosphere that encourages learning. Students are actively involved in and held accountable for decisions pertaining to their current and future education. River Trail creates a challenging and diverse curriculum appropriate for a global society. The success of this mission provides a well-rounded student with the life skills and knowledge to become a valued, contributing member to society.

## **4. Instructional Methods**

Instructional methods at River Trail Middle School include the following: team teaching with regular education and special education teachers, interdisciplinary units, differentiated instruction in every classroom to meet the needs of all learners, journaling, graphic organizers, guest speakers, essential questions for each lesson, pre/post tests, help/study sessions, collaborative learning and teaching, peer tutoring, interactive technology, individual portfolios for each student in every content area, ELP (Extended Learning Program), PLC (Professional Learning Communities), manipulatives for hands-on activities, time share, authentic assessment, literary circles for novels, articles, short stories, poetry; experiments and labs, performance-based assessments, field learning (trips), simulations, interpretive learning, Big 6 and Pathfinders for research projects in collaboration with Media Specialist, tiered lessons, creative problem solving, mystery lessons, academic competitive clubs (Academic Bowl, Odyssey of the Mind, Literary Arts Magazine), inquiry based learning, academic interventions, remediation and enrichment in every lesson.

## **5. Professional Development**

River Trail is supportive of professional development programs during the course of the school day as well as evenings, weekends, and summer holidays. For example, 55% percent of teachers have completed graduate and or post graduate programs and 14% percent of teachers are currently enrolled in graduate or post graduate programs. The school faculty attends and/or presents for professional conferences and or seminars. These growth experiences have an immediate impact on students and staff. Staff members return from the conferences with new materials, information and or activities that they will share with their class and colleagues. Students receive the total benefit of innovative, creative, and productive methods of presenting lessons to students. Our school has PLC (Professional Learning Communities) meetings every week. During this time, faculty discusses instructional strategies and methodology used within the classroom.

Our school has a TSS (Teacher Support Specialist) program for the first few years of teaching. The mentor/mentees meet to cover a number of crucial topics. Various resources are offered to new teachers for use in their classrooms. In addition, all faculty and staff participate in Staff Development Programs including the following: Instructional Methods for Differentiated Instruction, Reading and Writing Across the Curriculum, GPS (Georgia Performance Standards), PLC (Professional Learning Communities), and Pay for Performance.

# PART VII - ASSESSMENT RESULTS

## Date Display Table for Criterion-Referenced Tests

Subject: **Reading**

Grade: **6th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% "Meeting" plus "Exceeding" State Standards	98	99	97
% "Exceeding" State Standards	55	87	82
Number of students tested	458	461	460
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	100	94	79
% "Exceeding" State Standards	19	65	42
Number of students tested	21	17	19
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	100	94
% "Exceeding" State Standards	N/A	60	67
Number of students tested	N/A	10	15
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	96	100	97
% "Exceeding" State Standards	59	89	88
Number of students tested	145	119	101
<b>4. African American/Non-Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	100	94	86
% "Exceeding" State Standards	33	69	52
Number of students tested	30	32	29
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	100	100
% "Exceeding" State Standards	N/A	82	73
Number of students tested	N/A	11	11
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	100	100	N/A
% "Exceeding" State Standards	42	83	N/A
Number of students tested	12	12	N/A
<b>7. English Language Learner</b>			
% "Meeting" plus "Exceeding" State Standards	62	N/A	N/A
% "Exceeding" State Standards	0	N/A	N/A
Number of students tested	13	N/A	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining "meeting" and "exceeding" standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Language Arts**

Grade: **6th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% "Meeting" plus "Exceeding" State Standards	99	97	95
% "Exceeding" State Standards	41	62	49
Number of students tested	458	461	460
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	95	65	74
% "Exceeding" State Standards	0	6	0
Number of students tested	21	17	19
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	90	80
% "Exceeding" State Standards	N/A	40	27
Number of students tested	N/A	10	15
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	99	98	97
% "Exceeding" State Standards	51	71	70
Number of students tested	144	119	101
<b>4. African American/Non Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	96	97	90
% "Exceeding" State Standards	13	50	21
Number of students tested	30	32	29
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	100	81
% "Exceeding" State Standards	N/A	64	36
Number of students tested	N/A	11	11
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	100	92	N/A
% "Exceeding" State Standards	25	33	N/A
Number of students tested	12	12	N/A
<b>7. English Language Learners</b>			
% "Meeting" plus "Exceeding" State Standards	85	N/A	N/A
% "Exceeding" State Standards	0	N/A	N/A
Number of students tested	13	N/A	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining "meeting" and "exceeding" standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Math**

Grade: **6th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% “Meeting” plus “Exceeding” State Standards	92	98	95
% “Exceeding” State Standards	41	66	64
Number of students tested	459	461	460
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% “Meeting” plus “Exceeding” State Standards	67	83	74
% “Exceeding” State Standards	0	24	21
Number of students tested	21	17	19
<b>2. Speech-Language Impairments</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	90	86
% “Exceeding” State Standards	N/A	50	53
Number of students tested	N/A	10	15
<b>3. Asian-Pacific Islander</b>			
% “Meeting” plus “Exceeding” State Standards	98	99	100
% “Exceeding” State Standards	58	81	84
Number of students tested	146	119	101
<b>4. African American/Non Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	77	94	79
% “Exceeding” State Standards	17	41	31
Number of students tested	30	32	29
<b>5. Multiracial</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	100	91
% “Exceeding” State Standards	N/A	55	64
Number of students tested	N/A	11	11
<b>6. Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	84	91	N/A
% “Exceeding” State Standards	17	33	N/A
Number of students tested	12	12	N/A
<b>7. English Language Learners</b>			
% “Meeting” plus “Exceeding” State Standards	93	N/A	N/A
% “Exceeding” State Standards	33	N/A	N/A
Number of students tested	15	N/A	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining “meeting” and “exceeding” standards raised.

### Display Table for Criterion-Referenced Tests

Subject: **Reading**

Grade: **7th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% "Meeting" plus "Exceeding" State Standards	98	99	99
% "Exceeding" State Standards	36	84	77
Number of students tested	439	467	472
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	94	100	95
% "Exceeding" State Standards	0	35	17
Number of students tested	16	17	18
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	100	N/A
% "Exceeding" State Standards	N/A	60	N/A
Number of students tested	N/A	15	N/A
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	98	97	98
% "Exceeding" State Standards	48	87	77
Number of students tested	126	117	115
<b>4. African American/Non-Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	96	100	100
% "Exceeding" State Standards	32	67	44
Number of students tested	25	27	27
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	100	100	N/A
% "Exceeding" State Standards	20	77	N/A
Number of students tested	10	13	N/A
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	8	N/A	N/A
Number of students tested	12	N/A	N/A
<b>7. English Language Learner</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	N/A
% "Exceeding" State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining "meeting" and "exceeding" standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Language Arts**

Grade: **7th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% “Meeting” plus “Exceeding” State Standards	98	99	98
% “Exceeding” State Standards	55	64	62
Number of students tested	439	467	472
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% “Meeting” plus “Exceeding” State Standards	88	83	78
% “Exceeding” State Standards	13	18	11
Number of students tested	16	17	18
<b>2. Speech-Language Impairments</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	100	N/A
% “Exceeding” State Standards	N/A	53	N/A
Number of students tested	N/A	15	N/A
<b>3. Asian-Pacific Islander</b>			
% “Meeting” plus “Exceeding” State Standards	98	99	98
% “Exceeding” State Standards	61	72	75
Number of students tested	126	117	115
<b>4. African American/Non Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	96	100	97
% “Exceeding” State Standards	36	52	30
Number of students tested	25	27	27
<b>5. Multiracial</b>			
% “Meeting” plus “Exceeding” State Standards	100	92	N/A
% “Exceeding” State Standards	60	54	N/A
Number of students tested	10	13	N/A
<b>6. Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	100	N/A	N/A
% “Exceeding” State Standards	33	N/A	N/A
Number of students tested	12	N/A	N/A
<b>7. English Language Learners</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	N/A	N/A
% “Exceeding” State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining “meeting” and “exceeding” standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Math**

Grade: **7th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% “Meeting” plus “Exceeding” State Standards	98	96	98
% “Exceeding” State Standards	61	58	61
Number of students tested	439	467	472
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% “Meeting” plus “Exceeding” State Standards	88	77	61
% “Exceeding” State Standards	19	18	0
Number of students tested	16	17	18
<b>2. Speech-Language Impairments</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	93	N/A
% “Exceeding” State Standards	N/A	60	N/A
Number of students tested	N/A	15	N/A
<b>3. Asian-Pacific Islander</b>			
% “Meeting” plus “Exceeding” State Standards	100	98	99
% “Exceeding” State Standards	77	76	76
Number of students tested	126	117	115
<b>4. African American/Non Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	88	86	96
% “Exceeding” State Standards	40	30	37
Number of students tested	25	27	27
<b>5. Multiracial</b>			
% “Meeting” plus “Exceeding” State Standards	100	92	N/A
% “Exceeding” State Standards	50	54	N/A
Number of students tested	10	13	N/A
<b>6. Hispanic</b>			
% “Meeting” plus “Exceeding” State Standards	100	N/A	N/A
% “Exceeding” State Standards	42	N/A	N/A
Number of students tested	12	N/A	N/A
<b>7. English Language Learners</b>			
% “Meeting” plus “Exceeding” State Standards	N/A	N/A	N/A
% “Exceeding” State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

**Date Display Table for Criterion-Referenced Tests**

Subject: **Reading**

Grade: **8th**

Test: **Georgia Criterion**

Edition/Publication Year: **2004-2006**

Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES</b>			
% "Meeting" plus "Exceeding" State Standards	100	98	99
% "Exceeding" State Standards	40	85	81
Number of students tested	436	486	470
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	100	79	91
% "Exceeding" State Standards	10	26	33
Number of students tested	10	19	12
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	40	N/A	N/A
Number of students tested	10	N/A	N/A
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	99	95	100
% "Exceeding" State Standards	47	82	85
Number of students tested	121	127	103
<b>4. African American/Non-Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	100	100	97
% "Exceeding" State Standards	20	74	68
Number of students tested	35	27	31
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	27	N/A	N/A
Number of students tested	11	N/A	N/A
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	100
% "Exceeding" State Standards	N/A	N/A	73
Number of students tested	N/A	N/A	11
<b>7. English Language Learner</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	N/A
% "Exceeding" State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A
<b>8. Other Health Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	80	N/A
% "Exceeding" State Standards	N/A	40	N/A
Number of students tested	N/A	10	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining "meeting" and "exceeding" standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Language Arts**  
Edition/Publication Year: **2004-2006**

Grade: **8th**

Test: **Georgia Criterion**  
Publisher: **Georgia DOE**

	2005-2006*	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% "Meeting" plus "Exceeding" State Standards	98	96	97
% "Exceeding" State Standards	67	59	59
Number of students tested	471	486	469
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	80	58	83
% "Exceeding" State Standards	20	5	0
Number of students tested	10	19	12
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	70	N/A	N/A
Number of students tested	10	N/A	N/A
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	99	95	100
% "Exceeding" State Standards	76	65	77
Number of students tested	121	127	103
<b>4. African American/Non Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	97	96	90
% "Exceeding" State Standards	46	44	42
Number of students tested	35	27	31
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	45	N/A	N/A
Number of students tested	11	N/A	N/A
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	90
% "Exceeding" State Standards	N/A	N/A	45
Number of students tested	N/A	N/A	11
<b>7. English Language Learners</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	N/A
% "Exceeding" State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A
<b>8. Other Health Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	70	N/A
% "Exceeding" State Standards	N/A	10	N/A
Number of students tested	N/A	10	N/A

\* Scale score system adjusted in accordance with state mandates due to implementation of new GPS (Georgia Performance Standards) curriculum. Raw score determining "meeting" and "exceeding" standards raised.

**Date Display Table for Criterion-Referenced Tests**

Subject: **Math**

Grade: **8th**

Test: **Georgia Criterion**

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
<b>SCHOOL SCORES*</b>			
% "Meeting" plus "Exceeding" State Standards	98	95	96
% "Exceeding" State Standards	58	59	55
Number of students tested	473	486	470
Percent of total students tested	98	98	98
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	-1	-1	-1
<b>SUBGROUP SCORES</b>			
<b>1. Specific Learning Disabilities</b>			
% "Meeting" plus "Exceeding" State Standards	70	47	50
% "Exceeding" State Standards	0	5	8
Number of students tested	10	19	12
<b>2. Speech-Language Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	70	N/A	N/A
Number of students tested	10	N/A	N/A
<b>3. Asian-Pacific Islander</b>			
% "Meeting" plus "Exceeding" State Standards	100	96	100
% "Exceeding" State Standards	80	73	79
Number of students tested	123	127	103
<b>4. African American/Non Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	89	89	87
% "Exceeding" State Standards	20	48	39
Number of students tested	35	27	31
<b>5. Multiracial</b>			
% "Meeting" plus "Exceeding" State Standards	100	N/A	N/A
% "Exceeding" State Standards	55	N/A	N/A
Number of students tested	11	N/A	N/A
<b>6. Hispanic</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	91
% "Exceeding" State Standards	N/A	N/A	27
Number of students tested	N/A	N/A	11
<b>7. English Language Learners</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	N/A	N/A
% "Exceeding" State Standards	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A
<b>8. Other Health Impairments</b>			
% "Meeting" plus "Exceeding" State Standards	N/A	60	N/A
% "Exceeding" State Standards	N/A	10	N/A
Number of students tested	N/A	10	N/A

## References and Sources

Fulton County School System. (2002). New Georgia performance standards. Retrieved September 17, 2006, from [http://www.fultonschools.org/story\\_detail.asp?id=1380](http://www.fultonschools.org/story_detail.asp?id=1380)

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