

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name Robert A. Cross Middle Magnet School
(As it should appear in the official records)

School Mailing Address 324 Lockett Station Road
(If address is P.O. Box, also include street address)

Albany GA 31721-4005
City State Zip Code+4 (9 digits total)

County Dougherty State School Code Number* 0103

Telephone (229) 431-1212 Fax (229) 431-3476

Website/URL www.docoschools.org E-mail hthursby@docoschools.org

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* Dr. Sally Whatley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dougherty County Tel. (229) 431-1285

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. Willie Weaver, Sr.
(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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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: 15 Elementary schools
 6 Middle schools
 0 Junior high schools
 4 High schools
 1 Other (Alternative school)
- 26 TOTAL
2. District Per Pupil Expenditure: \$7,416.95
- Average State Per Pupil Expenditure: \$7,425.53

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. 17 Number of years the principal has been in her/his position at this school.
 _____ 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 | 105 | 115 | 220 |
| K | | | | 8 | 92 | 107 | 199 |
| 1 | | | | 9 | | | |
| 2 | | | | 10 | | | |
| 3 | | | | 11 | | | |
| 4 | | | | 12 | | | |
| 5 | | | | Other | | | |
| 6 | 103 | 119 | 222 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 641 |

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

6. Racial/ethnic composition of the students in the school: 33% White
64% Black or African American
1 % 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: 12%

[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. | 14 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 61 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 75 |
| (4) | Total number of students in the school as of October 1 | 637 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .118 |
| (6) | Amount in row (5) multiplied by 100 | 12% |

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 41%
 Total number students who qualify: 255

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: 0%
0 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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>3</u> | <u>1</u> |
| Classroom teachers | <u>34</u> | <u>2</u> |
| Special resource teachers/specialists | <u>0</u> | <u>0</u> |
| Paraprofessionals | <u>1</u> | <u>0</u> |
| Support staff | <u>13</u> | <u>0</u> |
| Total number | <u>51</u> | <u>3</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 98% | 98% | 97% |
| Daily teacher attendance | 93% | 93% | 93% | 93% | 89% |
| Teacher turnover rate | 20% | 23% | 11% | 15% | 14% |
| Student dropout rate (middle/high) | 0% | 0% | 0% | 0% | 0% |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III – SUMMARY

Robert A. Cross Middle Magnet School (RAC) was established as a dedicated magnet school in 1984 in response to community initiative. In four town meetings and community surveys, parents told local officials they wanted a school that would develop responsibility, patriotism, and citizenship, along with a high level of academic mastery. Eligibility to attend has always been determined by a system that places the child on a numbered waiting list at the time of his application. Among middle schools, RAC is the only school that pulls from the entire county's population, thus representing every socio-economic level, ethnicity and social condition of the entire community. We currently have approximately 640 students with a racial balance reflecting the demographics of the community. Before enrolling their children, parents sign a contract stating they support our policies. Parental support enables us to maintain our higher level of expectations and promotional requirements.

The mission of Robert A. Cross Middle Magnet School is to educate students in a learning environment where all students can become responsible, achieving citizens. With that goal foremost, teachers teach the entire period, students have uninterrupted instructional time, and high expectations are articulated to the students. Structure, discipline, and responsibility are emphasized daily in every class and hallway. Instructional time is guarded judiciously. Interruptions for announcements, messages, and any reason short of true emergencies are not permitted. Integrity, respect, and civility are shared values that drive both student and teacher behavior. Our use of assertive discipline and a conservative dress code help maintain a quiet and orderly atmosphere where learning can take place. Our school is organized for order, wherein limits and expectations are firmly established and understood.

The Robert A. Cross Middle Magnet School learning community - students, parents, teachers, and administrators – allows high expectations to lead the way to learning outcomes that meet the needs of a diverse student population. While our students may perform at varying levels, all students experience success in classrooms that are heterogeneously grouped. Programs are presented in a structured, logical and sequential manner. There is no ability grouping, yet our teachers are able to create flexible learning situations within this structured setting. Students learn from one another. They work individually and cooperatively in groups. Teachers instruct students weekly in character education during our extended learning/advisory period. Extracurricular activities are goal driven and promote the objectives of the academic program. For example, our Math team, Academic team, and Beta Club encourage academic excellence. TASCOS, Student Council, Beta Club and the Delta Academy conduct activities that give students opportunities to serve their community.

Clearly, Robert A. Cross Middle Magnet School delivers what so many research studies have recommended to change learning outcomes in our nation's schools. With resounding parental support, students do more homework, engage in increased unique learning opportunities, experience curriculum enrichment through innovative assignments, and move through rigorous standards of performance. The strategies that define the RAC learning experience have made a marked difference in giving students powerful tools for learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results:

The assessment program at Robert A. Cross Middle Magnet School includes the Criterion-Reference Competency Tests (CRCT), the Georgia Middle Grades Writing Assessment (MGWA), the Iowa Tests of Basic Skills (ITBS), and the Algebra End of Course Test (EOCT). Yearly assessment data is reported for Robert Cross Middle Magnet School (formerly named Highland Middle School before 2002-2003) on the Georgia Department of Education website <http://www.gaosa.org/>. The Office of Education Accountability does not report scores of subgroups with less than 10 students. Asian, Hispanic, Native American/Alaskan, Multiracial, and Students with Disabilities are not reported for Robert A. Cross Middle Magnet School because of too few students. No apparent disparities exist among subgroups reported.

Grades 6, 7, and 8 take the CRCT in the content areas of English/language arts, reading, mathematics, science, and social studies. The CRCT assesses the content standards outlined in the Georgia Quality Core Curriculum/Georgia Performance Standards. The CRCT was implemented in Spring 2000 and given in grades 6 and 8. Thereafter, it was mandated for grades 6, 7, and 8. In 2002-2003, it was not given due to state test item irregularities. Students scoring below 300 Do Not Meet the grade level Standard; scores between 300 to 349 Meet the Standard; scores between 350 to 450 Exceed the Standard. During the past five years, the students' scores on the Georgia CRCT have significantly exceeded standards set by the State of Georgia in both reading and math across all grade levels: in 2000-2001 and 2002-2003, 95% and above; in 2001-2002, 98% and above; in 2003-2004 and 2004-2005, 97% and above. Robert A. Cross Middle Magnet School received the 2005 Platinum Award from the Governor's Office of Student Achievement for having the highest percentage of students meeting and exceeding standards, with a percentage of 98.58%.

The Georgia Middle Grades Writing Assessment, given in grade 8, evaluates a student's response to an assigned writing prompt. Scores of 300-348 are Not on Target, 349-367 are On Target, and 368-400 Exceeds Target. In each of the previous five years, Robert A. Cross Middle Magnet School students' scores significantly exceeded state scores, with 96% or above On Target or Exceeds Target.

Students taking algebra at Robert A. Cross Middle Magnet School receive high school credit and are mandated to take the Algebra EOCT. The pilot year was 2002-2003. No scores were reported by the State of Georgia. In 2003-2004 and 2004-2005, Robert A. Cross Middle Magnet School students' scores were outstanding with 100% and 98% at Pass or Pass Plus, compared to the states 62% and 60% at Pass or Pass Plus.

The State of Georgia mandates that a norm-referenced test be administered yearly in grade 8. The Stanford Achievement Test (SAT-9) was given in 2000-2001, but scores were not reported due to the testing company's scoring irregularities. In 2001-2002 through 2004-2005, the ITBS was administered. While we receive data from the testing company, the Georgia Department of Education does not report data from norm-referenced tests on its website. For the purpose of this report, norm-referenced testing subgroups with fewer than 5 students are not statistically significant, and are not reported. Robert A. Cross Middle Magnet School students' scores are compared to those in a national sample. In each of the four years given, they scored higher than 67%, 69%, 70%, and 72% of the students who took the assessment nationally in reading and math.

This year, in 2005-2006, Robert Cross was selected by the Georgia Partnership for

Excellence in Education as one of the fourteen schools to visit on its prestigious annual Bus Trip Across Georgia. The Bus Trip Across Georgia annually showcases model schools and education programs that result in outstanding student achievement.

2. Using assessment results:

Robert A. Cross Middle Magnet School uses assessment data as an essential tool in measuring school effectiveness, individual student achievement, and alignment of curriculum. Teacher teams across both grade levels and subject areas analyze school CRCT results and identify trends and patterns which reflect student successes as well as deficient areas. School improvement goals and research-based best practices are developed to align the curriculum to the Quality Core Curriculum/Georgia Performance Standards. In grade 6, we realized students needed stronger map skills. Students are now being instructed using additional hands-on activities to create graphs/charts from written information, are being given a “Question of the Day” to focus on graph/chart interpretations, and are actively using newspaper charts and graphs as learning tools. Benchmark tests provide data to monitor mastery of objectives.

Teachers analyze longitudinal data on students in each class to assess vertical alignment of curriculum and to gauge students’ individual needs. Students who do not meet the grade level standards participate in our remediation “Safety Net” program in Extended Learning Class to improve student achievement. Those who meet or exceed the standards participate in enrichment activities.

Throughout the school year, teachers utilize formative assessments such as computer generated reports, homework, mastery skills tests, student projects, cooperative learning assignments, and teacher observation to measure student understanding and modify teacher best practices.

3. Communicating assessment results:

Communicating student and school progress to all stakeholders is vital to Robert Cross’s mission. Students receive feedback daily in class on their performance. Each week, folders are sent home with graded work, weekly homework performance and discipline data, current school events, and any standardized test results with interpretive guides.

Mid-term progress reports and nine weeks report cards are provided to parents and students, along with letters indicating the student’s progress toward promotional requirements. The school newsletter is published each nine weeks, highlighting student achievement and school activities. Teachers and parents communicate through frequent parent conferences, telephone calls, written notes, and e-mail. School-wide accomplishments are presented at the Parent-Teacher Organization meetings, in parent workshops, and at school council meetings.

Other methods used to communicate student and school successes include the Dougherty County School System website, the *DCSS Update* newsletter, a weekly newsletter including weekly press releases, the Georgia Department of Education website, and the local newspaper. Robert A. Cross Magnet Middle School also participates in “Mall Magnet Mania.” We set up a manned booth at our local mall one weekend yearly as an initiative for community support which features the schools’ successes and accomplishments. Once a year, Robert A. Cross Middle Magnet School is also highlighted with 30 second spots on a local television station.

4. Sharing success with other schools:

Our school, our students’ accomplishments, and the 2005 Governor’s Office of Student

Achievement Platinum Award received as a result of outstanding student achievement are sources of pride for Robert A. Cross Middle Magnet School. Successful practices and student achievement are shared in monthly system-wide leadership meetings and principal curriculum meetings. In addition, teachers share successes at system-wide and state vertical team meetings and professional development meetings.

Other schools can access our school's and students' accomplishments on the Dougherty County School website, in the *DCSS Update*, and the Georgia Department of Education website.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Robert A. Cross Middle Magnet School's curriculum is based on the new Georgia Performance Standards (GPS) currently being phased in at all Georgia schools. The new standards are based on best practices that have proven to be effective in high-performing states. These standards allow teachers to teach to the curriculum and not to a test or textbook. The school philosophy fosters the inter-relatedness of subject matter, and teachers work with each other and with the media specialist to enrich the total academic experience. Reading Across the Curriculum performance standards develop student understanding and expertise across subject areas.

One of the keys to the success of student achievement is teachers teaching in their academic strength. Sixth and seventh grade students at RAC have five academic classes daily: reading, language arts, math, science, and social studies. In the eighth grade, however, all students take Spanish instead of reading. All students also take two Connections classes that are rotated every nine weeks. Connections classes include band, visual arts, chorus, orchestra, physical education, computer literacy, health, careers, technology education, and family and consumer science.

The language arts/reading curriculum is a literature-based program aimed at effective communication and lifelong learning skills. Teachers emphasize speaking, writing, listening and reading to meet the school goal of producing responsible, achieving citizens. Students take language arts and reading as two separate classes in the sixth and seventh grades. These courses are combined in the eighth grade. RAC has numerous class sets of novels which teachers use to read aloud to students. The class sets, along with self-selected reading material from the media center, provide material for independent silent reading. Journal writing, opinion papers, and discussion help students gain greater meaning from the text and give opportunities for practice in writing, speaking, and listening. Students are also assigned several research projects that include oral presentations.

Our mathematics curriculum in sixth and seventh grades focuses on general math skills. Students must master the four arithmetic operations along with measurement, data analysis, and geometry. In the eighth grade both pre-algebra and algebra are taught. Algebra is taught at a high school level with students eligible for high school credit. All grades at Robert A. Cross Middle Magnet School have additional promotional requirements for math. Students must pass 80% of the chapters taught with 80% mastery as opposed to 70% mastery for the county. Students are given an option to retest if the first grade is not mastery level. Classes are teacher-directed when grade level objectives are introduced. The teacher as facilitator then encourages students to engage in conversation leading to solutions. Manipulatives such as geometric solids and centimeter grids are used to support instruction by the teacher.

In social studies, sixth graders begin the year learning map skills and proceed to the regions of Latin America, Europe and Australia. The four strands of history, geography, civics, and economics are integrated in projects such as “Country in a Box” and “Totem Poles.” Seventh graders continue the study of major regions, concentrating on Africa and Asia. Eighth graders study Georgia geography, history, government, and economics. U.S. historical events are included to ensure students understand Georgia’s role in the history of the United States. All grades use technology such as PowerPoint presentation projects, create brochures and timelines on the computer, and engage in activities on social studies websites.

Our science curriculum progresses through earth science, life science, and then to physical science. In earth science students are adding more detail to the picture of their universe. Life science provides students with opportunities to enrich their knowledge of the diversity of life and to learn to connect that knowledge to what they are learning in geography. The teaching of physical science includes the study of energy, understanding how things happen on the atomic level, and the different states of matter. All science classes are aimed at higher-order thinking skills so that students will realize science is a problem-solving process and not a memorization of text-book facts. Our science teachers use hands-on activities such as frog and owl pellet dissections and the use of water to create a stream bed to allow students to pose questions about the natural world. During hurricane season students plot the paths of hurricanes to investigate weather phenomena. Rocket assembly and launching is another activity designed to engage students in scientific inquiry.

Our Spanish curriculum involves the understanding and use of simple spoken and written messages. Students learn to communicate with others both orally and written and work daily on sentence structure and verb conjugation. They engage in activities to improve listening comprehension skills through music and questionnaires that correlate with auditory conversations. Students demonstrate an understanding of the significance of the Spanish culture and develop an awareness of the practices and products of the culture. One major assignment is a cultural project researching different Spanish countries and presenting the information to the class.

Students taking part in visual arts at Robert A. Cross Middle Magnet School create a variety of artworks using various media. These projects include designing and airbrushing a t-shirt, creating a computer art project, and grid drawing. While creating their art projects, students learn the properties of color, basic elements of form, and the principles of design. Students explore the history of art and notable artists.

2b. (Secondary Schools) English:

At Robert A. Cross Middle Magnet School, we provide our students the academic knowledge and skills needed to be successful as readers, writers, listeners, and speakers. Students are taught to apply comprehensive reading strategies as they read for pleasure as well as knowledge, communicate successfully with individuals and groups, and respond to literature in a variety of ways. Through discussion, students are allowed to share their feelings and ideas with the entire class. At times, literacy circles are used to provide a less intimidating setting for discussion. Independent student activities are also used to assess student understanding and provide opportunities for the student to put in action what has been obtained from class and small group discussion.

At RAC, we place a strong emphasis on grammar. Spelling, vocabulary, and word parts are taught in the English classes. We expect our students to write and speak correctly with

correct grammar and spelling. Activities such as the Sentence of the Day, journal writing, and oral reports reinforce student learning. All students are required to complete assignments in complete sentences using correct grammar and spelling. Students are taught the research process by completing a research report that requires them to use both printed material and online information.

Students who are reading below grade level are placed in a remediation class (ELT) which lasts for 30 minutes each day. In ELT students work on an on-line computer program (Anywhere Learning System) which allows them to progress at their own rate. With this program the teacher is able to generate lessons and practice activities that are specific for each student. The student gets immediate feedback from the program and is only allowed to progress to the next level when a concept has been mastered.

3. Curriculum Area of Choice (Math):

Robert A. Cross Middle Magnet School's mission of educating students in an active learning environment where all students can become responsible, achieving citizens is clearly articulated in its math curriculum. The math curriculum aligns with the Georgia Quality Core Curriculum/ Georgia Performance Standards. Using the state standards, assessment data, and best practices, teachers present students with multiple opportunities to develop higher level thinking and reasoning skills and achieve mastery in math. Through vertical teaming, math classes are aligned so students move seamlessly from 6th grade math, to 7th grade math, to 8th grade pre-algebra, acquiring in each level the math skills and concepts needed for success in the next level. Students who qualify based on assessment data may take algebra in the eighth grade, for which they receive high school credit. Students must not only meet the Dougherty County School System standard of 70% mastery for promotion in math, they must also achieve 80% proficiency on 80% of the math chapter tests. Teachers provide students with extra-help sessions both before and after school. Teachers use diverse instructional methods, including reciprocal learning where students work in pairs, math games, and hands-on math manipulatives. Problem-based learning experiences help students connect and apply math concepts to the community and the world.

Technology is an integral part of our math curriculum instruction. One exciting technological component is our "model classroom" where students use interactive technology to enhance their learning experience. The teacher, through rigorous staff development, instructs students using the ACTIVboard and the ACTIVote system. The handheld student response devices permit instant feedback from the entire class during instruction. Immediate feedback on student understanding allows the focus to be changed mid-lesson to ensure no child is left behind. The automated assessment feature lets students answer test questions at their own pace while keeping track of answers and grades.

4. Instructional Methods:

Robert A. Cross Middle Magnet School emphasizes basic academics. These skills are taught in a structured, logical, and sequential manner. Students receive instruction, drill, and review. Because not all students learn the same way, teachers at RAC also use a variety of approaches and methods including direct instruction, independent learning, and interactive activities. Reading classes use cooperative groups called literacy circles in which students share responses to stories they have read. This less intimidating setting allows struggling readers to gain confidence in their reading abilities and their expression of ideas. Sixth grade teachers use

hands-on activities such as jigsaw puzzles for map activities and geosolids for math. Games such as crossword puzzles, memory cards, and handheld game systems (Math Shark) are used. Graphic organizers are used to help students connect the interrelatedness of all subjects. Students performing below grade level in reading and/or math are placed in our ALS (Anywhere Learning System) program where they receive individualized instruction and practice via the computer. Teachers work daily with students before and after school, tutoring them to increase their skill levels.

All teachers integrate technology whenever possible. For example, social studies teachers frequently use a website supplement to the textbooks that reinforces map skills. Science teachers use the internet to simulate activities such as a “walk in space.” In order to help students understand tessellations and geometry, math teachers use different websites that allow students to rotate and flip geometric figures.

In our technology connection class, the teacher facilitates problem solving activities such as constructing the tallest paper tower possible using 2 sheets of paper and 18 inches of tape. The “design loop” is used where students try one thing and then another to determine the best way to accomplish something. This is linked to how industry uses the same process. In another activity, students are given unknown samples to test criteria to determine if a “patient” is diabetic. Following written directions independently is essential. Another computer program called Scan Math tutors any student missing a math problem completed during their work on a technology module. Our teachers work hard to stay abreast of new research regarding best practices for improving student learning.

5. Professional Development:

Through rigorous professional development, the Robert A. Cross Middle Magnet School faculty and staff gain skills and knowledge to maximize student learning potential by making the curriculum consistent and relevant. Diverse professional development they participate in includes: Curriculum Mapping, “The Model Classroom,” Georgia Performance Standards Curriculum Alignment, Bullying, Child Abuse Indicators, Test Score Analysis, 6th Grade Academy in Jacksonville, Florida, Science Olympiad at Emory University, 504 Accommodation, Student Support Team, Assertive Discipline, Technology, Vertical Teaming, Differentiated Instruction, Closing the Achievement Gap, Teachers as Advisors, Professional Learning Communities, Co-Teaching, No Child Left Behind, and Least Restrictive Environment.

Staff development is data driven and correlates with the individual teacher needs assessments and the annual school improvement plan developed each year. In a sustained effort, teachers actively engage in staff development scheduled by our Dougherty County School System math, science, social studies, and language arts supervisors at both Robert Cross and the Dougherty County School System Teacher Academy. Teachers also participate in professional development at the Southwest Georgia Regional Education Service Agency. At Robert A. Cross Middle Magnet School, they share professional skills and knowledge with their colleagues across grade levels and within subject areas to align curriculum and develop teacher best practices. The result is a strong curriculum and award-winning student achievement.

ROBERT CROSS MIDDLE MAGNET SCHOOL

Subject Reading Grade 6 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 0 | 2 | 0 | 1 | 5 |
| % Meets or Exceeds the Standard | 99 | 98 | 99 | 99 | 96 |
| % Exceeds the Standard | 71 | 70 | 81 | 82 | 58 |
| Number of students tested | 213 | 215 | 209 | 156 | 160 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number/Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | *NR |
| % Does Not Meet the Standard | 1 | 2 | 1 | | |
| % Meets or Exceeds the Standard | 100 | 98 | 99 | | |
| % Exceeds the Standard | 70 | 70 | 80 | | |
| Number of students tested | 128 | 215** | 89 | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 0 | 0 | 0 | 0 | 5 |
| % Meets or Exceeds the Standard | 100 | 99 | 100 | 100 | 95 |
| % Exceeds the Standard | 79 | 81 | 87 | 89 | 64 |
| Number of students tested | 66 | 77 | 104 | 65 | 77 |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 1 | 3 | 1 | 1 | 5 |
| % Meets or Exceeds the Standard | 99 | 97 | 99 | 99 | 95 |
| % Exceeds the Standard | 69 | 62 | 76 | 75 | 50 |
| Number of students tested | 138 | 129 | 101 | 83 | 78 |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 16 | 20 | 18 | 20 | 24 |
| % Meets or Exceeds the Standard | 84 | 80 | 82 | 80 | 77 |
| % Exceeds the Standard | 47 | 44 | 46 | 41 | 35 |

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included as Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Math Grade 6 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 3 | 2 | 5 | 3 | 5 |
| % Meets or Exceeds the Standard | 97 | 97 | 95 | 98 | 95 |
| % Exceeds the Standard | 40 | 34 | 31 | 40 | 23 |
| Number of students tested | 213 | 215 | 209 | 156 | 159 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 99 |
| Number/Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | *NR |
| % Does Not Meet the Standard | 3 | 2 | 9 | | |
| % Meets or Exceeds the Standard | 96 | 97 | 91 | | |
| % Exceeds the Standard | 30 | 34 | 31 | | |
| Number of students tested | 128 | 215** | 89 | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 0 | 1 | 2 | 5 | 7 |
| % Meets or Exceeds the Standard | 100 | 99 | 98 | 95 | 93 |
| % Exceeds the Standard | 59 | 47 | 34 | 46 | 30 |
| Number of students tested | 66 | 77 | 103 | 65 | 76 |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 4 | 3 | 8 | 1 | 3 |
| % Meets or Exceeds the Standard | 96 | 97 | 92 | 99 | 97 |
| % Exceeds the Standard | 30 | 26 | 28 | 34 | 15 |
| Number of students tested | 138 | 129 | 100 | 83 | 78 |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 26 | 27 | 30 | 31 | 31 |
| % Meets or Exceeds the Standard | 74 | 73 | 70 | 69 | 69 |
| % Exceeds the Standard | 25 | 26 | 25 | 21 | 17 |

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included in Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Reading Grade 7 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004- 2005 | 2003- 2004 | 2002- 2003 | 2001- 2002 | 2000- 2001 |
|---|---------------|---------------|---------------|---------------|---------------|
| Testing Month | April | April | *NG | April | *NG |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 1 | 0 | | 1 | |
| % Meets or Exceeds the Standard | 99 | 100 | | 99 | |
| % Exceeds the Standard | 77 | 63 | | 76 | |
| Number of students tested | 198 | 202 | | 149 | |
| Percent of total students tested | 100 | 100 | | 100 | |
| Number/Percent of students alternatively assessed | 0 | 0 | | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | |
| % Does Not Meet the Standard | 0 | 0 | | | |
| % Meets or Exceeds the Standard | 100 | 100 | | | |
| % Exceeds the Standard | 77 | 63 | | | |
| Number of students tested | 106 | 202** | | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 0 | 0 | | 0 | |
| % Meets or Exceeds the Standard | 100 | 99 | | 100 | |
| % Exceeds the Standard | 78 | 64 | | 82 | |
| Number of students tested | 63 | 85 | | 57 | |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 1 | 0 | | 1 | |
| % Meets or Exceeds the Standard | 99 | 100 | | 98 | |
| % Exceeds the Standard | 77 | 62 | | 71 | |
| Number of students tested | 129 | 109 | | 84 | |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 13 | 14 | | 15 | |
| % Meets or Exceeds the Standard | 87 | 86 | | 85 | |
| % Exceeds the Standard | 46 | 36 | | 35 | |

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

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included as Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Math Grade 7 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004- 2005 | 2003- 2004 | 2002- 2003 | 2001- 2002 | 2000- 2001 |
|---|---------------|---------------|---------------|---------------|---------------|
| Testing Month | April | April | *NG | April | *NG |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 2 | 0 | | 1 | |
| % Meets or Exceeds the Standard | 98 | 100 | | 99 | |
| % Exceeds the Standard | 33 | 29 | | 32 | |
| Number of students tested | 198 | 202 | | 149 | |
| Percent of total students tested | 100 | 100 | | 100 | |
| Number/Percent of students alternatively assessed | 0 | 0 | | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | |
| % Does Not Meet the Standard | 0 | 0 | | | |
| % Meets or Exceeds the Standard | 100 | 100 | | | |
| % Exceeds the Standard | 32 | 29 | | | |
| Number of students tested | 106 | 202** | | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 2 | 0 | | 0 | |
| % Meets or Exceeds the Standard | 99 | 100 | | 100 | |
| % Exceeds the Standard | 40 | 28 | | 42 | |
| Number of students tested | 63 | 85 | | 57 | |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 2 | 0 | | 1 | |
| % Meets or Exceeds the Standard | 97 | 100 | | 99 | |
| % Exceeds the Standard | 28 | 28 | | 26 | |
| Number of students tested | 129 | 109 | | 84 | |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 22 | 23 | | 27 | |
| % Meets or Exceeds the Standard | 78 | 77 | | 73 | |
| % Exceeds the Standard | 21 | 20 | | 14 | |

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

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included in Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Reading Grade 8 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 2 | 0 | 2 | 2 | 0 |
| % Meets or Exceeds the Standard | 99 | 100 | 98 | 98 | 100 |
| % Exceeds the Standard | 87 | 83 | 74 | 78 | 84 |
| Number of students tested | 187 | 155 | 129 | 123 | 134 |
| Percent of total students tested | 100 | 100 | 99 | 100 | 100 |
| Number/Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | *NR |
| % Does Not Meet the Standard | 1 | 0 | 2 | | |
| % Meets or Exceeds the Standard | 99 | 100 | 98 | | |
| % Exceeds the Standard | 83 | 83 | 77 | | |
| Number of students tested | 82 | 155** | 57 | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 2 | 0 | 0 | 2 | 0 |
| % Meets or Exceeds the Standard | 98 | 100 | 100 | 98 | 100 |
| % Exceeds the Standard | 89 | 85 | 89 | 84 | 90 |
| Number of students tested | 81 | 65 | 44 | 44 | 67 |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 1 | 0 | 2 | 1 | 0 |
| % Meets or Exceeds the Standard | 99 | 100 | 99 | 99 | 100 |
| % Exceeds the Standard | 85 | 82 | 66 | 75 | 78 |
| Number of students tested | 97 | 87 | 83 | 72 | 60 |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 17 | 15 | 19 | 20 | 18 |
| % Meets or Exceeds the Standard | 83 | 85 | 81 | 80 | 82 |
| % Exceeds the Standard | 51 | 50 | 46 | 43 | 50 |

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** = All students ate lunch fee of charge in 2003/2004 and statistically are included in Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Math Grade 8 Test Georgia Criterion-Referenced Competency Tests

Edition/Publication Year 2000 - 2005 Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does Not Meet the Standard | 1 | 1 | 2 | 2 | 1 |
| % Meets or Exceeds the Standard | 99 | 98 | 97 | 98 | 99 |
| % Exceeds the Standard | 39 | 35 | 28 | 36 | 30 |
| Number of students tested | 186 | 155 | 130 | 123 | 134 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number/Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | *NR |
| % Does Not Meet the Standard | 1 | 1 | 2 | | |
| % Meets or Exceeds the Standard | 99 | 98 | 98 | | |
| % Exceeds the Standard | 34 | 35 | 28 | | |
| Number of students tested | 82 | 155** | 57 | | |
| 2. White | | | | | |
| % Does Not Meet the Standard | 0 | 0 | 0 | 2 | 0 |
| % Meets or Exceeds the Standard | 100 | 100 | 100 | 98 | 100 |
| % Exceeds the Standard | 41 | 38 | 34 | 55 | 34 |
| Number of students tested | 80 | 65 | 44 | 44 | 67 |
| 3. Black | | | | | |
| % Does Not Meet the Standard | 2 | 2 | 2 | 3 | 3 |
| % Meets or Exceeds the Standard | 98 | 98 | 97 | 98 | 96 |
| % Exceeds the Standard | 37 | 32 | 26 | 24 | 23 |
| Number of students tested | 97 | 87 | 84 | 72 | 60 |
| STATE SCORES | | | | | |
| % Does Not Meet the Standard | 31 | 27 | 33 | 34 | 41 |
| % Meets or Exceeds the Standard | 79 | 73 | 67 | 65 | 58 |
| % Exceeds the Standard | 20 | 19 | 16 | 15 | 10 |

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included in Economically Disadvantaged.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Writing Grade 8 Test Georgia Middle Grades Writing Assessment

Edition/Publication Year 2000 - 2004 Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | January | January | January | January | January |
| SCHOOL SCORES | | | | | |
| % Not On Target | 3 | 3 | 2 | 3 | 2 |
| % On Target or Exceeds Target | 96 | 97 | 98 | 96 | 99 |
| % Exceeds Target | 19 | 4 | 20 | 10 | 5 |
| Number of students tested | 191 | 160 | 133 | 125 | 132 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number/Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Economically Disadvantaged | | | | *NR | *NR |
| % Not On Target | 6 | 3 | 2 | | |
| % On Target or Exceeds Target | 94 | 97 | 98 | | |
| % Exceeds Target | 17 | 4 | 19 | | |
| Number of students tested | 84 | 160** | 57 | | |
| 2. White | | | | | |
| % Not On Target | 0 | 6 | 0 | 2 | 2 |
| % On Target or Exceeds Target | 100 | 94 | 100 | 98 | 98 |
| % Exceeds Target | 21 | 3 | 25 | 16 | 6 |
| Number of students tested | 62 | 66 | 44 | 44 | 64 |
| 3. Black | | | | | |
| % Not On Target | 6 | 0 | 4 | 4 | 2 |
| % On Target or Exceeds Target | 94 | 99 | 97 | 96 | 98 |
| % Exceeds Target | 16 | 4 | 16 | 4 | 3 |
| Number of students tested | 100 | 91 | 83 | 71 | 60 |
| STATE SCORES | | | | | |
| % Not On Target | 16 | 20 | 10 | 15 | 17 |
| % On Target or Exceeds Target | 84 | 80 | 90 | 85 | 84 |
| % Exceeds Target | 11 | 10 | 18 | 12 | 12 |

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

** = All students ate lunch free of charge in 2003/2004 and statistically are included as Economically Disadvantaged

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Algebra Grade 8 Test Algebra End of Course Test

Edition/Publication Year 2002 Publisher Pearson Educational Measurement

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | *NR |
| % At Fail | 0 | 3 | |
| % At Pass or Pass Plus | 100 | 98 | |
| % At Pass Plus | 94 | 81 | |
| Number of students tested | 62 | 72 | |
| Percent of total students tested | 100 | 100 | |
| Number/Percent of students alternatively assessed | 0 | 0 | |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | *NR | *NR | |
| % At Fail | | | |
| % At Pass or Pass Plus | | | |
| % At Pass Plus | | | |
| Number of students tested | | | |
| 2. White | | | |
| % At Fail | 0 | 3 | |
| % At Pass or Pass Plus | 100 | 96 | |
| % At Pass Plus | 90 | 83 | |
| Number of students tested | 29 | 30 | |
| 3. Black | | | |
| % At Fail | 0 | 3 | |
| % At Pass or Pass Plus | 100 | 97 | |
| % At Pass Plus | 97 | 77 | |
| Number of students tested | 29 | 35 | |
| STATE SCORES | | | *NR |
| % At Fail | 38 | 40 | |
| % At Pass or Pass Plus | 62 | 60 | |
| % At Pass Plus | 35 | 32 | |

*NR = Scores were not reported in Georgia.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Reading Grade 8 Test Iowa Tests of Basic Skills

Edition/Publication Year Form K Publisher Riverside Publishing Company

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sept. | Sept. | Sept. | March | *NG |
| SCHOOL SCORES | | | | | |
| Total Score | 67 | 69 | 70 | 72 | |
| Number of students tested | 195 | 201 | 167 | 131 | |
| Percent of total students tested | 99 | 100 | 100 | 100 | |
| Number of students alternatively tested | 0 | 0 | 0 | 0 | |
| Percent of total students alternatively tested | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. African American | 65 | 64 | 65 | 65 | |
| Number of students tested | 111 | 91 | 82 | 81 | |
| 2. White | 71 | 71 | 74 | 81 | |
| Number of students tested | 56 | 80 | 66 | 42 | |
| 3. Multiple Ethnicity | 70 | 77 | 74 | 77 | |
| Number of students tested | 20 | 19 | 16 | 7 | |
| 4. F/RL | 64 | 69 | *NR | 67 | |
| Number of students tested | 89 | 144 | | 38 | |
| | | | | | |

*NR = Not reported.

*NG = In 2000-2001, the SAT- 9 (Stanford Achievement Test) was administered. No data is available.

ROBERT A. CROSS MIDDLE MAGNET SCHOOL

Subject Math Grade 8 Test Iowa Tests of Basic Skills

Edition/Publication Year Fall 2000, Spring 2000 Publisher Riverside Publishing Company

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sept. | Sept. | Sept. | March | *NG |
| SCHOOL SCORES | | | | | |
| Total Score | 67 | 68 | 68 | 68 | |
| Number of students tested | 197 | 200 | 167 | 131 | |
| Percent of total students tested | 99 | 99 | 100 | 100 | |
| Number of students alternatively tested | 0 | 0 | 0 | 0 | |
| Percent of total students alternatively tested | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. African American | 64 | 63 | 64 | 64 | |
| Number of students tested | 111 | 90 | 82 | 81 | |
| 2. White | 67 | 71 | 73 | 75 | |
| Number of students tested | 57 | 80 | 66 | 42 | |
| 3. Multiple Ethnicity | 61 | 76 | 64 | 62 | |
| Number of students tested | 21 | 19 | 16 | 7 | |
| 4. F/RL | 63 | 67 | *NR | 66 | |
| Number of students tested | 89 | 143 | | 38 | |
| | | | | | |

*NR = Not reported.

*NG = In 2000-2001, the SAT- 9 (Stanford Achievement Test) was administered. No data is available.

