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**U. S. Department of Education**

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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal \_\_\_\_\_ Mrs. Sheryl Holmes

Official School Name \_\_\_\_\_ Lincoln Fundamental Magnet Elementary School

School Mailing Address \_\_\_\_\_ 722 Corn Avenue

\_\_\_\_\_ Albany GA 31701-4405  
City State Zip Code

Telephone (229) 431-3373 Fax (229) 431-3357 E-mail [sheryl.holmes@dougherty.k12.ga.us](mailto:sheryl.holmes@dougherty.k12.ga.us)

Website/URL [www.dougherty.k12.ga.us/Lincoln\\_elem/](http://www.dougherty.k12.ga.us/Lincoln_elem/)

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 correct.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent \_\_\_\_\_ Dr. Sally Whatley

District Name \_\_\_\_\_ Dougherty County Telephone \_\_\_\_\_ (229) 431-1286

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson \_\_\_\_\_ Dr. C. W. Grant Date \_\_\_\_\_

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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**PART 1 – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K – 12. (Schools with one principal, even K – 12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 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 1998.
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.

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## **PART II – DEMOGRAPHIC DATA**

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All data are the most recent year available.

### **DISTRICT**

1. Number of schools in the district:
- |           |                        |
|-----------|------------------------|
| <u>16</u> | Elementary Schools     |
| <u>6</u>  | Middle Schools         |
| <u>0</u>  | Junior High Schools    |
| <u>4</u>  | High Schools           |
| <u>1</u>  | Other (see attachment) |
| <u>27</u> | TOTAL                  |
2. District Per Pupil Expenditure: \$ 6817.97
- Average State Per Pupil Expenditure: \$ 6978.87

### **SCHOOL**

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. 1 Number of years the principal has been in her/his position at this school.
- 11 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>K</b>	61	59	120
<b>1</b>	45	68	113
<b>2</b>	61	51	112
<b>3</b>	49	60	109
<b>4</b>	51	60	111
<b>5</b>	49	68	117
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>	316	366	682

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6. Racial/ethnic composition of the students in the school:
- |               |                                |
|---------------|--------------------------------|
| <u>42.00%</u> | White                          |
| <u>57.00%</u> | Black or African American      |
| <u>0.14%</u>  | Hispanic or Latino             |
| <u>0.14%</u>  | Asian/Pacific Islander         |
| <u>0.72%</u>  | American Indian/Alaskan Native |

7. Student turnover, or mobility rate, during the past year: 13.50%

1	Number of students who transferred to the school after October 1 until the end of the year.	38.00
2	Number of students who transferred from the school after October 1 until the end of the year.	54.00
3	Subtotal of all transferred students (sum of rows 1& 2)	92.00
4	Total number of students in the school as of October 1, 2003	682.00
5	Subtotal in row 3 divided by total in row 4	00.135
6	Amount in row 5 multiplied by 100	13.50

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

9. Students eligible for free/reduced-priced meals: 38.69 %  
272 Total Number Students Who Qualified as of May, 2003

10. Students receiving special education services: 3%  
20 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<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>	Hearing Impairment	<u>20</u>	Speech or Language Impairment
<u>0</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Multiple Disabilities	<u>0</u>	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Special Resource teacher/specialist	<u>0</u>	<u>2</u>
Paraprofessionals	<u>25</u>	<u>0</u>
Support Staff	<u>6</u>	<u>1</u>
Total number	<u>64</u>	<u>3</u>

12. Average school student-classroom teacher ratio: 22 to 1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily Student Attendance	97.1%	97.26%	97.45%	97.67%	97.45%
Daily Teacher Attendance	97%	97%	97%	97%	97%
Teacher Turnover Rate	13.50%	13.50%	10.80%	10.80%	10.80%

### **Part III-Summary**

Lincoln Fundamental Magnet School was the first magnet school in Albany, Georgia. It was established in 1982. The aim of Lincoln is an overall, complete development of students: academically, socially, and personally. The program is based on the belief that the best way to achieve this is through a structured, controlled learning environment. Lincoln builds discipline of the mind and character. Its goal is to create responsible citizens in an environment of safety,

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trust, care, and cooperation. We are accredited by the Southern Association of Colleges and Schools and by the Georgia Accrediting Commission. The Georgia Report Card listed Lincoln as the seventeenth highest ranked elementary school in Georgia.

Lincoln’s student population is drawn from all of Dougherty County. The school has a maximum enrollment of 740 students. Lincoln maintains a racial balance that reflects the demographics of the community. Any child eligible for kindergarten through fifth grade may apply to attend Lincoln. No pre-testing is required. After applications are received, students in kindergarten are chosen on a lottery basis, while all other students are placed on a waiting list for the next available position. Kindergarten applicants with siblings already enrolled in the magnet program are admitted without the lottery requirement.

Lincoln teaches the basics – reading, writing, mathematics, social studies, language arts, and science. The curriculum is the same as in other Dougherty County schools, but increased student expectations and the structured learning environment are different. The same county adopted textbooks are used, but students are taught “*on grade level*” with a higher level of expectation and promotional requirements. Therefore, students meet or exceed the system and state performance in all areas assessed on standardized tests.

Lincoln uses an assertive discipline plan. The learning environment is quiet and orderly. A more structured discipline code and more conservative dress code help maintain this atmosphere.

The core of Lincoln’s success lies in a staff that is committed to making sure each student reaches his or her maximum potential. A large percentage of Lincoln’s faculty members have advanced degrees. Weekly lesson plans reflect engaging, varied instruction that provides opportunities for teachers to enrich, reinforce, and remediate students’ learning.

The parents are the life support of our school. When their child enrolls at Lincoln, parents sign a contract to support its policies. Everyday parents are in the school volunteering in the classrooms, charing committees, coordinating activities, or providing support for school-wide initiatives. Lincoln’s parents have demonstrated their support by volunteering an average of 5000 to 6000 hours per year.

Lincoln is the realization of its mission statement, which states: “The mission of Lincoln Fundamental Magnet School, with family and community support, is to provide an appropriate learning environment in order for students to succeed in academics and to develop patriotism, citizenship, and self-esteem.” When students leave Lincoln, the foundation for productive citizenry has been established.

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## **Part IV – Indicators of Academic Success**

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1. Lincoln Fundamental’s student assessment program over the last several years has included a variety of tests.

Kindergarteners take the GKAP-R (Georgia Kindergarten Assessment Program-Revised) in the fall and the spring of each school year in order to assess their readiness to learn (fall) and their readiness for the first grade (spring). Teachers assess students in three areas: literacy, mathematics, and social emotional development. The tests are given on a one-on-one basis and in small groups. In the past three years, an average of 98% of Lincoln’s kindergarteners have

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shown a readiness for kindergarten on the fall baseline for GKAP-R. In the spring testing, 100% have shown readiness for first grade.

All other grades vary for which norm-referenced and/or criterion-referenced tests they take according to system and state mandates. Information from these assessments will be included in other parts of this report.

In the spring of 2002, grades one through five were tested on the CRCT (Criterion Referenced Competency Test). Grade four has been the only grade to be consistently tested for the CRCT skills and concepts since 1999-2000.

The CRCT is a state-mandated test (as of the year 2000) which states that core courses (reading, English/language arts, and math) of students in grades one through eight are to be tested. These tested skills and concepts are in alignment with the Georgia QCC (Quality Core Curriculum) objectives.

In the spring of 2003, only the fourth grade took the CRCT due to testing problems at the state level. Lincoln, therefore, can only list data from the fourth grade's spring 2003 test scores.

The ITBS (Iowa Test of Basic Skills), a norm referenced test, has also been given in the past to various grades. The ITBS is aligned with the Georgia QCC and measures skills and concepts taught on specific grade levels. A norm-referenced test shows how students perform compared to students across the nation. In the year 1999-2000, grades one through five were tested; however, only designated grades have been tested on the ITBS since.

In 2000-2001, the Stanford Achievement Test (SAT 9) was given in Georgia. Grades three and five were administered the test. The SAT 9 scores were not reported in 2001-2002 due to errors from the scoring test center.

Lincoln's test results have, as a whole, exceeded in performance the system's and the state's scores for the last several years. The test scores are an incentive to teachers, parents, and students to continue the hard work and strive to an even higher level of success. Lincoln's test results provide a means by which teachers measure their accountability. Scoring above the state standards lets teachers know that they are teaching the state-mandated objectives in a way that the students are successfully learning and applying the skills across the curriculum. Even though most students are performing at a higher level, teachers realize that lower scoring students must still have their needs addressed.

2. Assessment results from standardized tests reflect how Lincoln's students are performing academically in the school, in the system, and in the state. This data is used in several ways to guide educational planning. It helps identify the strengths and needs of individual students as well as the school. The data also gives diagnostic information needed, helps establish remedial programs, and helps create enrichment programs needed to enhance student learning.

When results of the standardized tests are received, the entire staff meets to discuss the reported data. Meetings are also held on individual grade levels. Strengths and needs are discussed and staff development plans are made to improve instruction in specific areas. Teachers look at data from their own classes' test results to determine individual student needs and ways to improve instructional methods.

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Students who are not performing adequately in math or reading are offered after school tutoring through a Safety Net program and/or are served by an Early Intervention teacher. During parent-teacher conferences, test results are explained and suggestions are offered for ways parents can help their children in different areas. For some students, the data may indicate the need for further testing to determine if a child has a learning disability or qualifies for the gifted program.

3. Parents and students are kept informed about performance throughout the school year. Students receive feedback daily through oral and written comments and through the use of formal and informal assessments. On a weekly basis, a folder containing graded work is sent home. Student progress toward promotional requirements is documented in the folder. Mid-nine-weeks progress reports, nine-weeks report cards, and semester progress reports summarize student achievement.

Parent-teacher conferences are scheduled in the fall and spring of the year to discuss test results and student progress. Conferences are also offered when progress reports are sent home, and on an as needed basis. Telephone calls, written notes, and e-mail are other ways in which the school communicates with parents.

The results of each student's standardized testing, along with interpretive guides, are sent to parents. The yearly school report card is made available to the parents and the community on an annual basis. Assessment data is further disseminated to the community via the web pages of the school and the school system, the Parent-Teacher Organization, and the school newsletters. Town hall meetings and local media reports are also sources of information available to the community.

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4. Lincoln Fundamental Magnet School's success has and will continue to be reported in numerous comparisons prepared by local and state agencies. These profiles are shared on the state's web site, in administrative meetings, staff development activities, school council, and instructional council meetings. Students at Lincoln have historically scored well on local, state and national tests. The local media reports these successes.

Lincoln uses various methods to communicate successes at the school. This is accomplished through quarterly newsletters, an informative school website, a brochure, and the local news media. Lincoln also has an open door policy in which parents and others are invited to visit the school.

Teachers and administrators take advantage of opportunities to visit and exchange ideas with other schools and community organizations. Lincoln welcomes the opportunity and is happy to share the aspects that make our program successful.

As a result of consistently high-test scores, Lincoln has been selected by the Georgia School Council to serve as an exemplary school. As a featured school, other school personnel are invited to visit Lincoln to observe and share effective practices related to student achievement, classroom management, and parental involvement.

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## PART V – CURRICULUM AND INSTRUCTION

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1. The curriculum at Lincoln is designed to meet the needs of each of our students in grades K-5. We incorporate the Georgia Quality Core Curriculum in each of the content areas, and high academic standards are set for every student. The strength of our school lies in our parental involvement and in our teachers' abilities to help students master all subjects in order to be promoted.

The language arts curriculum focuses on reading, writing, speaking, and listening. The Reading Renaissance Program, which is an enhanced version of Accelerated Reader, is used to encourage and to reward good reading habits. This program has helped to increase test scores. Lincoln also uses the Writing to Win Program, which emphasizes prewriting, drafting, revising, editing, and publishing. Quite often, parents and other citizens come into the school to read to our students. Students are required to prepare book reports, memorize poems, and spend time in uninterrupted silent reading. Teachers incorporate daily oral vocabulary lessons into the curriculum, also.

We believe that it is our responsibility to prepare students to apply the mathematical skills necessary to compete in today's job market and society. Each class at Lincoln teaches estimation, numbers and numeration, statistics and probability, fractions, decimals, relations and functions, whole number operations, geometry and spatial sense, patterns and relationships, whole numbers computation, measurement, and problem solving. Hands-on activities enable students to work in problem-solving groups.

Each grade level at Lincoln teaches four major areas of science: Science as Inquiry, Physical Science, Earth and Space Science, and Life Science. Our students participate in hands-on activities, experiments, and projects. Through the science curriculum, our students are taught to ask questions, conduct investigations, and to form and test hypotheses.

The social studies curriculum prepares students to become productive citizens and to develop tolerance for diversity in an ever-changing world. Some of the areas emphasized are community membership, government, interdependence, culture, global connections, and civic responsibility and pride.

Students at Lincoln participate in art and music at least once a week and in physical education daily. These are necessary for the development of a well-rounded student. The study of art, music, and PE are important parts of a child's aesthetic, emotional, academic, physical, and social growth.

Lincoln recognizes that students will eventually enter a world that is technologically driven. We integrate technology into classroom instruction whenever feasible. The application of technology reinforces and enhances instruction in all content areas.

Finally, it is our desire to prepare students for life. In this effort, students are taught character education daily. Teachers stress organizational and study skills. Students maintain assignment notebooks to help them to become organized and responsible.

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2. The reading program at Lincoln Fundamental Magnet School is a balanced literacy program, which incorporates the five essential reading components of phonemic awareness, phonics, fluency, vocabulary development, and comprehension. A variety of instructional tools are used to support and supplement reading instruction including a basal series (Scott Foresman), classroom libraries of leveled books, authentic literature, and computer programs such as Accelerated Reader and Writing to Read.

Lincoln recognizes the importance of reading as the building block upon which all other subjects are taught and learned. Therefore, a strong emphasis is placed on phonological processing and the development of phonemic awareness in the early grades. All students in grades K-5 receive instruction in phonics daily. To enrich our approach to reading, we use the Reading Renaissance Program, which is an enhanced version of Accelerated Reader. Each student in grades one through five has an individualized reading level. When books are completed, tests are taken on the computer and points are awarded. Each student has a goal to reach and much importance is placed on rewards.

Lincoln chose the Reading Renaissance program because it promotes reading, vocabulary development, and comprehension. It challenges students to become better readers. Student participation and increased test scores evidence the success of the program.

Students at each grade level are provided opportunities to read, discuss, interpret, and analyze passages through guided reading instruction. Lincoln has an excellent Media Center and a school-wide commitment to literacy attainment. Frequent opportunities to write are woven throughout reading instruction at every level. Time is set aside daily for students to read independently. In addition, teachers read aloud to their classes daily.

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3. One of Lincoln Fundamental's mission goals is to promote citizenship. This is done through our social studies curriculum. Students participate in community service projects such as Habitat for Humanity. They collect pennies to raise money for the project and prepare lunches for the college student volunteers. This experience has allowed the students to meet people from all over the United States. Lincoln also participates in collecting donations for the Toys for Tots Program, St. Jude's Children's Hospital, and the Salvation Army.

In addition, environmental awareness is promoted through an array of lessons and projects connected with Lincoln's outdoor classroom. The students volunteer to work in this area on designated Saturdays. The school holds social events such as a Hawaiian Luau and a Cowboy Roundup to make money for additions and improvements to the outdoor classroom area. At the end of each school year, we hold a butterfly release. Students are also involved in recycling projects.

We feel that it is important for children to relate to the real world. This goal is accomplished through curriculum emphasis on current events. Weekly Readers are used to keep students abreast of current worldwide events. Teachers also plan lessons from the local newspaper. The use of a daily geography question reinforces students' critical thinking skills. Technology is also incorporated into the social studies curriculum with such programs as The Trail of Tears. We feel that all of these features combined give students an ever-increasing knowledge base of their world and their environment.

Unlike some other schools, social studies is taught at Lincoln everyday. Homework is assigned as a meaningful reinforcement of the essential skills taught in class. The social studies curriculum gives each student a sense of community pride and encourages him or her to strive toward being a better citizen.

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4. All of the instructional methods used at Lincoln Fundamental Magnet School are designed to improve student learning. We have a Writing to Read Program for kindergarten and first grade. A reading intervention teacher serves students in first and second grades, who are experiencing difficulty in reading. Lincoln has a Safety Net after school program to serve EIP (Early Intervention Program) students in math and reading for grades two and three. Fourth and fifth grades are served only in reading during the Safety Net after school program. Lincoln has an EIP teacher for K, fourth, and fifth. Kindergarten is served for reading and math daily, while fourth and fifth grades are served only in math daily. Graphic organizers are used in all subjects to enhance learning. Technology is integrated into lesson plans when applicable. This technology includes Windows on Science, videos, computer software, and accelerated reading. Problems of the day, problems of the week, daily oral language, and a math problem-solving block of time challenge students. The students participate in hands-on activities and experiments and often work in co-operative groups. Effective study skills, organizational skills, and test taking strategies are constantly enforced. Utilizing assessment data, teachers are able to target small groups or one-on-one areas of need. These areas are worked on with tutoring before or after school. Current events from the local newspaper are addressed weekly.

5. After reviewing test results, teachers identify the curriculum areas that need improvement. Each grade level, as a means to address the identified weaknesses, completes a needs assessment. The results of this assessment are compiled by the principal and prioritized to reflect the needs of Lincoln's faculty and students. Staff development is then planned by the county and varies by grade level. While the county provides most of the staff development activities, the principal also has the discretion to plan staff development based on individual school needs. For example, primary teachers requested training in hands-on activities in mathematics. Workshops were offered in AIMS, Box It and Bag It, and Math Their Way. Upper-grade teachers indicated a need for staff development on test-taking skills. A staff development was created and introduced such programs as Test Ready and Test Best. Teachers are provided with tools, innovative practices, and the newest teaching techniques to take back to the classroom. Teachers and paraprofessionals are also encouraged to pursue advanced degrees. As a result, Lincoln students consistently score at or above state standards in all content areas.

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**PART VII – ASSESSMENT RESULTS**

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Grade   1   Test Iowa Tests of Basic Skills  
Edition/publication year  Form K  Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs        Scaled Scores        Percentiles   X  

<b>ITBS First Grade Reading</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month     March					
<b>SCHOOL SCORES</b>					
Total Score	None Tested	None Tested	74	73	79
Number of students tested	NA	NA	125	123	116
Percent of total students tested	NA	NA	100%	100%	100%
Number of students excluded	NA	NA	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
2. White	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
3. Native American	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
4. Asian	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
5. Free/Reduced Meals	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
6. Non-Free/Reduced Meals	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data

Grade   1   Test Iowa Tests of Basic Skills

Edition/publication year Form K Publisher The Riverside Publishing Company  
 Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

<b>First Grade Math</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month <u>March</u>					
<b>SCHOOL SCORES</b>			ITBS	ITBS	ITBS
Total Score	None Tested	None Tested	80	80	85
Number of students tested	NA	NA	125	123	116
Percent of total students tested	NA	NA	100%	100%	100%
Number of students excluded	NA	NA	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
2. White	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
3. Native American	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
4. Asian	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
5. Free/Reduced Meals	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data
6. Non-Free/Reduced Meals	No Data	No Data	No Data	No Data	No Data
Number of students tested	No Data	No Data	No Data	No Data	No Data

Grade 2 Test Iowa Tests of Basic Skills  
 Edition/publication year Form K Publisher The Riverside Publishing Company  
 Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X





<b>Third Grade Reading</b>	2002-2003	1999-2000	1998-1999
Testing Month-March			
<b>SCHOOL SCORES</b>	ITBS	ITBS	ITBS
Total Score	72	64	61
Number of students tested	113	122	120
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black	68	No Data	No Data
Number of students tested	60	No Data	No Data
2. White	76	No Data	No Data
Number of students tested	50	No Data	No Data
3. Native American	77	No Data	No Data
Number of students tested	1	No Data	No Data
4. Asian	87	No Data	No Data
Number of students tested	1	No Data	No Data
5. No data provided	49	No Data	No Data
Number of students tested	1	No Data	No Data
6. Free/Reduced Meals	69	No Data	No Data
Number of students tested	38	No Data	No Data
7. Non-Free/Reduced	73	No Data	No Data
Number of students tested	75	No Data	No Data

\* In 2000-2001 and 2001-2002, the SAT 9 (Stanford Achievement Test) was administered in the third grade.

Grade 3 Test Iowa Tests of Basic Skills  
Edition/publication year Form K Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

<b>Third Grade Math</b>	2002-2003	1999-2000	1998-1999
Testing Month March			
<b>SCHOOL SCORES</b>	ITBS	ITBS	ITBS

Total Score	66	77	75
Number of students tested	113	122	117
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black	62	No Data	No Data
Number of students tested	60	No Data	No Data
2. White	70	No Data	No Data
Number of students tested	50	No Data	No Data
3. Native American	91	No Data	No Data
Number of students tested	1	No Data	No Data
4. Asian	64	No Data	No Data
Number of students tested	1	No Data	No Data
5. No data provided	45	No Data	No Data
Number of students tested	1	No Data	No Data
6. Free/Reduced Meals	63	No Data	No Data
Number of students tested	38	No Data	No Data
7. Non-Free/Reduced Meals	68	No Data	No Data
Number of students tested	75	No Data	No Data

\* In 2000-2001 and 2001-2002, the SAT 9 (Stanford Achievement Test) was administered in the third grade.

Grade 4 Test Iowa Tests of Basic Skills  
Edition/publication year Form K Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

<b>Fourth Grade Reading</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month <u>March</u>					
<b>SCHOOL SCORES</b>			ITBS	ITBS	ITBS
Total Score	None Tested	None Tested	72	72	71
Number of students tested	NA	NA	128	121	120

Percent of total students tested	NA	NA	100%	100%	100%
Number of students excluded	NA	NA	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	No Data				
Number of students tested	No Data				
2. White	No Data				
Number of students tested	No Data				
3. Native American	No Data				
Number of students tested	No Data				
4. Asian	No Data				
Number of students tested	No Data				
5. Free/Reduced Meals	No Data				
Number of students tested	No Data				
6. Non-Free/Reduced Meals	No Data				
Number of students tested	No Data				

Grade 4 Test Iowa Tests of Basic Skills  
Edition/publication year Form K Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

<b>Fourth Grade Math</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month March					
<b>SCHOOL SCORES</b>			ITBS	ITBS	ITBS
Total Score	None Tested	None Tested	77	78	78
Number of students tested	NA	NA	128	121	127
Percent of total students tested	NA	NA	100%	100%	100%

Number of students excluded	NA	NA	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black	No Data				
Number of students tested	No Data				
2. White	No Data				
Number of students tested	No Data				
3. Native American	No Data				
Number of students tested	No Data				
4. Asian	No Data				
Number of students tested	No Data				
5. Free/Reduced Meals	No Data				
Number of students tested	No Data				
6. Non-Free/Reduced Meals	No Data				
Number of students tested	No Data				

Grade 5 Test Iowa Tests of Basic Skills  
Edition/publication year Form K Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles X

<b>Fifth Grade Reading</b>	2002-2003	1999-2000	1998-1999
Testing Month March			
<b>SCHOOL SCORES</b>	ITBS	ITBS	ITBS
Total Score	69	68	66
Number of students tested	121	125	121
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0

SUBGROUP SCORES			
1. Black	63	No Data	No Data
Number of students tested	73	No Data	No Data
2. White	79	No Data	No Data
Number of students tested	39	No Data	No Data
3. Native American	85	No Data	No Data
Number of students tested	1	No Data	No Data
4. Asian	72	No Data	No Data
Number of students tested	1	No Data	No Data
5. Other	83	No Data	No Data
Number of students tested	3	No Data	No Data
6. Multiple ethnicity	93	No Data	No Data
Number of students tested	1	No Data	No Data
7. No data provided	60	No Data	No Data
Number of students tested	3	No Data	No Data
8. Free/Reduced Meals	70	No Data	No Data
Number of students tested	50	No Data	No Data
9. Non-Free/Reduced Meals	69	No Data	No Data
Number of students tested	71	No Data	No Data

\* In 2000-2001 and 2001-2002, the SAT 9 (Stanford Achievement Test) was administered in the fifth grade.

Grade 5 Test Iowa Tests of Basic Skills  
Edition/publication year Form K Publisher The Riverside Publishing Company  
Scores are reported here as (check one): NCEs        Scaled Scores        Percentiles X

<b>Fifth Grade Math</b>	2002-2003	1999-2000	1998-1999
Testing Month March			
<b>SCHOOL SCORES</b>	ITBS	ITBS	ITBS
Total Score	67	71	69
Number of students tested	121	125	120
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black	62	No Data	No Data

Number of students tested	73	No Data	No Data
2. White	71	No Data	No Data
Number of students tested	39	No Data	No Data
3. Native American	92	No Data	No Data
Number of students tested	1	No Data	No Data
4. Asian	92	No Data	No Data
Number of students tested	1	No Data	No Data
5. Other	86	No Data	No Data
Number of students tested	3	No Data	No Data
6. No data provided	66	No Data	No Data
Number of students tested	3	No Data	No Data
7. Multiple ethnicity	74	No Data	No Data
Number of students tested	1	No Data	No Data
8. Free/Reduced Meals	65	No Data	No Data
Number of students tested	50	No Data	No Data
9. Non-Free/Reduced Meals	57	No Data	No Data
Number of students tested	71	No Data	No Data

\* In 2000-2001 and 2001-2002, the SAT 9 (Stanford Achievement Test) was administered in the fifth grade.

Grade K Test Georgia Kindergarten Assessment Program –Revised  
Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education  
Scores are reported here as (check one): NCEs      Scaled Scores      Percentiles X

Kindergarten GKAP-R	2002-2003	2001-2002	2000-2001
Testing Month March			
<b>SCHOOL SCORES</b>			
Ready for 1st. Grade	100%	100%	100%
Ready for 1st gr. with assistance	0	0	0
Not ready for 1st grade	0	0	0
Number of students tested	113	117	114
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black			
Ready for 1st. Grade	100%	100%	100%

Ready for 1st gr. with assistance	0	0	0
Not ready for 1st grade	0	0	0
Number of students tested	57	65	54
2. White			
Ready for 1st. Grade	100%	100%	100%
Ready for 1st gr. with assistance	0	0	0
Not ready for 1st grade	0	0	0
Number of students tested	54	43	58
3. Economically Disadvantaged			
Ready for 1st. Grade	100%	No Data	No Data
Ready for 1st gr. with assistance	0	No Data	No Data
Not ready for 1st grade	0	No Data	No Data
Number of students tested	14	No Data	No Data
4. Not Economically Disadvantage			
Ready for 1st. Grade	100%	No Data	No Data
Ready for 1st gr. with assistance	0	No Data	No Data
Not ready for 1st grade	0	No Data	No Data
Number of students tested	98	No Data	No Data

Grade 4 Test Georgia Criterion-Referenced Competency Test  
Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education  
Scores are reported here as (check one): NCE  Scaled Scores  Percents

<b>Fourth Grade Reading</b>	2002-2003	2001-2002	2000-2001
Testing Month March			
<b>SCHOOL SCORES</b>			
Did not meet, met or exceeded standards	100	100	100
Met or exceeded standards	99	99	100
Exceeded standards	76	77	65
Number of students tested	120	117	127
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black			
Did not meet, met or exceeded standards	100	100	100
Met or exceeded standards	97	98	98
Exceeded standards	75	69	54
Number of students tested	72	62	61

2. White			
Did not meet, met or exceeded standards	100	100	100
Met or exceeded standards	100	100	100
Exceeded standards	78	84	75
Number of students tested	46	45	60
3. Economically Disadvantaged			
Did not meet, met or exceeded standards	100	No Data	No Data
Met standards	100	No Data	No Data
Exceeded standards	74	No Data	No Data
Number of students tested	42	No Data	No Data
4. Not Economically Disadvantaged			
Did not meet, met or exceeded standards	100	No Data	No Data
Met or exceeded standards	98	No Data	No Data
Exceeded standards	77	No Data	No Data
Number of students tested	78	No Data	No Data

Grade 4 Test Georgia Criterion-Referenced Competency Test  
Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education  
Scores are reported here as (check one): NCE \_\_\_ Scaled Scores \_\_\_ Percents X

<b>Fourth Grade Math</b>	2002-2003	2001-2002	2000-2001
Testing Month March			
<b>SCHOOL SCORES</b>			
Did not meet, met or exceeded standards	100	100	100
Met or exceeded standards	98	97	91
Exceeded standards	33	34	24
Number of students tested	120	117	127
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black			
Did not meet, met or exceeded standards	100	100	100
Met or exceeded standards	97	99	84
Exceeded standards	28	34	18
Number of students tested	72	62	61
2. White			
Did not meet, met or exceeded standards	100	100	100

Met or exceeded standards	100	96	98
Exceeded standards	39	36	30
Number of students tested	46	45	60
<b>3. Economically Disadvantaged</b>			
Did not meet, met or exceeded standards	100	No Data	No Data
Met or exceeded standards	98	No Data	No Data
Exceeded standards	38	No Data	No Data
Number of students tested	42	No Data	No Data
<b>4. Not Economically Disadvantaged</b>			
Did not meet, met or exceeded standards	100	No Data	No Data
Met or exceeded standards	99	No Data	No Data
Exceeded standards	31	No Data	No Data
Number of students tested	78	No Data	No Data

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## Attachment

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1. The South Georgia Regional Achievement Center includes eight small learning communities. Each smaller community occupies its own physical space, and the students remain in this space for the majority of their activities. This separation enhances instructional time, reduces behavioral problems, and provides for the development of caring and structured environments. All learning communities share the media center, computer lab, cafeteria, and other designated spaces. Class size is limited to 18 students per Georgia Department of Education guidelines.

The learning communities are the Tribunal Referred Student Community, Turn Around Community, a Middle School Academically At-risk Student Community, a High School Academically At-Risk Student Community, a year-round Evening School Community, the Exceptional Students (ESP) Learning Community, Out of School Suspension Room, and the Child Development Community. These small learning communities are designed as such because research states that programs that separate students by age groups are more effective than those programs that serve students of all ages in one setting. Although the learning communities are physically separated from each other, they operate as a cohesive unit under one governance committee to include a principal along with members of the faculty.