



# JOHN F. KENNEDY SCHOOL 2008-2009 ANNUAL REPORT

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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 of 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 Public 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. All Open Classroom students enjoy a "camp" experience that revolves around a theme of Native Americans, Nature, or Pioneers. Students in kindergarten and first grade have a one day camping experience, grades two and three have a three-day camp which occurs during school hours. Grades four and five go to a three day overnight camping facility and grade six goes to a different overnight facility for the same amount of time. All camps depend heavily upon parent planning

and participation. Indeed, the partnership between school and family is an important and essential component of the Open Classroom Program. 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, promotes responsibility for self and learning, stresses group skills and cooperation, and delivers instruction in a multi-age 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. Students in this program are grouped and regrouped in reading and mathematics, 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. Students who are 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 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 collaborate to support their learning. The Kennedy Multi-Age staff creates a theme each year and creates learning celebrations at least four times a year, revolving around the annual theme. Each celebration allows students to interact with each other in grades K-6 and allows students to "show what they know" as it relates to the theme and the curriculum. Parents are encouraged to volunteer and interact within each classroom, helping to foster the family.

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 of 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.

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## Points of Pride

- PTA provides families the opportunity to come to school for many family oriented functions. These functions include an ice cream social, fall festival, family reading night, family craft night, Valentine Day sock hop, science night and roller skating nights. Additionally, PTA provides students with excellent learning opportunities through many assemblies. In 2008-09, we enjoyed a magnificent Dr. Martin Luther King, Jr. assembly, an Earth Dome experience, and a phenomenal Native American presentation that included stories, traditions, song and dance.
- The PTA ran a walk-a-thon to earn money for the school playground. Students were sponsored to walk/run for 30 minutes during the school day, which encouraged health and fitness within their lives. This year's walk-a-thon earned more than \$4000 towards the purchase of new playground equipment.
- Our school achieved **Michigan Green School 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 20, 2009 and at a district Board Meeting on May 18, 2009.

- Kindergarten student, **Mia Machonochie** won first place in a State of Michigan sponsored poster contest to promote Earth Day. Her kindergarten classmates traveled to Lansing to see Mia receive her award.
- Parents, students and staff planned and executed an enormous gardening project in conjunction with the Green School status. They created a Michigan garden in one of the school's courtyards. The garden includes native Michigan plants as well as herbs, wild strawberries and blackberry bushes. They also created a giant pumpkin patch which will provide pumpkins for the school's Fall Festival. Finally, they created a huge vegetable garden in which students can watch their food growing over the summer and enjoy harvesting it in the fall. These three projects not only helped beautify our school, but created an excellent learning opportunity for students.
- Mrs. Aspinwall's fifth grade class participated in the Stock Club Game that is sponsored by the Michigan Council of Economic Education. Each student received \$100,000 to trade within the game which reached across Michigan with 112 teams participating. One of JFK's teams placed **first in the state**, earning \$57,224 over their initial \$100,000 virtual money investment which translates to a 39.17% gain. In all six JFK teams placed in the top twelve teams in the state.
- Our school runs many service projects. Goodfellows was the recipient of over 650 pounds of food collected during this past school year. Our Girl Scout troops held many different service projects, such as a sock drive for HAVEN, a shelter for abused women and children. The staff supported many local families in need at holiday time by providing gifts and food.

- In addition to service projects, our many Girl Scout/Brownie and Boy Scout/Cub Scout troops continue to provide school related services, including landscaping for our school. Many of our students are part of these fine organizations, with meetings taking place after school or in the evening at JFK.
- Each month Linda Madson's fourth grade students made 100 bag lunches 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 a branch of the military to "get back on their feet". Michigan Veterans Foundation offers vocational counseling/training to any veteran needing help with mental or physical health issues. The agency relies on others to provide them with gently used clothing and food. The honor guard visited Ms. Madson's classroom in October and answered questions the children had prepared. The class received an honorary plaque from Congressman Levin for their extraordinary work in supporting veterans.
- Our school has a partnership with Comerica Bank and has an in-school bank branch. Students in Grades 4-6 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.
- On April 2, 2009 parent volunteers organized a fabulous school talent show titled *A Night with Your Stars*. Approximately 80 students participated. A Dad Band named "The Grateful Dads" entertained the audience of 300 both before and after the students performed.
- The school's former gym teacher, Paul Aspinwall ran an after school **jump rope team** for students in

grades 2-6. Students learned elements of teamwork while developing their jump rope skills.

- Parent volunteers run after school clubs in addition to the scouting troops. JFK has an after school math club and a dance team that are almost 100% parent run.
- 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 honors children who meet the Student of the Month requirements for six or more months. More than half of the student body earned Student of the Year status.
- Our speech pathologist, **Alexis Malis**, was recognized as John F. Kennedy's Elementary Teacher of the Year. Our Employee of the Year was long time secretary, **Sheryl Denmark**.
- All first, second and third grade students wrote their own book, using Lucy Calkins "small moments" technique. Each book was published and illustrated. Many of the students participated in an evening where they present their book to their families.
- All of third and fourth grade students participated in the "**Count Your Steps**" county-wide fitness program. Students who participated received a pedometer and used the data to graph the number of daily steps walked for the month of March. Teachers entered the data onto the website and results were displayed on a weekly basis. With only 100 JFK students participating, our school placed 12th among the 22 participating districts. Not only

was the event fun, but students learned about the value of physical exercise in their daily lives.

- The entire fourth grade traveled to Lansing for a day trip to the state's capitol building.
- All of our fifth grade students participate in the **Fifth Grade Musical** that was performed in May under the direction of our fifth grade teachers, Mary Aspinwall, Margaret Watson and the vocal music teachers, April Murphy and Mary Brown.

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## Parent Teacher Conference Attendance

Kennedy School achieved a 98.5% 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.

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## Parent Involvement

Parent volunteerism is a major component of our building. On any given day there could be 30-40 parents coming into the building to help in any of our 17 classrooms. In addition to field trips, parents help with center-based activities, tutoring, book conferencing, and help 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 welcomed resource of parent volunteerism offers support to all of us; students, families and teachers. In 2008-2009, 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 by over 20 reading volunteers.

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## State of Core Curriculum

Ferndale Public Schools has a documented curriculum that is aligned with the State of Michigan 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 the building principal, Nancy DeRousha at 248-547-0880, or Barbara Evoe, Executive Director of Curriculum and Instruction at 248-586-8657.

At JFK, the 2008-09 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 (PLC) 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 the teaching of specific student learning goals for individual students. Our professional development for 2008-09 centered on utilizing Lucy Calkin's writing workshop approach to teaching writing and the development of a school-wide character education plan that

centers around the book, Have You Filled a Bucket Today?

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

### Continued Areas of Concern:

- Special Education mainstreaming;
- Narrowing the achievement gap for our economically disadvantaged students in English Language Arts and Mathematics as measured by the MEAP;
- Improving the school climate, including developing and instituting common rules and procedures.

### New Areas of Concern:

During the 2009-2010 school year the staff will add the following goals to the school improvement plan

- Improve reading comprehension in all grade levels;
- Using writing skills across the curriculum;
- Implementation of the new science and social studies curriculum.

**Objective Statement:** The above statements will serve as the school's action plan will be the basis of Kennedy's School Improvement plan for 2009-10 and will serve as the stepping stone for School Improvement for the next five years.

**Strategies:** Teachers will accomplish this plan using its Professional Learning Community training during common planning time, staff meetings, district-wide professional development days and before and after school meetings. Teachers will evaluate data, use data to inform instruction, and design teaching events with frequent and ongoing assessments to ensure students are learning what they need to learn to enjoy high success levels in school.

The following table is the basis for our 2009-2010 School Improvement Plan. It provides a shortened version of the goals the staff will work on during the upcoming school year. A more detailed plan is available in the school office.

Goals	WHO is responsible	Strategies to Accomplish Goals	Evaluation/ Assessment Options	Timeline
Show at least 2-5% gain in levels 1 and 2 for all students in all areas of the MEAP test, grades 3-6.	All staff, parents and students	Identify at risk and low performing students. Identify "bubble group" students who would benefit from extra help/tutoring in mathematics and reading. Convene regular SAT meetings review progress, plan interventions, monitor and adjust plan of at risk students. Complete a MEAP analysis in all subject areas. Remediate and tutor low performing students through summer school, peer tutoring, after school tutoring and through the use of technology. Staff development. Carefully examine previous MEAP scores to determine weak areas. Curriculum development to foster growth those areas.	Evaluation will be based on student schedules, IEP's and teacher input.	Ongoing through each school year, primarily during circuit schedule and social studies and science instruction.

## School Improvement Plan, Continued

<p>Show at least 5-8% gain in levels 1 and 2 in the Economically Disadvantaged subgroup of the MEAP reading and math tests, grades 3-6.</p>	<p>All staff, parents and students</p>	<p>Identify at risk and low performing students using Bubble Groups.</p> <p>Convene regular SAT meetings review progress, plan interventions, monitor and adjust plan of at risk students.</p> <p>Complete a MEAP analysis in all subject areas.</p> <p>Remediate and tutor low performing students through summer school, peer tutoring, after school tutoring and through technology.</p> <p>Staff development.</p> <p>Careful examination of previous MEAP scores to determine weak areas. Curriculum development to encourage growth in weak areas.</p>	<p>MEAP scores will reflect the success of this goal.</p>	<p>Ongoing through the school year.</p>
<p>JFK will provide a safe and nurturing environment conducive to teaching and learning via a school wide Positive Behavior Support Plan.</p>	<p>Staff, Principal. Oakland Schools Consultants</p>	<p>Staff members evaluate different components of school rules and common procedures.</p> <p>Staff development for Positive Behavior Support.</p>	<p>Evaluation will be based on office referrals, classroom behavioral anecdotal records, and staff observation.</p>	<p>Ongoing in professional development meetings and staff meetings as well as in small committee groups.</p>

### Assessment Process

Evaluation of academic goals will be based on assessment scores, both formative and summative; evaluation of program goals will be based on percentages listed in the goal section of the action plan; evaluation of school climate goals will be based on student and teacher behaviors.

### Staff Development Plans

Continued work with Oakland Schools on writing using Lucy Calkins' methods and in the 6+1 Traits of Writing. Work with Oakland Schools' staff to develop a school wide Positive Behavior Support Plan. Staff will be trained in the new technology, Zangle, a web based attendance/grading system through which parents can access grades, student progress, attendance and lunch purchases, staff will participate in professional development surrounding the district's new science and social studies curriculum.

### Methods of Using Technology

In 2008-09 it was expected that 100% of the teachers develop personal websites and maintain/update them regularly to communicate classroom news and student progress more effectively. Teachers continue to need common time to be able to update those websites. Staff is anticipating a move to a new system of reporting attendance that includes a grading component onto which parents can log and check student progress. The system, Zangle, is being installed and teachers will train in August. Every staff member will utilize this new system. Report cards have been changed to reflect progress on grade level standards and those report cards will be created through Zangle.

### Career Education

The school will continue a banking program in conjunction with Comerica Bank. Students learn about careers in banking and finance while learning to save money. The fifth grade runs a token economy project

and a stock market project. The Life Skills curriculum followed in our special education classrooms teach students about different careers as they actively take part in aspects of those careers (examples include cooking; supermarket jobs, and recycling jobs). Teachers will host a career day and invite parents to talk about different careers within individual classrooms.

### Community Resources/Volunteers

Kennedy School enjoys an active volunteer base. The Open Classroom program requires families to volunteer 40 hours a year to the school. The Multi-Age program is working to increase the amount of parent volunteers by 10% each year. The Volunteer Reading Program, sometimes called Remarkable Reader, provides many hours of reading support to students at all grade levels. The school will continue to use volunteers in classrooms, as tutors, as book club leaders, and as clerical aides (i.e. grade papers, file, organize paperwork, run off materials).

## Results

Teachers in grades 2-6 continued to use the electronic Pearson Benchmark and Inform program to track math progress for students utilizing quarterly math tests. Teachers held grade level meetings to discuss results and methodology to improve instruction and increase learning.

All classrooms, including the upper grades, maintained an uninterrupted 90-minute literacy block each day. Many classrooms had well over 120 minutes of uninterrupted time to teach reading, writing and language arts.

Teachers have continued to grow in their understanding of teaching reading and helping students achieve. They consistently use best practices, learning centers, and appropriate materials to ensure student success. All staff worked closely with Oakland Schools' instructional personnel with writing instruction. Staff met together in grade level teams both to learn more about process writing and increasing student competency within all writing genres. This will continue to be a professional development focus through the 2009-2010 school year.

## Looking to the Future

The data obtained from the testing in 2008-09 indicated to the school improvement team that the following should be included in the goals for 2009-10:

1. Continue to implement an inclusive environment for our special education population.
2. Continue to maintain an uninterrupted 90-minute literacy block at all grade levels.
3. Show a 5-8% growth in levels 1 & 2 in all subject areas of MEAP within the Economically Disadvantaged and African American subgroups.

4. Implement grade level meetings throughout the school year on a regular basis.
5. Continue staff development in implementation of the Lucy Calkins' writing program in grades K-6.

## School Improvement Membership

The entire staff participated in the school improvement process. While many meetings were grade level specific, we ensured communication through our staff meetings as well as our program (Multi-Age & Open Classroom) meetings.

## Student Achievement

### Iowa Scores

The Iowa Test of Basic Skills (ITBS) is a standardized achievement test used nationally. The main purpose of the ITBS is to provide the school with information that can improve instruction. This is a norm-referenced assessment that allows teachers to compare how their students and school are doing compared to other student at the same grade level across the nation. A ranking in the 50th percentile indicates performance at grade level similar to the majority of students in the same grade.

### IOWA Test of Basic Skills | 2008/2009 Results

	Percentage of students at or above the 50% NPR			
	Reading (Total)		Math	
	2008 Iowa	2009 Iowa	2008 Iowa	2009 Iowa
Grade 1	68%	67%	N/T	N/T
Grade 2	88%	74%	N/T	70%
Grade 3	68%	77%	64%	70%
Grade 4	73%	69%	69%	64%
Grade 5	76%	67%	78%	67%
Grade 6	67%	65%	67%	69%

Our Iowa assessment results show that some of Kennedy School's Iowa scores declined within some grade levels, which indicates a need to finesse our instructional planning to increase student learning. This includes, but is not limited to, targeting students who would benefit from increased individualized instruction. Teachers will study the Iowa results to help determine teaching needs, group students for small group instruction, and plan units of study collaboratively with other faculty members.

**MEAP Scores**

The Michigan Educational Assessment Program is a criterion referenced test that shows how students in grades 3-8 score in reading, writing, language arts, math and social studies (5th grade) and science (6th grade). Individual student scores show how well each student has learned the state curriculum. While students are not really compared to other students in this type of test, the state “cut score” that determines proficiency is determined after all of the tests in the state have been scored.

The numbers below indicate the percentage of JFK’s students’ scores at each achievement level in reading, language arts, math, science and social studies on the 2008 MEAP tests. All students in grades 3-6 take the reading, language arts and math tests. Additionally, the fifth grade takes the science test and sixth grade takes the social studies test.

The 2008-09 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 scores, and more importantly, the teaching and learning, for all of our students.

**MEAP Reading | Third Grade**

**Summary Statement:** Building level 95% proficient, State level 86% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Third Grade						<b>100%</b>
All Students	2007-08	55	38	7	0	
	2008-09	72	23	5	0	
African American	2007-08	28	56	17	0	
	2008-09	62	31	8	0	
White	2007-08	67	31	2	0	
	2008-09	73	22	4	0	
Econ. Disadvantaged	2007-08	42	42	16	0	
	2008-09	55	36	9	0	
Males	2007-08	52	42	6	0	
	2008-09	66	24	10	0	
Females	2007-08	59	34	7	0	
	2008-09	78	22	0	0	

**MEAP Reading | Fourth Grade**

**Summary Statement:** Building level 83% proficient, State level 83% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fourth Grade						<b>100%</b>
All Students	2007-08	43	41	16	0	
	2008-09	44	39	15	2	
African American	2007-08	30	60	10	0	
	2008-09	12	65	18	6	
White	2007-08	48	35	18	0	
	2008-09	60	28	13	0	
Econ. Disadvantaged	2007-08	29	36	36	0	
	2008-09	24	48	24	5	
Males	2007-08	36	44	20	0	
	2008-09	45	35	19	0	
Females	2007-08	50	38	12	0	
	2008-09	43	43	11	4	

### MEAP Reading | Fifth Grade

Summary Statement: Building level 90% proficient, State level 82% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fifth Grade						<b>100%</b>
All Students	2007-08	58	30	6	6	
	2008-09	39	51	6	4	
African American	2007-08	47	26	11	16	
	2008-09	<	<	<	<	
White	2007-08	63	33	3	0	
	2008-09	40	55	0	5	
Econ. Disadvantaged	2007-08	31	38	19	13	
	2008-09	25	50	13	13	
Males	2007-08	58	26	5	11	
	2008-09	32	52	8	8	
Females	2007-08	58	32	6	3	
	2008-09	46	50	4	0	

< Less than 10 students tested in the grade level

### MEAP Reading | Sixth Grade

Summary Statement: Building level 86% proficient, State level 81% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Sixth Grade						<b>100%</b>
All Students	2007-08	33	56	11	0	
	2008-09	41	45	10	4	
African American	2007-08	10	80	10	0	
	2008-09	41	35	18	6	
White	2007-08	38	50	12	0	
	2008-09	40	50	7	3	
Econ. Disadvantaged	2007-08	25	56	19	0	
	2008-09	26	42	26	5	
Males	2007-08	35	52	13	0	
	2008-09	37	42	11	11	
Females	2007-08	32	59	9	0	
	2008-09	43	47	10	0	

### MEAP Language Arts | Third Grade

Summary Statement: Building level 92% proficient, State level 83% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Third Grade						<b>100%</b>
All Students	2007-08	35	58	5	2	
	2008-09	38	54	8	0	
African American	2007-08	6	78	11	6	
	2008-09	15	77	8	0	
White	2007-08	48	50	2	0	
	2008-09	42	49	9	0	
Econ. Disadvantaged	2007-08	16	68	16	0	
	2008-09	36	55	9	0	
Males	2007-08	32	61	6	0	
	2008-09	28	55	17	0	
Females	2007-08	38	55	3	3	
	2008-09	47	53	0	0	

### MEAP Language Arts | Fourth Grade

Summary Statement: Building level 80% proficient, State level 77% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fourth Grade						<b>100%</b>
All Students	2007-08	20	61	20	0	
	2008-09	20	59	20	0	
African American	2007-08	0	70	30	0	
	2008-09	0	71	29	0	
White	2007-08	25	58	18	0	
	2008-09	30	55	15	0	
Econ. Disadvantaged	2007-08	7	50	42	0	
	2008-09	5	57	38	0	
Males	2007-08	12	60	28	0	
	2008-09	19	55	26	0	
Females	2007-08	27	62	12	0	
	2008-09	21	64	14	0	

### MEAP Language Arts | Fifth Grade

Summary Statement: Building level 86% proficient, State level 78% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fifth Grade						<b>100%</b>
All Students	2007-08	34	50	10	6	
	2008-09	10	76	10	4	
African American	2007-08	26	37	21	16	
	2008-09	<	<	<	<	
White	2007-08	37	60	3	0	
	2008-09	13	80	3	5	
Econ. Disadvantaged	2007-08	25	38	25	13	
	2008-09	6	63	19	13	
Males	2007-08	32	53	5	11	
	2008-09	12	68	12	8	
Females	2007-08	35	48	13	3	
	2008-09	8	83	8	0	

< Less than 10 students tested in the grade level

### MEAP Language Arts | Sixth Grade

Summary Statement: Building level 86% proficient, State level 80% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Sixth Grade						<b>100%</b>
All Students	2007-08	9	76	16	0	
	2008-09	24	61	14	0	
African American	2007-08	0	90	10	0	
	2008-09	24	53	24	0	
White	2007-08	9	74	18	0	
	2008-09	23	67	10	0	
Econ. Disadvantaged	2007-08	0	75	25	0	
	2008-09	21	47	32	0	
Males	2007-08	9	74	17	0	
	2008-09	16	63	21	0	
Females	2007-08	9	77	14	0	
	2008-09	30	60	10	0	

### MEAP Mathematics | Third Grade

Summary Statement: Building level 95% proficient, State level 91% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Third Grade						100%
All Students	2007-08	63	29	8	0	
	2008-09	84	11	5	0	
African American	2007-08	28	44	28	0	
	2008-09	62	15	23	0	
White	2007-08	78	22	0	0	
	2008-09	89	11	0	0	
Econ. Disadvantaged	2007-08	32	47	21	0	
	2008-09	55	18	27	0	
Males	2007-08	52	39	10	0	
	2008-09	83	14	3	0	
Females	2007-08	75	18	7	0	
	2008-09	84	9	6	0	

### MEAP Mathematics | Fourth Grade

Summary Statement: Building level 90% proficient, State level 88% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fourth Grade						100%
All Students	2007-08	53	33	12	2	
	2008-09	52	38	10	0	
African American	2007-08	20	50	20	10	
	2008-09	24	53	24	0	
White	2007-08	60	30	10	0	
	2008-09	67	28	5	0	
Econ. Disadvantaged	2007-08	29	36	29	7	
	2008-09	29	43	29	0	
Males	2007-08	56	28	12	4	
	2008-09	55	29	16	0	
Females	2007-08	50	38	12	0	
	2008-09	48	48	4	0	

### MEAP Mathematics | Fifth Grade

Summary Statement: Building level 84% proficient, State level 77% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fifth Grade						100%
All Students	2007-08	57	25	12	6	
	2008-09	53	31	14	2	
African American	2007-08	30	35	25	10	
	2008-09	<	<	<	<	
White	2007-08	73	20	3	3	
	2008-09	60	30	10	0	
Econ. Disadvantaged	2007-08	24	35	24	18	
	2008-09	31	31	31	6	
Males	2007-08	58	21	16	5	
	2008-09	52	24	20	4	
Females	2007-08	56	28	9	6	
	2008-09	54	38	8	0	

< Less than 10 students tested in the grade level

### MEAP Mathematics | Sixth Grade

Summary Statement: Building level 86% proficient, State level 77% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Sixth Grade						<b>100%</b>
All Students	2007-08	62	24	13	0	
	2008-09	66	20	14	0	
African American	2007-08	50	40	10	0	
	2008-09	56	28	17	0	
White	2007-08	65	21	15	0	
	2008-09	70	17	13	0	
Econ. Disadvantaged	2007-08	38	38	25	0	
	2008-09	45	30	25	0	
Males	2007-08	61	22	17	0	
	2008-09	58	21	21	0	
Females	2007-08	64	27	9	0	
	2008-09	71	19	10	0	

### MEAP Science | Fifth Grade

Summary Statement: Building level 82% proficient, State level 83% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Fifth Grade						<b>100%</b>
All Students	2007-08	37	46	10	8	
	2008-09	39	43	12	6	
African American	2007-08	19	52	14	14	
	2008-09	<	<	<	<	
White	2007-08	50	40	7	3	
	2008-09	43	45	8	5	
Econ. Disadvantaged	2007-08	11	50	22	17	
	2008-09	25	38	19	19	
Males	2007-08	35	40	15	10	
	2008-09	40	40	12	8	
Females	2007-08	38	50	6	6	
	2008-09	38	46	13	4	

< Less than 10 students tested in the grade level

### MEAP Social Studies | Sixth Grade

Summary Statement: Building level 82% proficient, State level 74% proficient

Student Group	School Year	School Percent of Students Proficient		School Percent of Students Not Proficient		Percent of Students Tested
		Advanced	Proficient	Partially Proficient	Not Proficient	
Sixth Grade						<b>100%</b>
All Students	2007-08	39	35	17	9	
	2008-09	58	24	8	10	
African American	2007-08	30	60	10	0	
	2008-09	33	39	6	22	
White	2007-08	40	29	20	11	
	2008-09	70	17	10	3	
Econ. Disadvantaged	2007-08	19	50	13	19	
	2008-09	35	35	10	20	
Males	2007-08	39	30	13	17	
	2008-09	53	32	11	5	
Females	2007-08	39	39	22	0	
	2008-09	61	19	6	13	

## Adequate Yearly Progress (AYP)

The No Child Left Behind Act (NCLB) requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency threshold targets for elementary schools in the 2008-09 school year are ELA 59% and Mathematics 65%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled. When considering the percent proficient along with the provisionally proficient, according to the Michigan Department of Education, in 2008-09, John F. Kennedy School EXCEEDED requirements for AYP.

	<b>John F. Kennedy</b>	<b>State of Michigan</b>
ELA	91.1%	59%
Math	94.3%	65%

## Accreditation/Education YES

State school accreditation is based on the state's Education Yes report card. Education YES assigns letter grades to schools based on a combination of MEAP scores (both status and improvement), a self-assessment of selected performance indicators, and AYP. In 2007-08, John F. Kennedy School made AYP and has received a grade of A.

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## School Programs

John F. Kennedy's average daily attendance rate is 96%.

Student retention rate: One student was retained in the 2008-09 school year, making the rate of retention less than one quarter percent.

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## 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, Kindergarten Conference, Autism Awareness workshops, Physical Education Conference and many Special Education Conferences.