

REVISED March 14, 2006
2005-2006 Child Left Behind – Blue Ribbon Schools Program
U.S. Department of Education

Type of School: Elementary

Name of Principal Ms. Karen Bullock

Official School Name Kedron Elementary School

School Mailing Address 200 Kedron Drive

Peachtree City GA 30269-3920

County Fayette State School Code 0196

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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.

_____ Date _____
(Principal's signature)

Name of Superintendent Dr. John DeCotis

District Name Fayette County School System Tel. (770) 460-3535

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 Chair Mrs. Terri Smith

I have reviewed this 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 Chairperson's Signature

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: 17 Elementary schools
 5 Middle schools
 0 Junior high schools
 5 High schools
 1 Alternative School (K-12)
 1 Evening High School
 29 TOTAL

2. District Per Pupil Expenditure: \$7,343 (May 2005)

Average State Per Pupil Expenditure: \$6,092

SCHOOL (To be completed by all schools)

5. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 4 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	0	2	7			
K	24	30	54	8			
1	31	28	59	9			
2	38	27	65	10			
3	34	42	76	11			
4	43	38	81	12			
5	41	39	80	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							417

Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 79% White
 - 8% Black or African American
 - 4% Hispanic or Latino
 - 9% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
- 100% Total**

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

7. Student turnover, or mobility rate, during the past year: **15%**

[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.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	64
(4)	Total number of students in the school as of October 1	415
(5)	Total transferred students in row (3) divided by total students in row (4)	.1542
(6)	Amount in row (5) multiplied by 100	15

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

Number of languages represented: **6**

Specify languages: **German, Japanese, Portuguese, Gujarati, Spanish and Mandarin**

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

Total number students who qualify: **20**

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: 11%
46 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>12</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</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>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>48</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1
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	97%	94%	96%	96%	96%
Daily teacher attendance	91%	94%	93%	94%	96%
Teacher turnover rate	5%	0%	*21%	*12%	32%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A%

***Attendance lines adjusted and new schools opened**

PART III – SUMMARY

Summary

Kedron Elementary School, a state-recognized Platinum Award school, is an accredited suburban, public school established in 1995 in Fayette County, Georgia. In its ten years, Kedron's attendance zone has grown rapidly. Its population has divided twice with two new schools, once in 2002, and again in 2003. The current enrollment is approximately 410.

The Kedron mission statement is "The Kedron school community strives for excellence in all things." The beliefs are:

- Student learning is the chief priority of the school.
- Students learn in different ways and should be provided a variety of learning activities to accommodate differences in learning styles.
- Teachers, administrators, parents, and the community share the responsibility in advancing the school's mission.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Kedron serves students in kindergarten through fifth grade. The students benefit from many programs that support and supplement the regular classroom instruction such as Gifted and Talented, Early Intervention (remedial reading and math), Special Education, English to Learners of Other Languages, After school Reading and Math tutorial, and the Guidance program. All students benefit from specialists who offer instruction in art, media, music, physical education, and technology.

Kedron's faculty is dedicated to delivering an instructional program that has high expectations for all students. Teachers use research-based practices such as differentiated instructional methods, materials, and assessments to accommodate the diverse learning needs of individual students. They also participate in professional learning opportunities that concentrate on best practices such as the use of graphic organizers, authentic assessments, and "backward design" of units.

One of the most important factors that contributes to student success at Kedron is the school climate that promotes positive relationships among teachers, students, and parents. The teachers communicate regularly with parents beginning with Meet the Teacher Day before school starts and Curriculum Nights held during the first two weeks of the school year to explain grade level specific requirements and expectations. Parent/teacher/student conferences are held throughout the year in order to improve student achievement. Parents are encouraged to volunteer in numerous ways such as serving on the School Council, volunteering for Accelerated Reader, guest reading, chaperoning for field trips, coaching Science Olympiad, serving on media center and technology committees, and serving in the Learning Buddy tutorial program.

The Kedron PTO is an essential component in the business and operation of the school. The PTO sponsors fundraisers which provide support for special projects such as building a walking track, establishing a Yamaha piano lab, and providing on-going technology upgrades. One of the unique activities that the PTO established is the annual three day Academic Fair that features a different subject area each year such as geography, math, science, or technology. Parents plan and present grade level appropriate activities which support the performance standards in this subject-oriented expo. To promote community involvement, the PTO sponsors activities such as a Fall Carnival, Spring Family Night, and the February Heart-to-Heart 5K race.

In addition to outstanding PTO support, Kedron students benefit from local community involvement. Several businesses, such as Chick-fil-A, sponsor family nights at their restaurants and donate a percentage of the profits to the school. Business partner, Regions Bank, sponsors a weekly school-based savings program for Kedron students.

As part of the faculty's professional learning, the faculty read *Whatever It Takes*. This truly exemplifies the philosophy and spirit of the Kedron school community. Its efforts are consistent, persistent, and pervasive in doing whatever it takes to help each student strive for excellence in all things.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Information on the Georgia Criterion-Referenced Competency Test (CRCT) is available at <http://www.doe.k12.ga.us>. CRCT results from recent years are included in this application.

Currently, all students in Georgia in grades one through eight take the CRCT in April. These tests measure how well the students have mastered the state curriculum. All students take the CRCT test in Reading, English/Language Arts, and Math. Students in third, fourth and fifth grades are also tested in Science and Social Studies. Each subject area test is divided into different domains. Reading has four domains: Reading for Vocabulary Improvement, Reading for Locating and Recalling Information, Reading for Meaning, and Reading for Critical Analysis. The English/Language Arts domains are: Sentence Construction and Revision, Grammar and Mechanics, Paragraph Content and Organization (Grades 2-5), and Research Process/Source Materials. Math domains include: Number Sense and Numeration, Geometry and Measurement, Patterns and Relationships/Algebra, Statistics and Probability (Grades 3-5), Computation and Estimation, and Problem Solving. Science domains are Inquiry, Physical Science, Life Science, and Earth Science. In Social Studies the five domains are: Geography, History, Economics, Civics, and Core Skills. Scores may range from 150-450. There are three levels of proficiency: Scores below 300 -Level 1-Does not Meet; scores between 300-349 -Level 2-Meets; and scores above 350-450-Level 3-Exceeds. Students in third grade must score at Level 2 or 3 on the reading section of the CRCT to be promoted to fourth grade. In fifth grade, students must score at Level 2 or 3 on the Reading and Math sections to be promoted to sixth grade.

The CRCT test has been given each year to fourth graders since April 2000. Ninety-five percent of the fourth grade students scored in the meets or exceeds category in Reading, 96% in English/Language Art, and 94% met or exceeded expectations in Math in 2000. Reading and Math scores have improved each year with 98% of the fourth grade students scoring in the meets or exceeds categories in Reading, 100% in English/Language Arts, and 99% scoring in Math.

In 2001-2002 all students in grades first through fifth were given the CRCT in April. Students in all grade levels scored at or above 97% in Reading, English/Language Arts, and Math in the meets or exceeds categories. The CRCT was only given in fourth grade in 2003 due to state budget considerations, but was continued in 2004 for all grades. In 2004 and 2005, 98% of the students in all grades scored at the Meets or Exceeds level in all subject areas.

Over the past years, Kedron's ethnicity has significantly changed. In 2000, the enrollment was 91% white, 4% African American, 1% Hispanic, and 4% Asian. In 2005, the enrollment was 79% white, 8% African American, 4% Hispanic, and 9% Asian. As demographics change, review of disaggregated data is increasingly important to ensure that all students maintain high levels of achievement in order to meet or exceed the performance standards.

Beginning in 2004, Kedron began tracking the new students who enrolled. In 2004, 60 or 17% of the students were new to Kedron on or before October 1. In 2005, 36 or 9% of students were new to Kedron. Although some new students are performing below state performance standards when they enroll, the faculty works diligently to ensure that the new students meet or exceed the same performance standards as the returning students.

Ninety-eight percent or more of Kedron's students have scored in the Meets or Exceeds categories in all subject areas of the CRCT in the last three years. The State Department of Education recognized Kedron with the Platinum Award which honors schools scoring in the top 2% of all

elementary schools in the state for three consecutive years.

In addition to the state mandated CRCT tests, each fall Kedron students are assessed with the Iowa Test of Basic Skills in third and fifth grades. Kedron students consistently score above the district and national average.

2. Using Assessment Results

Instructional programs and school improvement are driven by data collected from many sources of assessments. Each year, teachers, administrators, and the Instructional Leadership Team review the results of the CRCT and the ITBS. Strengths and weaknesses are reviewed and grade level goals, as well as school-wide goals, are established based on the results of these criterion-referenced and norm-referenced assessments. These identified goals are the focus of instruction and improvement throughout the year.

In addition to the CRCT and ITBS, teachers use data collected from other sources to evaluate the effectiveness of teaching and student learning. The teachers collect informal data from daily classroom work and observations and adjust their instruction to accommodate the individual learners providing reteaching and extension activities as needed. By using more formal assessments, such as the Curriculum Associates research-based Diagnostic Reading Assessment and Fayette County's nine week math assessments, the teachers monitor the progress of each student. Teachers also use computer based assessments, such as the Accelerated Reader STAR Early Literacy and Reading Test and Accelerated Math STAR Math Test, to measure the academic growth of students. Teachers meet in scheduled grade level meetings and conference with administrators to review assessment results and determine the most effective strategies to improve student learning.

In kindergarten, each student begins a traveling portfolio in which teachers keep data from various Reading, Writing, and Math assessments. This portfolio "travels" with the students as they progress through fifth grade. These portfolios provide teachers valuable longitudinal data on the achievement of the individual students.

The county provides the Interactive Results Manager software to analyze CRCT data. Teachers use this program to review trends and disaggregate data by ethnicity, gender, and programs such as Special Education, Gifted and Talented, and the Early Intervention Program.

Analyzing assessment data from many sources enables Kedron to maintain a high level of achievement for all students as they strive for excellence in all things.

3. Communication to Parents, Students, and Community

Good communication is vital to the success of Kedron. Teachers communicate often with the parents. Many teachers begin communicating with the parents of future students at the end of the school year before the students will be in their grade level. At Meet the Teacher Day before school starts, the teachers share important information about their expectations for the year. Each grade level has a Curriculum Night when teachers share specific information about their classes, academic expectations, and class and school goals for the year.

Teachers report academic performance in many ways. Frequent parent conferences are held to share information. For students experiencing difficulties, special Student Support Team conferences are held where concerns are discussed with the teachers, counselor, psychologist, administrators, and parents. In assignments where rubrics are used to assess student work, teachers provide parents with copies of the rubrics at the onset of the units. Formal mid-quarter reports and quarterly report cards are issued to each student indicating progress with grade level standards. Another communication tool is the "Friday Folder" which is sent home weekly with work samples, class newsletters, and school menu/newsletter. For younger students, communication folders are sent home daily. Some students benefit from daily reporting, often through a daily agenda signed by the teacher and parent.

Academic successes and challenges are shared with students on an on-going basis. Students work

with teachers to set individual goals and receive weekly progress reports for the Accelerated Reader program. Teachers help students track their progress in mastering goals for math facts. For many learning activities, the teachers give students rubrics for self-assessments.

Parents and others in the community may visit the school website, www.kedronknights.org, for information. Kedron's on-going sponsored events and information such as the school improvement plan which includes assessment results are posted on the website for review.

4. Sharing Success with Other Schools

Learning from others in various forums is an important part of keeping the Kedron staff energized, enthusiastic, and excited. County administrators and elementary principals meet monthly to discuss school improvement issues and research based best practices. Elementary principals participate in a professional learning seminar which focuses on school improvement planning and discuss topics such as differentiated instruction, compacted teaching, and implementation of the new Georgia Performance Standards. Administrators also engage in monthly book studies focusing on such books as *Good to Great, If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers*, and *Whatever It Takes*. Each summer the county sponsors an Administrative Institute in a retreat setting which is a good forum for sharing ideas.

To facilitate the implementation of the new standards, teachers have participated in grade level specific county-wide training sessions using duty leave provided by the county. At these meetings, teachers receive information on the new standards and have opportunities to develop backward design units to support the performance standards. These are excellent opportunities to exchange ideas and establish dialogue with other county schools.

Teacher representatives from all subject areas attend monthly curriculum meetings with representatives from other county schools. These representatives return to Kedron and present reports and share ideas. As Kedron teachers learn of programs at other schools, visits are arranged for teachers to observe first hand how the programs are used. These sharing opportunities offer valuable support and resources for the teachers.

Kedron's teachers participate in grant opportunities. Grants were awarded to one teacher for a summer program on ecology in Oregon and a geography program in Hawaii. Social Studies teachers have studied in the national programs *We the People* and *History Alive*. Kedron's Milken Foundation Award teacher attended a week-long seminar with other award winners in Washington, D. C. The counselor obtained a grant to implement the school-wide Kamaron KC3 Positive Label Program and received a national award for its success. At the award presentation, school personnel met with others throughout the nation and shared their successes. Opportunities afforded by these programs, not only give Kedron teachers a chance to share their ideas, but also provide teachers with enriching experiences they may use to enhance the learning of their students.

One of Kedron's teachers serves on the State Superintendent's Advisory Council. This committee meets throughout the year with State School Superintendent Kathy Cox to share concerns and receive information about current issues in Georgia schools. This forum is an important source of information for Kedron.

Collaboratively sharing successes, ideas, and challenges with others continually strengthens and vitalizes Kedron and allows the teachers to deliver dynamic instructional programs.

PART V—CURRICULUM AND INSTRUCTION

1. School's Curriculum

Kedron Elementary has a rigorous, thorough curriculum for *all* learners that aligns with national and state standards in each subject. Georgia is in the process of revising its curriculum in English/Language Arts, Math, Science, and Social Studies. The Georgia Performance Standards (GPS) are in the process of replacing the Quality Core Curriculum (QCC). This new curriculum in each subject area is supported by research and shifts from emphasizing the learning of discrete skills to the learning for conceptual, enduring understandings. The teachers develop relationships among standards within each strand as well as relationships within each subject area. Georgia's new GPS curriculum is being implemented over a period of several years.

English/Language Arts includes reading, writing, and listening/speaking/viewing. The reading program is comprehensive and focuses on concepts of print, phonological awareness, phonics, fluency, vocabulary, and comprehension strategies. These strategies include determining important ideas, comparing and contrasting, making inferences, establishing cause and effect, evaluating and making judgments, recognizing fact and opinion, and summarizing text. The writing curriculum begins by focusing on understanding the principles of writing and expands to include competency in a variety of genres such as information, narrative, persuasive, and response to literature. Development of higher order thinking skills is emphasized for all students. The goal of the English/Language Arts curriculum is to develop effective communicators who are able to gather, evaluate, and produce information using various resources. Teachers have fully implemented the new GPS in this subject during 2005-2006.

The new Georgia Performance Standards for math develop an understanding of mathematics by engaging in hands-on investigations with an emphasis on involving students in authentic problem solving opportunities. Students are encouraged to think critically to find different solutions to problems as opposed to rote memorization. The math curriculum includes problem solving, reasoning, representation, and communication. The curriculum is organized around these domains: numbers and operations, measurement, geometry, data analysis and probability, process skills, and algebra. Teachers will begin implementing the GPS standards in 2006-2007.

The science standards are based on Project 2061's *Benchmark for Science Literacy* and the national standards. The emphasis is on the understanding of the relationship between science, the environment, and the everyday world. Domains within the standards are Earth science, physical science, and life science. Within each domain, the curriculum is focused on the standards set for each science unit, tasks that students should be able to perform during or by the end of the unit, samples of student work, and feedback provided by teacher commentary. The standards require that students understand the characteristics of science as well as acquire content knowledge. Therefore, these two areas are interrelated and coexist in the delivery of the standards. The new GPS standards will be implemented in 2006-2007 in grades 3-5 with K-2 implemented the following year.

The revised social studies curriculum is designed to develop informed citizens who understand the past and how it relates to the present and future. As students progress through the social studies curriculum, they will focus on strands that develop historical, geographical, government/civics, and economic understandings taught through grade appropriate units. Teachers will begin implementing the new social studies GPS in 2007.

In addition to these core curriculum subjects, Kedron students benefit from high quality programs in art, media, music, physical education, and technology. Specialists in each area deliver programs that are integrated with and support the goals of the core courses. Orchestra and band are also part of the fine arts curriculum available to fifth grade students. All fourth and fifth grade students may participate in the extracurricular chorus program.

2. Reading Curriculum

The goal of the reading curriculum is to develop lifelong readers who read for information as well as pleasure. Learning to read is the focus of the reading program in kindergarten through second grades. By third grade, the reading program focuses on reading to learn with much emphasis devoted to integrating the content areas of social studies and science with reading instruction. One of the school-wide improvement goals is to increase nonfiction reading among all students.

At every grade level, teachers use on-going formative and summative assessment programs to determine proficiency levels in reading and written expression. Based on assessment data, teachers use a variety of instructional methods and materials to design Reading/English/Language Arts programs that meet the needs of the diverse learners. Differentiated methods include small group enriched/remedial instruction, technology enhanced instruction, additional teacher support, cooperative groups, as well as one-on-one assistance and independent inquiry activities. Differentiated materials include leveled readers, basal reading texts, self-selected books, as well as other supplemental resources. Students needing additional support receive assistance from the Early Intervention Program (EIP) which provides small group or collaborative support in reading from a specialist. As needed, students may also receive tutorial support from trained paraprofessionals and may participate in the state funded After school Reading program. For students continuing to experience difficulties, they may be referred to the Student Support Team to discuss additional strategies that are available to ensure success in meeting the grade level standards. Special Education resource/collaborative programs are offered to students with IEPs. Enrichment students' reading needs are supplemented and extended through participation in the Gifted and Talented program.

The reading program uses a balanced literacy model to deliver Reading/English/Language Arts instruction. Fayette County adopted this model based on the research of Patricia Cunningham's Four Block design. Each day the students are involved in literacy instruction which includes four key components: small guided reading groups stressing comprehension and fluency, writing instruction, phonics and vocabulary development, self-selected reading, and writing instruction. Grades three through five use the Word Stem vocabulary program to teach Latin and Greek root words.

The Accelerated Reader (AR) program supplements the reading program by providing students opportunities to reinforce their reading skills. With their teacher and parents, each student sets a point goal based on their age and reading level. Each student receives recognition of achieving individual goals.

Parental support is a vital component of the reading program. Parents sign weekly reading logs to monitor and encourage reading at home. In fourth and fifth grade, the GPS require students to read twenty-five books, and parents offer essential support for this standard. The media center sponsors family reading nights in conjunction with book fairs to promote literacy as well as remaining open during the summer months for students and their families to check out books.

3. Other Curriculum Area – Math

Computational fluency and problem solving are at the core of our mathematics curriculum. Rote memorization of basic facts does not equate to computational fluency. Therefore, from kindergarten on, students use models/manipulatives to understand how numbers work. As understanding increases, students move from concrete models, to standard math symbols, to real world applications. Kindergarten, first, and second graders practice proficiency in basic addition and subtraction. Third graders practice proficiency in basic multiplication. Fourth graders practice proficiency in basic division. As the state curriculum moves from a spiraling curriculum with on-going review, to a ladder curriculum with expectation of mastery, grade level benchmarks are essential. At grades one through five, McGraw-Hill's *The Problem Solver* program is used on an on-going basis to teach ten problem solving strategies that apply computational skills to real world situations. In order to differentiate instruction, each child has an individual computation goal and an individual Problem Solver level. Math Facts, an individualized

computer program, in conjunction with comprehensive quarterly math assessments, both aligned to our math domains, allows teachers to identify students in need of additional help and additional enrichment. Programs such as EIP, After school Math, and parent volunteers with the PTO Learning Buddies provide one-on-one and small group tutoring for students needing extra assistance. Students at all grade levels have the opportunity to read, write, and speak about math and are exposed to guest speakers who show how math is used every day in the world around them. At grades four and five students use math journals and are asked to give math presentations demonstrating that math problems can be solved in numerous ways. Paper and pencil computation, in conjunction with calculator usage, allows students by grade five to work with scientific calculators, data bases, and spreadsheets.

4. Instructional Methods

At every level and in every subject, Kedron teachers have high expectations for all students and are dedicated to delivering a differentiated instructional program that focuses on mastery of the curriculum standards in order to prepare the students for the next level of learning.

Instructional decisions are based on identified needs of individual students after thorough analysis of assessment data. Numerous assessments provide useful data including the Georgia Kindergarten Assessment Program, the Cognitive Abilities Test, CRCT, ITBS, writing assessments, nine week math assessments, and on-going formative classroom assessments. After considering the data, teachers prioritize needs and implement productive activities to accomplish the performance standards with emphasis placed on differentiation of instruction and intervention support to either accelerate or enrich learning. The pacing of instruction is guided by curriculum maps provided by the county subject area coordinator. Teachers follow the suggested maps and pacing guides, but they adjust pacing to provide reteaching or extension opportunities as needed.

To meet the educational needs of the students, teachers use a variety of strategies. Teachers incorporate best instructional strategies from Robert Marzano's *Classroom Instruction that Works* in their lessons. They also use exemplary practices from Max Thompson's *Learning-Focused Strategies Notebook*.

Teachers work collaboratively in grade level planning sessions to share ideas, strategies, and successes as well as to share concerns about individual students. They value the professional advice of their peers as they brainstorm the best ways for individuals to master the standards.

Parental involvement is a valuable component as Kedron teachers and students strive for excellence in instruction and performance. Teachers provide learning materials for the parents to use at home, suggestions about appropriate educational websites, and information about resources available in the community. Teachers also conduct parent help sessions, such as CRCT meetings, to share information about how they may assist their children. Parents are also invited to attend "Bring Your Parents to School Day." By establishing a working relationship early in the year with the parents, teachers maximize instructional opportunities for the students.

5. Professional Development

Professional development at Kedron is designed to support county level goals as well as school level goals from the improvement plans. Based on these plans, teachers participate in professional development opportunities throughout the year. The focus of county professional development this year has been training in implementing the new Georgia Performance Standards in English/Language Arts, Math, and Science. Teachers have received release time to attend training with substitutes provided at the county's expense as well as school-based training delivered on student early release days. Another county level professional learning initiative this year has been to conduct gender diversity workshops for all teachers as a follow-up to cultural diversity training the previous year.

In addition to county initiatives, Kedron's teachers participate in professional development opportunities based on school goals. In recent years, teachers have received school-based training on

implementing components of Max Thompson's Learning-Focused Schools and Robert Marzano's best practices. At the beginning of the year and at mid-year, teachers receive release time to review student traveling portfolios in order to set and review goals for individual students. As part of their annual evaluation, teachers are required to maintain a professional portfolio which includes class demographic, assessments data, and reflections on student achievement based on best practices. On-site technology classes are offered to the faculty to refine and update information management skills. Other classes have included how to integrate technology across the curriculum, how to use the Smart Board, the Internet, and student responders in classroom instruction. County level coordinators provided valuable professional learning opportunities by giving school-based presentations on new materials/methods available to teachers.

Some professional development opportunities are based on individual needs or interests. Professional learning communities are established within the school. For example, teachers form small groups to read and discuss professional books. The information generated from the discussions is posted on the school's server to be shared with the faculty. Many teachers attend professional conferences that are specific to their area of interest. They redeliver ideas and strategies from the conferences to the entire faculty, grade level groups, or the Instructional Leadership Team. In addition, the Regional Educational Service Agency (RESA) is another source of training for teachers and administrators. Kedron's teachers and administrators have participated in a variety of courses offered at RESA such as Data Analysis, Learning-Focused Schools, and Georgia Performance Standard workshops. Specialists from RESA have also presented professional learning courses at Kedron.

Kedron's faculty is dedicated to continuing education. Kedron has several teachers who pursue advanced learning opportunities by seeking higher level degrees from local universities. Many have completed Masters and Educational Specialist degrees in recent years. Also, Kedron has three National Board Certified teachers on staff.

Professional learning is an essential element of student achievement at Kedron. The staff's delivery of the instructional program is continually reviewed, refined, and improved based on knowledge acquired through professional learning opportunities. As teachers grow, so student achievement improves.

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 1
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	5	0	4
% Meets State Standards	94	100	97
% Exceeds State Standards	69	68	83
Number of students tested	59	69	138
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	100	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	17	*	*
% Meets State Standards	83	*	*
% Exceeds State Standards	50	*	*
Number of students tested	6	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	0	*
% Meets State Standards	*	100	*
% Exceeds State Standards	*	50	*
Number of students tested	*	6	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 1 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	2	0	3
% Meets State Standards	97	100	98
% Exceeds State Standards	73	71	85
Number of students tested	45	55	124
Special Education Students			
% Does not Meet State Standards	*	0	0
% Meets State Standards	*	100	100
% Exceeds State Standards	*	67	58
Number of students tested	*	15	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.
Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 1
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	3	1	4
% Meets State Standards	96	99	97
% Exceeds State Standards	59	48	72
Number of students tested	59	69	138
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	17	*	*
% Meets State Standards	84	*	*
% Exceeds State Standards	67	*	*
Number of students tested	6	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	0	*
% Meets State Standards	*	67	*
% Exceeds State Standards	*	33	*
Number of students tested	*	6	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 1 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	2	2	3
% Meets State Standards	98	98	97
% Exceeds State Standards	60	49	73
Number of students tested	45	55	124
Special Education Students			
% Does not Meet State Standards	*	0	0
% Meets State Standards	*	100	100
% Exceeds State Standards	*	47	50
Number of students tested	*	15	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 1

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	0	0	4
% Meets/Exceeds State Standards	100	100	97
% Exceeds State Standards	80	71	72
Number of students tested	59	69	138
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	100	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	*	*
% Meets State Standards	33	*	*
% Exceeds State Standards	67	*	*
Number of students tested	6	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	0	*
% Meets State Standards	*	100	*
% Exceeds State Standards	*	50	*
Number of students tested	*	6	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 1 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	0	2
% Meets State Standards	100	100	99
% Exceeds State Standards	80	76	74
Number of students tested	45	55	124
Special Education Students			
% Does not Meet State Standards	*	0	0
% Meets State Standards	*	100	100
% Exceeds State Standards	*	80	58
Number of students tested	*	15	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 2
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	0	6	2
% Meets State Standards	100	96	97
% Exceeds State Standards	83	71	70
Number of students tested	76	68	142
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	100	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	0	*
% Meets State Standards	100	43	*
% Exceeds State Standards	67	57	*
Number of students tested	6	7	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	0	*	0
% Meets State Standards	100	*	100
% Exceeds State Standards	43	*	67
Number of students tested	7	*	6

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 2 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American	*	*	*
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	6	2
% Meets State Standards	100	94	97
% Exceeds State Standards	89	73	70
Number of students tested	55	52	122
Special Education Students			
% Does not Meet State Standards	0	25	8
% Meets State Standards	100	76	92
% Exceeds State Standards	90	38	50
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.
Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 2
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	0	3	2
% Meets State Standards	100	97	99
% Exceeds State Standards	71	59	42
Number of students tested	76	68	142
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	100	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	0	*
% Meets State Standards	100	100	*
% Exceeds State Standards	67	43	*
Number of students tested	6	7	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	0	*	0
% Meets State Standards	100	*	100
% Exceeds State Standards	29	*	50
Number of students tested	7	*	6

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 2 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	4	2
% Meets State Standards	100	96	96
% Exceeds State Standards	75	63	41
Number of students tested	55	52	122
Special Education Students			
% Does not Meet State Standards	0	13	8
% Meets State Standards	100	88	92
% Exceeds State Standards	90	38	25
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 2

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	0	3	0
% Meets/Exceeds State Standards	100	97	100
% Exceeds State Standards	66	71	63
Number of students tested	76	68	142
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	100	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	0	*
% Meets State Standards	100	100	*
% Exceeds State Standards	67	71	*
Number of students tested	6	7	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	0	*	0
% Meets State Standards	100	*	100
% Exceeds State Standards	14	*	83
Number of students tested	7	*	6

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 2 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	2	0
% Meets State Standards	100	98	100
% Exceeds State Standards	67	71	63
Number of students tested	55	52	122
Special Education Students			
% Does not Meet State Standards	0	13	0
% Meets State Standards	100	88	100
% Exceeds State Standards	70	25	50
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 3

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	3	3	1
% Meets/Exceeds State Standards	98	98	98
% Exceeds State Standards	71	78	70
Number of students tested	78	80	155
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	*	*
% Meets State Standards	100	*	*
% Exceeds State Standards	57	*	*
Number of students tested	7	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 3 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	3	1	1
% Meets State Standards	96	99	100
% Exceeds State Standards	69	79	71
Number of students tested	62	75	140
Special Education Students			
% Does not Meet State Standards	20	0	8
% Meets State Standards	80	100	91
% Exceeds State Standards	10	63	33
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few tested

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 3

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	3	1	3
% Meets/Exceeds State Standards	97	99	98
% Exceeds State Standards	68	51	52
Number of students tested	78	80	155
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	*	*
% Meets State Standards	100	*	*
% Exceeds State Standards	57	*	*
Number of students tested	7	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 3 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	3	0	1
% Meets State Standards	96	100	98
% Exceeds State Standards	69	49	49
Number of students tested	62	75	140
Special Education Students			
% Does not Meet State Standards	20	0	8
% Meets State Standards	80	100	92
% Exceeds State Standards	10	38	25
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few tested

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 3

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	3	1	1
% Meets/Exceeds State Standards	97	99	99
% Exceeds State Standards	65	74	56
Number of students tested	78	80	155
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	0	*	*
% Meets State Standards	100	*	*
% Exceeds State Standards	43	*	*
Number of students tested	7		
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 3 (con't)

	2004-2005	2003-2004	2002-2003
Native American	*	*	*
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	3	0	1
% Meets State Standards	97	100	100
% Exceeds State Standards	69	75	56
Number of students tested	62	75	140
Special Education Students			
% Does not Meet State Standards	20	0	8
% Meets State Standards	80	100	92
% Exceeds State Standards	20	75	25
Number of students tested	10	8	12
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few tested

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 4

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	1	5	3
% Meets/Exceeds State Standards	99	95	97
% Exceeds State Standards	83	74	81
Number of students tested	78	77	156
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	33	*
% Meets State Standards	*	67	*
% Exceeds State Standards	*	0	*
Number of students tested	*	6	
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 4 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested			
White, Not Hispanic			
% Does not Meet State Standards	0	2	2
% Meets State Standards	100	98	98
% Exceeds State Standards	85	79	82
Number of students tested	68	63	140
Special Education Students			
% Does not Meet State Standards	*	10	20
% Meets State Standards	*	90	80
% Exceeds State Standards	*	50	53
Number of students tested	*	10	15
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 4

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	0	4	5
% Meets/Exceeds State Standards	100	96	95
% Exceeds State Standards	63	38	41
Number of students tested	78	77	156
Percent of total students tested	100	100	156
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	33	*
% Meets State Standards	*	67	*
% Exceeds State Standards	*	33	*
Number of students tested	*	6	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	17	*
% Meets State Standards	*	50	*
% Exceeds State Standards	*	33	*
Number of students tested	*	6	*

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 4 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	0	4
% Meets State Standards	100	100	96
% Exceeds State Standards	66	38	41
Number of students tested	68	63	140
Special Education Students			
% Does not Meet State Standards	*	10	*
% Meets State Standards	*	90	*
% Exceeds State Standards	*	40	*
Number of students tested	*	10	*
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

**Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 4**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	1	3	3
% Meets/Exceeds State Standards	99	97	97
% Exceeds State Standards	59	48	57
Number of students tested	78	77	156
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed			
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	17	*
% Meets State Standards	*	83	*
% Exceeds State Standards	*	50	*
Number of students tested	*	6	*
Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Multiracial**			
% Does not Meet State Standards	*	17	*
% Meets State Standards	*	84	*
% Exceeds State Standards	*	17	*
Number of students tested	*	6	*

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 4 (con't)

	2004-2005	2003-2004	2002-2003
Native American	*	*	*
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	0	2
% Meets State Standards	100	100	98
% Exceeds State Standards	62	52	57
Number of students tested	68	63	140
Special Education Students			
% Does not Meet State Standards	*	10	20
% Meets State Standards	*	90	80
% Exceeds State Standards	*	40	47
Number of students tested	*	10	15
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 5
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	4	3	3
% Meets State Standards	97	97	98
% Exceeds State Standards	63	84	66
Number of students tested	80	107	145
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	3	0
Percent of students alternatively assessed	0	100	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	17
% Meets State Standards	*	*	84
% Exceeds State Standards	*	*	17
Number of students tested	*	*	6
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 5 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	1	0	2
% Meets State Standards	99	100	98
% Exceeds State Standards	66	85	69
Number of students tested	67	94	129
Special Education Students			
% Does not Meet State Standards	17	8	15
% Meets State Standards	84	93	85
% Exceeds State Standards	17	62	23
Number of students tested	6	13	13
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 5
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	1	1	3
% Meets State Standards	99	99	97
% Exceeds State Standards	40	51	42
Number of students tested	80	107	145
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	3	0
Percent of students alternatively assessed	0	100	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	17
% Meets State Standards	*	*	83
% Exceeds State Standards	*	*	0
Number of students tested	*	*	6
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
English/Language Arts Criterion-Referenced Competency Test (CRCT) Grade 5 (con't)
(State did not test this grade level in 2002-2003.)

	2004-2005	2003-2004	2001-2002
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	0	1	129
% Meets State Standards	100	99	2
% Exceeds State Standards	40	52	98
Number of students tested	67	94	45
Hispanic			
% Does not Meet State Standards	*	*	17
% Meets State Standards	*	*	83
% Exceeds State Standards	*	*	0
Number of students tested	*	*	6
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Special Education Students			
% Does not Meet State Standards	0	0	15
% Meets State Standards	100	100	85
% Exceeds State Standards	0	31	8
Number of students tested	6	13	13
English Language Learners			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few tested

**Test scores are disaggregated by this ethnic subgroup on the CRCT.
Test results are not disaggregated by free and reduced lunch eligibility.

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 5

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
All Students			
% Does not Meet State Standards	1	1	3
% Meets/Exceeds State Standards	99	99	97
% Exceeds State Standards	53	50	67
Number of students tested	80	107	145
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	3	0
Percent of students alternatively assessed	0	100	0
SUBGROUPS SCORES			
African American, Not Hispanic			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Asian/Pacific Islander			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
Hispanic			
% Does not Meet State Standards	*	*	33
% Meets State Standards	*	*	66
% Exceeds State Standards	*	*	33
Number of students tested	*	*	6
Multiracial**			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

Kedron Elementary Blue Ribbon School Information
Mathematics Criterion-Referenced Competency Test (CRCT) Grade 5 (con't)

	2004-2005	2003-2004	2002-2003
Native American			
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
% Does not Meet State Standards	1	1	2
% Meets State Standards	98	99	97
% Exceeds State Standards	55	53	68
Number of students tested	67	94	129
Special Education Students			
% Does not Meet State Standards	17	8	23
% Meets State Standards	83	93	76
% Exceeds State Standards	33	31	38
Number of students tested	6	13	13
English Language Learners	*	*	*
% Does not Meet State Standards	*	*	*
% Meets State Standards	*	*	*
% Exceeds State Standards	*	*	*
Number of students tested	*	*	*

*None or too few to report

**Test scores are disaggregated by this ethnic subgroup on the CRCT.

Test results are not disaggregated by free and reduced lunch eligibility.

NATIONAL NORM REFERNCED TEST RESULTS

Subject Reading Grade 3 Test Iowa Test of Basic Skills
 Edition/Publication Year 2001-2002 Publisher Riverside Publishing Company
 Scores are reported here as: NCE Scaled scores Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	85	79	81
Number of students tested	72	72	80
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS			
African American, Not Hispanic	59	61	11
Number of students tested	3	6	2
Asian/Pacific Islander	78	78	*
Number of students tested	6	3	*
Hispanic	85	72	*
Number of students tested	4	2	*
Multiracial	80	89	76
Number of students tested	6	1	2
Native American	79	*	*
Number of students tested	1	*	*
White, Not Hispanic	87	81	81
Number of students tested	52	60	74
Special Education Students	81	43	61
Number of students tested	8	11	8
English Language Learners	43	*	*
Number of students tested	1	*	*

*None or too few to report

NATIONAL NORM REFERNCED TEST RESULTS

Subject Language Grade 3 Test Iowa Test of Basic Skills
 Edition/Publication Year 2001 Publisher Riverside Publishing Company
 Scores are reported here as: NCE Scaled Scores Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	91	81	82
Number of students tested	72	72	80
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS			
African American, Not Hispanic	78	75	62
Number of students tested	3	6	2
Asian/Pacific Islander	92	86	*
Number of students tested	6	3	*
Hispanic	94	89	*
Number of students tested	4	2	*
Multiracial	84	92	56
Number of students tested	6	1	2
Native American	86	*	*
Number of students tested	1	*	*
White, Not Hispanic	91	80	81
Number of students tested	52	60	74
Special Education Students	8	41	64
Number of students tested	8	8	8
English Language Learners	55	*	*
Number of students tested	1	*	*

*None or too few to report

NATIONAL NORM REFERNCED TEST RESULTS

Subject Mathematics Grade 3 Test Iowa Test of Basic Skills
 Edition/Publication Year 2001-2002 Publisher Riverside Publishing Company
 Scores are reported here as: NCE _____ Scaled Scores _____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	88	83	84
Number of students tested	72	72	80
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUPS			
African American, Not Hispanic	55	72	83
Number of students tested	3	6	2
Asian/Pacific Islander	96	78	*
Number of students tested	6	3	*
Hispanic	90	88	*
Number of students tested	4	2	*
Multiracial	84	96	84
Number of students tested	6	1	2
Native American	82	*	*
Number of students tested	1	*	*
White, Not Hispanic	89	84	82
Number of students tested	52	60	74
Special Education Students	86	60	62
Number of students tested	8	11	8
English Language Learners	46	*	*
Number of students tested	1	*	*

*None or too few to report

NATIONAL NORM REFERNCED TEST RESULTS

Subject Reading Grade 5 Test Iowa Test of Basic Skills
 Edition/Publication Year 2000 Publisher Riverside Publishing Company
 Scores are reported here as: NCE _____ Scaled scores _____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	83	82	88
Number of students tested	78	81	105
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	3
Percent of students alternatively assessed	0	0	100
SUBGROUPS			
African American, Not Hispanic	40	40	77
Number of students tested	3	3	5
Asian/Pacific Islander	69	78	74
Number of students tested	2	3	4
Hispanic	81	72	*
Number of students tested	1	2	*
Multiracial	90	89	81
Number of students tested	3	1	2
Native American	*	*	*
Number of students tested	*	*	*
White, Not Hispanic	85	81	87
Number of students tested	68	60	93
Special Education Students	32	52	51
Number of students tested	4	8	8
English Language Learners	*	9	*
Number of students tested	*	2	*

* None or too few to report

NATIONAL NORM REFERNCED TEST RESULTS

Subject Language Grade 5 Test Iowa Test of Basic Skills
 Edition/Publication Year 2001 Publisher Riverside Publishing Company
 Scores are reported here as: NCE Scaled Scores Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	81	74	81
Number of students tested	78	81	105
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	3**	3
Percent of students alternatively assessed	0	100	100
SUBGROUPS			
African American, Not Hispanic	53	51	77
Number of students tested	3	3	5
Asian/Pacific Islander	78	52	85
Number of students tested	2	6	4
Hispanic	98	63	*
Number of students tested	1	1	*
Multiracial	74	68	65
Number of students tested	3	3	2
Native American	*	*	*
Number of students tested	*	*	*
White, Not Hispanic	82	78	79
Number of students tested	68	65	93
Special Education Students	31	41	59
Number of students tested	4	8	8
English Language Learners	*	13	*
Number of students tested	*	2	*

*None or too few to report

**Three students tested with the Georgia Alternative Assessment instrument as specified in the individual IEP.

NATIONAL NORM REFERNCED TEST RESULTS

Subject Mathematics Grade 5 Test Iowa Test of Basic Skills
 Edition/Publication Year 2001 Publisher Riverside Publishing Company
 Scores are reported here as: NCE Scaled Scores Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
SCHOOL SCORES			
Total Score	89	83	88
Number of students tested	78	81	105
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	3
Percent of students alternatively assessed	0	0	100
SUBGROUPS			
African American, Not Hispanic			
Number of students tested	54	28	75
Number of students tested	3	3	5
Asian/Pacific Islander			
Number of students tested	98	76	88
Number of students tested	2	6	4
Hispanic			
Number of students tested	92	64	*
Number of students tested	1	1	*
Multiracial			
Number of students tested	85	67	48
Number of students tested	3	3	2
Native American			
Number of students tested	*	*	*
Number of students tested	*	*	*
White, Not Hispanic			
Number of students tested	90	87	87
Number of students tested	68	65	93
Special Education Students			
Number of students tested	48	59	63
Number of students tested	4	8	8
English Language Learners			
Number of students tested	*	52	*
Number of students tested	*	2	*

*None or too few to report