

JOHN F. KENNEDY SCHOOL

ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 19, 2010

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for John F. Kennedy School. This Annual Education Report addresses the reporting requirements identified by the United States Office of Education and the Michigan Department of Education.

Included in the report are Kennedy's points of pride, school improvement plan, parent involvement data, student assessment results, Adequate Yearly Progress data and status information, and teacher qualification data. The format of the report was provided by the Michigan Department of Education. For your convenience, the report may be viewed in its entirety or by selecting individual chapters. To review the report by chapter, click on the chapter heading you wish to review.

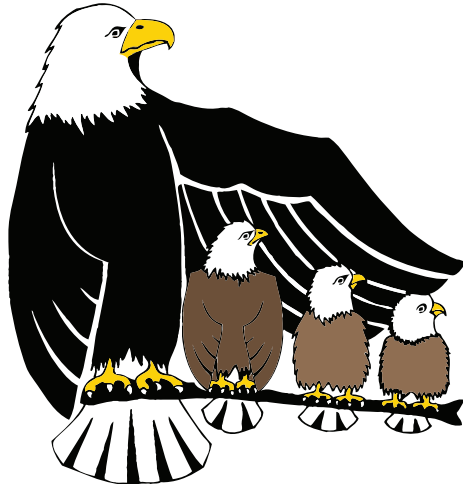
For 2009-2010, John F. Kennedy made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The report is available for review electronically at www.ferndaleschools.org/publicationsreports or you may contact, Jessica Stilger at (248) 586-8677 to obtain a printed copy.

If you have questions regarding this report contact ? YbbYXmat (248) 547-0880.

Sincerely,

Nancy DeRousha, Principal



2009-2010

JOHN F. KENNEDY SCHOOL ANNUAL EDUCATION REPORT FERNDALÉ PUBLIC SCHOOLS

1. John F. Kennedy School Information

Introduction to School, Points of Pride, Curriculum, School Improvement Plan,
and Additional State Required Data and Information

2. John F. Kennedy School Student Assessment Results

3. John F. Kennedy School AYP Results

4. John F. Kennedy School Teacher Data

Just can't hide our Eagle pride!
www.ferndaleschools.org



JOHN F. KENNEDY SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

NANCY DERousHA, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

Introduction to John F. Kennedy School

Kennedy School is a K-6 school that houses two unique magnet programs, the Open Classroom Program and the Multi-Age Program as well as two Special Education resource rooms.

The **Open Classroom** has built a reputation for excellence for more than 30 years and is based on a philosophy that fosters independence, promotes individual student responsibility, stresses self-motivation and self-confidence, and provides instruction in a project-based environment. Exciting, project-based learning is the hallmark of the Open Classroom Program. Included is a parent planned and initiated outdoor education experience that is an integral part of the Open Classroom Program. While mastering the required Ferndale Schools and State of Michigan curriculum and benchmarks, the students complete interdisciplinary units of study, including guided activities and research projects that become increasingly challenging, culminating in sixth grade with independent student projects. An important and essential component of the program is the partnership between school and family. Parents are trained by teachers to be partners in classroom instruction, and to carry over classroom work by reinforcing and supporting study skills and work habits at home. A parent participation agreement is required upon entry and each family is asked to volunteer a minimum of 40 hours each year.

The **Multi-Age Program** provides flexible instruction to meet the individual needs of each child. The program promotes responsibility for self and learning, stresses group skills and cooperation, and delivers instruction in a multiage environment. The Multi-Age classrooms are organized around the concept of developmentally appropriate practices. The Multi-Age practice creates a continuous progress climate, revolving around flexible grouping, that stops school failure and promotes success for all students and is especially beneficial for the at-risk learner. Students in this program are grouped and regrouped in reading and math, in varying ways, including by interest, developmental level, ability, or learning style, rather than by their chronological age or grade level. The Multi-Age program allows students to accelerate as they are ready, and helps them reach their maximum potential. More advanced students build on what they know by gaining new insights and connections to skills, and modeling for others. Students new to the material benefit from observing how their classmates learn. The program allows for fewer student/teacher transitions, and increased interaction between students and teachers. A huge benefit from the multiple year teaching concept that Multi-Age enjoys is that it creates a cohesive "family" atmosphere. Students have opportunities to work with several adult role models, therefore making connections to all staff who help them learn. The Kennedy Multi-Age staff creates a theme each year and creates learning celebrations at least four times a year, revolving around the theme. Each celebration allows students to inter-

act with each other in grades K-6 and allows students to "show what they know" as it relates to the theme and their curriculum. Parents are encouraged to volunteer and interact within each classroom, helping to foster the family atmosphere that's already been established by the staff.

All programs share a common philosophy that each child will strive to the best of his/her ability in a community of learners. All students share the same enrichment activities such as physical education, art, vocal music, band and orchestra for grades 4-6 and Spanish for grades 5-6. Additionally, all programs share lunchtime, recess, school projects, the PTA and assemblies.

Mission Statement

The mission of John F. Kennedy Schools is to educate all children.

In a safe environment of mutual respect, a committed staff will

- **Accept the uniqueness of each child and his or her individual needs.**
- **Promote academic, social, emotional and physical growth.**
- **Encourage a cooperative effort among the staff, students and parents.**

School Vision Statement

The vision of John F. Kennedy School includes staff, parents and students working together to create a professional learning community and to ensure that all students:

- Are given the opportunity to learn at their instructional level.

- Are challenged to work to their maximum potential.
 - Receive differentiated instruction to meet individual needs.
-

Beliefs Statement

The staff, students and parents at John F. Kennedy believe:

- All students can learn.
 - All students must be encouraged, and given the opportunity and support to achieve their greatest potential through the establishment of high expectations and the expectation of academic excellence.
 - Student growth occurs when students are actively engaged in rigorous and relevant learning.
 - All students are responsible for personal decisions, actions and behaviors with appropriate consequences.
 - All students are unique with varying learning styles, abilities, strengths and interests and should be offered opportunities to maximize their capabilities.
 - We will foster a positive school climate of a caring community which respects and values diversity and nurtures everyone's self-esteem.
 - All students' learning is enhanced through social interaction.
 - Positive self-esteem promotes student achievement.
 - Teachers are key facilitators of learning and problem solving rather than just providers of information.
 - Students and staff should be aware of and show consideration for individual and cultural differences.
 - We shall provide a safe and healthy environment for learning.
 - All students need to have access to, training in, and experience with the technological tools of the information age.
-

Points of Pride

- **PTA** provides families the opportunity to come to school for a family oriented function. These functions include an ice cream social, Fall Festival, a family reading night, a family craft night, a Valentine Day sock hop, a Bingo night and roller skating nights. Additionally, PTA provides students with excellent learning opportunities through many assemblies. In 2009-10, we enjoyed a math assembly, a writing assembly, Brainstormers and Farmer John.
- The PTA ran a **walk-a-thon** to earn money to supplement the physical education and the music programs. Students were sponsored to walk/run for 30 minutes during the school day, which also encouraged health and fitness within their lives. This year's walk-a-thon earned more than \$2000 towards purchasing new playground equipment.
- Our school maintained the **Michigan Green School certification** and achieved **Evergreen status!** Parents, students and teachers worked together to complete the tasks necessary to becoming a Green School. Parents and staff were honored at Oakland Schools on April 28, 2010.
- Kindergarten student, **Ethan Preuett** and second grade student, **Christopher Rodriguez** each won second place in a state of Michigan sponsored poster contest to promote Earth Day. Mrs. Surber's first/second grade classroom, along with Ethan and his family, traveled to Lansing to see the boys receive their award and to participate in the activities surrounding the ceremony. While there, they were invited to visit Governor Granholm.
- Mary Aspinwall's fifth grade class participated in the **Stock Club Game** that is sponsored by the Michigan Council of Economic Education. Each student received

a fictional \$100,000 to trade within the game. One hundred and eighteen elementary teams participated. Two JFK's teams ended up in second and third place in the state.

- Our school runs many service projects. Goodfellows was the recipient of over 600 pounds of food collected during this past school year. Our Girl Scout troops held many different service projects. They held sock drive for HAVEN, a shelter for abused women and children, during our PTA Sock Hop. The staff supported many local families in need at holiday time by providing gifts and food.
- Our **Green School Garden Club** expanded on both the Michigan garden and the vegetable garden. Additionally, the club planted two trees in honor of retiring teachers and the retiring principal.
- Linda Madson's fifth grade students made 100 bag lunches each month, October through May, along with posters, cards, letters and/or pictures for the Michigan Veterans Foundation-Homeless Veterans. This Veteran's group helps men and women who have served in any branch of the military "get back on their feet" by offering vocational counseling/training to any veteran needing help with mental or physical health issues. They rely on others to provide them with gently used clothing as well as food.
- Our school has a **partnership with Comerica Bank** and opened an in-school bank. Upper grade students run the bank under the direction of a Comerica employee. JFK students can deposit money on banking day into their no fee savings account. This partnership will continue for years to come.
- Parent volunteers organized a **school musical** titled *School House Rock Live Jr. Edition* that was performed on April 30 and May 1, 2010.

The show had approximately 80 students participating and included several song and dance routines that entertained three audiences of almost 3000 people.

- The school's social worker, Mia Hall, created a **school jump rope team** for students in grades 2-6. Students learn elements of teamwork while developing their jump rope skills.
- Parent volunteers run an **after school math club** for students needing help with math skills.
- Our **Student of the Month/ Student of the Year** Program recognizes children in grades 2-6 for achievements in the area of academics, behavior and study skills/habits. High achievement and good citizenship is recognized on a monthly basis. More than 80% of the student body is recognized monthly for excellence in these areas. The Student of the Year ceremony at the end of the year honors children that consistently meet the monthly requirements for six or more months. More than half of the student body earned Student of the Year status.
- Our first/second grade teacher, **Shannon Nagaj**, was recognized as John F. Kennedy's Elementary Teacher of the Year and Ferndale Schools Elementary Teacher of the Year. Our Employee of the Year was long time employee, **Carol Stan-Scrimger**.
- All first, second and third grade students wrote their own book using Lucy Calkins "small moments" technique. The book was published and illustrated and the students invited family members to school to read their books.
- The entire fourth grade traveled together to Lansing in a day-long trip to the state's capitol building.
- Many female students had their hair cut to donate to Locks of Love.

Parent Teacher Conference Attendance

Kennedy School achieved a 98.8% attendance rate for the Fall Parent/Teacher Conferences. We offered afternoon and evening conferences on two different days in November. All parents/guardians were scheduled for mandatory fall conferences. Spring conferences were held on an as needed basis during one evening in March.

Parent Involvement

Parent volunteerism is a major component of our building. On any given day there could be 30-40 parents helping in any of our 17 classrooms. In addition to field trips, parents come in to help with center-based activities, tutoring, running book conferencing, and helping with general teacher clerical duties. Parents also helped enrich the school atmosphere through PTA based functions including the ice cream social, the Fall Festival and the Sock Hop. This welcome resource of parent volunteerism offers support and all of us, students, families and teachers accumulate the rewards. In 2009-2010, over 8000 parent volunteer hours were recorded at Kennedy School.

In addition to parent volunteers we have the Ferndale Volunteer Reading Team made up of retired senior citizen volunteers from Ferndale and neighboring communities. These volunteers make a two-hour a week commitment to do activities such as: one-on-one reading with at risk students, book conferencing with upper grade students and teaching the Remarkable Reading Program to students who need extra help. In cooperation with the Ferndale Reading Team and the Council of Jewish women, supplemental reading services were administered to approximately 50 students weekly with over 20 reading volunteers.

State of Core Curriculum

Ferndale Public Schools has a documented curriculum that is aligned with the state curriculum. The district follows a five year rotational plan to evaluate each of the curricular areas to ensure that each area remains aligned and to re-evaluate the effectiveness of the written curriculum as compared to district data in that same area. More information about the district's core curriculum can be obtained from Barbara Evoe, Executive Director of Curriculum and Instruction, at 248-586-8657.

At JFK, the 2009-2010 curricula implementation was enhanced by professional development, program meetings and staff meetings, all of which are held regularly during the school year. The guiding principle of our school's Professional Learning Community is that the purpose of our school is to ensure high levels of learning for all students. We recognize the increased demands for excellence for all students. The JFK staff is becoming more proficient in using data to guide teaching specific student learning goals for individual students. Our professional development for 2009-10 centered on impacting student achievement in the lower socio-economic group as well as utilizing Lucy Calkin's writing workshop approach to teaching writing.

Throughout our staff meetings, our professional development and our program meetings, we maintain our dedication to student learning by keeping four critical questions forefront in all of our curricular work.

- 1) What is it that we want students to learn?
- 2) How will we know that they have learned it?
- 3) How can we intervene if a student isn't learning?
- 4) What will we do if they already know the content?

The answers to these questions are addressed within the alignment of curriculum to the state standards, benchmarks, and grade level content expectations and the internal examination of JFK's student data system and plan of interventions. School Improvement Plan.

School Improvement Plan

Each year the school improvement plan reviews the school's progress and updates its improvement plan. Below is an outline of the 2010-2011 school improvement plan, which includes the goals and strategies. For a complete copy of the plan contact the school office at 248/547-0880.

Goal 1: Inquiry Science Improvement Goal

Goal Statement: John F. Kennedy School will use the inquiry approach to learn science concepts and apply those concepts to new learning situations.

Strategy #1: Increase Instructional Time - Teachers will plan and teach district approved science curriculum at least three times each week for 40-50 minutes per day at each grade level.

Strategy #2: Science Across the Curriculum - Teachers will integrate science into other curricular areas (i.e., reading, writing, and math) to maximize students' exposure to science concepts, scientists and the scientific process.

Goal 2: Increasing Students' Ability to Comprehend Expository Text

Goal Statement: Students at John F. Kennedy School will improve reading comprehension of expository text.

Strategy #1: Teachers will use the re-reading strategy to increase reading fluency in young readers.

Strategy #2: Teachers in grades K-3 will continue to use Making Meaning kits in classrooms at least two times per week to increase comprehension skills with expository text.

Goal 3: Reducing Learning Gaps Between No Child Left Behind Student Groups

Goal Statement: In math, the JFK staff will work to reduce the achievement gap between all students and those in the economically disadvantaged subgroup.

Strategy #1: Increase the number of minutes of math instruction

Strategy #2: Staff will use data to identify at risk students.

Goal 4: Increasing Writing Proficiency

Goal Statement: All students at John F. Kennedy School will be proficient writers across the curriculum.

Strategy #1: All teachers will use the Lucy Calkins' strategies explained in their workshops/in-services and other staff development. Teachers will use the district curriculum to ensure that all writing genres are taught, follow the common grade level pacing guide and use the prescribed graphic organizers at appropriate grade levels

Average Daily Attendance

John F. Kennedy's average daily attendance rate as reported by the Michigan Department of Education was 96%.

Student Retention Rate

The student retention rate for the 2009-2010 school year was one quarter of one percent.

Teacher Quality Data

The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified

teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state. Currently 100% of John F. Kennedy's teachers meet this requirement.

Our staff has attended many workshops and conferences that increase their understanding of how children learn and to improve their teaching. Workshops include but are not limited to: State of Michigan Reading Conference, Lucy Calkins Writing Workshops, Science Workshops, Social Studies Workshops, Student Discipline, Healthy Peer Relationships, Bullying Awareness Conference, Kindergarten Conference, Autism Awareness workshops, Physical Education Conference and many Special Education Conferences.

Student Achievement

MEAP Scores

The 2009-2010 MEAP results are positive when looking at all students. We score at or above state averages in all tests. JFK continues to have an achievement gap when comparing all students and those of the various subgroups, particularly the economically disadvantaged subgroup. We will continue to work as a staff to improve the students' proficiency levels for all of our students.

The charts indicate the percentage of JFK's students' scores at each achievement level in reading, and mathematics.

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, John F. Kennedy School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	87.2%	95.1%	72.1%	23%	4.9%	0%
All Students	2009-10	100%	89.8%	91.2%	94.6%	51.8%	42.9%	5.4%	0%
Female	2008-09	100%	88.3%	92.1%	100%	78.1%	21.9%	0%	0%
Female	2009-10	100%	91.9%	95.6%	92%	60%	32%	8%	0%
Male	2008-09	100%	84.6%	82.2%	89.7%	65.5%	24.1%	10.3%	0%
Male	2009-10	100%	87.9%	87%	96.8%	45.2%	51.6%	3.2%	0%
Black or African American	2008-09	100%	75.1%	78.5%	92.3%	61.5%	30.8%	7.7%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	80.6%	84.6%	80%	10%	70%	20%	0%
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	94.8%	95.6%	73.3%	22.2%	4.4%	0%
White	2009-10	100%	92.7%	97%	97.7%	59.1%	38.6%	2.3%	0%
Limited English Proficient	2008-09	<10	74.9%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.4%	66.7%	<10	<10	<10	<10	<10
Students with	2009-10	<10	71%	83.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	88%	83.3%	87.5%	60%	27.5%	12.5%	0%
White	2009-10	100%	88.9%	84.1%	90.7%	62.8%	27.9%	7%	2.3%
Limited English Proficient	2009-10	<10	64.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	54.7%	46.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	42.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.9%	64.8%	71.4%	23.8%	47.6%	23.8%	4.8%
Economically Disadvantaged	2009-10	100%	75.7%	68.1%	85%	60%	25%	10%	5%
Grade: 05									
All Students	2008-09	100%	81.5%	70.3%	89.8%	38.8%	51%	6.1%	4.1%
All Students	2009-10	100%	85.2%	76.1%	82%	49.2%	32.8%	11.5%	6.6%
Female	2008-09	100%	83.4%	73.3%	95.8%	45.8%	50%	4.2%	0%
Female	2009-10	100%	86.8%	78.4%	86.2%	48.3%	37.9%	10.3%	3.4%
Male	2008-09	100%	79.8%	67.1%	84%	32%	52%	8%	8%
Male	2009-10	100%	83.5%	74%	78.1%	50%	28.1%	12.5%	9.4%
Black or African	2008-09	<10	63.5%	46.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American									
Black or African American	2009-10	100%	70.4%	70.2%	73.7%	21.1%	52.6%	15.8%	10.5%
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	93.1%	95%	40%	55%	0%	5%
White	2009-10	100%	89.8%	82.7%	85.4%	63.4%	22%	9.8%	4.9%
Students with Disabilities	2008-09	<10	49.2%	42.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	48.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	56.8%	75%	25%	50%	12.5%	12.5%
Economically Disadvantaged	2009-10	100%	76.6%	70.2%	66.7%	37.5%	29.2%	20.8%	12.5%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Islander									
White	2008-09	100%	85.7%	86.3%	90%	40%	50%	6.7%	3.3%
White	2009-10	100%	91.1%	94.2%	91.9%	27%	64.9%	8.1%	0%
Students with Disabilities	2008-09	<10	44.7%	45.8%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	59.9%	41.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	69.2%	62.8%	68.4%	26.3%	42.1%	26.3%	5.3%
Economically Disadvantaged	2009-10	100%	81.1%	77.8%	83.3%	22.2%	61.1%	16.7%	0%
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	90%	95.1%	83.6%	11.5%	4.9%	0%
All Students	2009-10	100%	94.8%	91.3%	98.2%	75%	23.2%	1.8%	0%
Female	2008-09	100%	90.9%	88%	93.8%	84.4%	9.4%	6.3%	0%
Female	2009-10	100%	94.8%	91.3%	100%	72%	28%	0%	0%
Male	2008-09	100%	91.6%	92%	96.6%	82.8%	13.8%	3.4%	0%
Male	2009-10	100%	94.8%	91.3%	96.8%	77.4%	19.4%	3.2%	0%
Black or African American	2008-09	100%	78.9%	78.5%	76.9%	61.5%	15.4%	23.1%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	87.7%	86.2%	90%	40%	50%	10%	0%
American Indian or Alaska Native	2008-09	<10	92.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	100%	100%	88.9%	11.1%	0%	0%
White	2009-10	100%	96.9%	95.6%	100%	84.1%	15.9%	0%	0%
Limited English Proficient	2008-09	<10	85.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	79.7%	85.7%	<10	<10	<10	<10	<10
Students with	2009-10	<10	87.8%	100%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	85.7%	94.9%	66.7%	28.2%	5.1%	0%
White	2009-10	100%	95.1%	97.1%	100%	69.8%	30.2%	0%	0%
Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	68.1%	56%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	65%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	68.5%	71.4%	28.6%	42.9%	28.6%	0%
Economically Disadvantaged	2009-10	100%	87.8%	82.3%	90%	50%	40%	10%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	64.2%	83.7%	53.1%	30.6%	14.3%	2%
All Students	2009-10	100%	79.5%	72.1%	83.3%	55%	28.3%	10%	6.7%
Female	2008-09	100%	75.8%	65.3%	91.7%	54.2%	37.5%	8.3%	0%
Female	2009-10	100%	79.6%	78.2%	92.9%	53.6%	39.3%	3.6%	3.6%
Male	2008-09	100%	77.8%	63%	76%	52%	24%	20%	4%
Male	2009-10	100%	79.4%	66.7%	75%	56.3%	18.8%	15.6%	9.4%
Black or African	2008-09	<10	55.2%	43.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American									
Black or African American	2009-10	100%	62.5%	63.8%	63.2%	31.6%	31.6%	21.1%	15.8%
American Indian or Alaska Native	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	83%	84.7%	90%	60%	30%	10%	0%
White	2009-10	100%	84.3%	83.6%	92.5%	65%	27.5%	5%	2.5%
Students with Disabilities	2008-09	<10	46.9%	31.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	59.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	64.4%	46.9%	62.5%	31.3%	31.3%	31.3%	6.3%
Economically Disadvantaged	2009-10	100%	69.8%	64.8%	62.5%	33.3%	29.2%	20.8%	16.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Islander									
White	2008-09	100%	85.2%	84.9%	86.7%	70%	16.7%	13.3%	0%
White	2009-10	100%	87.5%	92.9%	91.9%	70.3%	21.6%	8.1%	0%
Students with Disabilities	2008-09	<10	45.5%	52%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.3%	68.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	69%	73.7%	75%	45%	30%	25%	0%
Economically Disadvantaged	2009-10	100%	72.5%	79.3%	88.9%	50%	38.9%	11.1%	0%
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	67.3%	81.6%	38.8%	42.9%	12.2%	6.1%
All Students	2009-10	100%	81%	64.7%	75.4%	36.1%	39.3%	18%	6.6%
Female	2008-09	100%	83.3%	62.7%	83.3%	37.5%	45.8%	12.5%	4.2%
Female	2009-10	100%	81.1%	68.2%	82.8%	37.9%	44.8%	6.9%	10.3%
Male	2008-09	100%	82.9%	72.2%	80%	40%	40%	12%	8%
Male	2009-10	100%	80.8%	61.5%	68.8%	34.4%	34.4%	28.1%	3.1%
Black or African American	2008-09	<10	61.8%	43.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	59.6%	53.3%	57.9%	5.3%	52.6%	36.8%	5.3%
American Indian or Alaska Native	2008-09	<10	83.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	86.1%	87.5%	42.5%	45%	7.5%	5%
White	2009-10	100%	87.5%	78.4%	82.9%	51.2%	31.7%	9.8%	7.3%
Students with Disabilities	2008-09	<10	63.6%	47.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	53.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	58.8%	62.5%	25%	37.5%	18.8%	18.8%
Economically Disadvantaged	2009-10	100%	70.6%	55.7%	54.2%	8.3%	45.8%	33.3%	12.5%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	82.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Black or African American	2008-09	<10	71%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	69.4%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Female	2008-09	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Black or African	2008-09	<10	79.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
American								
Black or African American	2009-10	<10	76.5%	<10	<10	<10	<10	<10
White	2008-09	<10	84.8%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	87.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	90.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	91.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	84.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	83.7%	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Black or African American	2008-09	<10	71.4%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	81.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	76.2%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	72.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2008-09	<10	75.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	66.9%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
White	2008-09	<10	78.3%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	81.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	84.1%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.6%	<10	<10	<10	<10	<10
Science								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 05								
All Students	2008-09	<10	59.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Female	2008-09	<10	57.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	60.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	47.1%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
White	2008-09	<10	65.8%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 03								
All Students	2009-10	<10	69.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	71.9%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	64.3%	<10	<10	<10	<10	<10

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Ferndale Public Schools, John F.

Kennedy School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%
School		
English Language Arts / Reading	99.1%	94.9%
Mathematics	98.7%	97.1%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	83.5%	88.1%
Mathematics	82.6%	83.2%
School		
English Language Arts / Reading	98.2%	84.9%
Mathematics	96.4%	91.8%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.2%	95.3%
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	100%	98.4%
Mathematics	100%	98.9%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	125.9%	77.8%
Mathematics	133.3%	83.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	109.4%	72.6%
Mathematics	108.8%	82%
School		
English Language Arts / Reading	108.6%	81.4%
Mathematics	105.7%	88.4%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	96.3%	88.8%
Mathematics	96.4%	87.5%
School		
English Language Arts / Reading	100%	87.9%
Mathematics	98.8%	92.9%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

[* AYP Targets \(Annual Measurable Objectives\)](#)

Attendance Rate
(Goal 90%)

All Students

State

Attendance Rate (Goal 90%)	
	94.7%
District	
	96.7%
School	
	95.6%
Black or African American	
State	
	91%
District	
	96.9%
School	
	95.5%
American Indian or Alaska Native	
State	

Attendance Rate (Goal 90%)	
	93.7%
District	
	92.8%
School	
	94.1%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	98.1%
School	
	98.3%
Hispanic or Latino	
State	

Attendance Rate (Goal 90%)	
	94.1%
District	
	92.5%
School	
	95.4%
White	
State	
	95.7%
District	
	96.6%
School	
	95.6%
Multiracial	
State	

Attendance Rate (Goal 90%)	
	94.8%
District	
	93.2%
School	
	97%
Limited English Proficient	
State	
	94.6%
District	
	96.5%
School	
	98.8%
Students with Disabilities	
State	

Attendance Rate (Goal 90%)	
	93.5%
District	
	94.7%
School	
	94.4%
Economically Disadvantaged	
State	
	94.8%
District	
	96.7%
School	
	95.6%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---.00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Oakland Schools, Ferndale Public Schools, John F. Kennedy School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Ferndale Public Schools, John F. Kennedy

School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	21	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%