

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Kristine Torok

Official School Name: Kennedy Primary Academy

School Mailing Address:
609 N Olive Street
South Bend, IN 46628-2234

County: St Joseph State School Code Number*: 7555

Telephone: (574) 283-7435 Fax: (574) 283-7441

Web site/URL: https://www.edline.net/pages/Kennedy_Primary_Academy E-mail:
ktorok@sbesc.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. James Kapsa

District Name: South Bend Community School Corporation Tel: (574) 283-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Marcia Hummel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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: (per district designation)	<u>19</u>	Elementary schools (includes K-8)
	<u>10</u>	Middle/Junior high schools
	<u>4</u>	High schools
	<u>0</u>	K-12 schools
	<u>33</u>	TOTAL

2. District Per Pupil Expenditure: 8489

SCHOOL (To be completed by all schools)

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

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

4. 1 Number of years the principal has been in her/his position 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	0	0	0	6			0
K	47	55	102	7			0
1	77	53	130	8			0
2	57	79	136	9			0
3	65	79	144	10			0
4	58	85	143	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							655

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
20 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % White
11 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is 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.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	-9990
(4)	Total number of students in the school as of October 1.	655
(5)	Total transferred students in row (3) divided by total students in row (4).	-15.252
(6)	Amount in row (5) multiplied by 100.	-1525.191

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 28

Number of languages represented: 20

Specify languages:

Spanish, Hungarian, German, Polish, Gujarati, Vietnamese, Chichewa, Tagalog, Hindi, Ibo, Cantonese, Kinyarwanda, Turkish, Korean, Romanian, Japanese, Kiswahili, Kikuyu, Persian, Hebrew

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 109

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 free and reduced-price school meals 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: 6 %

Total Number of Students Served: 39

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>7</u>	
Support staff	<u>24</u>	<u>2</u>
Total number	<u>62</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	95%	94%	94%	93%	96%
Teacher turnover rate	22%	14%	14%	22%	13%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

Our teacher turn over rate has been over 12% each year for the following reasons:

2004/2005 1 Maternity leave 3 Transfers 1 moved

2005/2006 1 Maternity 1 Health 3 moved 1 Different position title

2006/2007-2 Asked to leave; 1 Health; 2 moved

2007/2008-1 Maternity; 2 moved; 2 Different position title

2008/2009-1 Maternity; 1 asked to leave; 2 transferred; 1 moved; and

2 different postion title

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	_____	%

PART III - SUMMARY

Kennedy Primary Academy Vision Statement:

We will achieve excellence in learning for highly capable primary students, embracing the unique strengths and potential of each individual in an atmosphere of wonder, trust and care. We commit to building a stimulating and challenging educational environment that prepares student to enter a technologically sophisticated global community with confidence and pride.

Kennedy Primary Academy Mission Statement:

Kennedy Primary Academy provides an academically challenging curriculum that extends beyond what is required by the Indiana Academic Standards. The curricular framework offers direct instruction, collaborative guided inquiry, and self-directed individual exploratory investigation in an interdisciplinary context. The organization structure for staff and students allows a variety of flexible groupings across grade level, interest, and abilities. The child centered environment is purposeful, yet playful, providing the academic skills and knowledge for building creatively upon the traditions of the past, and the critical thinking strategies for examining alternative futures. State-of-the-art technology is imbedded to support productivity and intellectual explorations for staff and students. This environment encourages and supports children as they learn and wonder, dream and create. Kennedy Primary Academy will achieve excellence in learning for highly capable primary students, embracing the unique strengths and potential of each individual in an atmosphere of wonder, trust and care.

Our Primary Academy is designed to offer academic challenges beyond those required by Indiana Academic Standards for highly capable kindergarten through fourth grade students. The Academy provides a stimulating educational environment. Students participate in both guided and self-directed exploration across subject areas. The Academy is available to all primary children (grades K-4) who meet the criteria for admission. Enrollment is controlled on a capacity and racial compliance basis. Admissions criteria is the following: completion of the application process, including assessment, above average achievement levels in basic skills, score in the upper quartile (seventy-fifth percentile and higher) on standardized reading and math tests, master of they Indiana Academic Standards at prior grade level, exceptional social/leadership skills as reflected on the checklist provided by a teacher of the student's choice, commitment to rigorous academics, family involvement, and Academy expectations. Kennedy has a dress code of uniformity with navy blue or khaki pants, skirts or jumpers; plain white, yellow or blue shirts with collars and sleeves (shirts must be tucked in).

Special program features at Kennedy are: rigorous academic expectations, required foreign language instruction (Spanish), print and technology rich environment, customized math and science laboratories, mobile/wireless computer studio, internet laboratories, classroom computer clusters, and a computerized planetarium. The unique design of the Kennedy curriculum consists of core advanced academic objectives which exceed the expectations outlined in the Indiana Academic Standards and include the following: rich mathematical inquiry (Every Day Math curriculum), literacy enriched environment, extensive writing experiences, imaginative use of high-tech tools, enhanced exploration of innovation and design, visual arts, music, and choir, school climate which ignites scientific thoughts, group discussions and seminars, multiple opportunities to reflect understanding with presentations and projects, conversational Spanish instruction for all grades, emphasis on personal wellness.

Kennedy Primary Academy also offers: parent support and education to understand and meet the needs of the highly capable child, bus transportation to all students except those living in the Kennedy walk area, a culturally and ethnically diverse population. The expectations for our students are: they are highly motivated

and self-directed learners, meet our rigorous academic standards, participate in extended learning activities, adhere to all rules and regulations, maintain good attendance, excel in all required subjects, and to participate in after school extracurricular activities. We expect the parents to attend all orientation activities, attend all parent conferences, participate in extra curricular activities, provide support to the Academy, maintain active parental involvement and to provide support and assistance to instructional and classroom activities.

All of the above has provided us with a great school of teachers, students, parents, and staff. Kennedy has been awarded the Indiana honor of being a Four Star School for the past two years. We have been the number one ISTEP scoring school in the entire state of Indiana for three years in a row from 2006-2009!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Data showing the following 2004-2009 scores can be found on the Indiana Department of Education website (IDOE.com) under ISTEP+ data. The state test has a cut score each year indicating the minimum score students must achieve to show mastery of the Indiana State Standards which are tested yearly using the Indiana Statewide Testing for Educational Progress-Plus. In addition to the cut score, there is a score that indicates higher mastery, called ISTEP+ Pass Plus. Those students who obtain a Pass Plus score are achieving in the top 25% of the state .

Kennedy Academy has seen a continual increase in our student achievement based on the state criterion referenced test, ISTEP+, over the past five years. The first year that Kennedy Primary took the ISTEP+ test as an Academy in 2003, the overall average percent passing was 76.7%. Each year since, we have shown positive achievement growth in all areas and reaching an outstanding 97.4% average passing percentage of third and fourth grade Kennedy students in the 2008-2009 school year.

Our third grade student English/LA scores have risen from 90% passing to 99% passing within the past five years. The ISTEP + Math scores for third grade increased from 89% up to 98% passing in 2006/2007 and 15% above passing for the state average with a 96% passing in 2009.

Our fourth grade students taking the ISTEP+ test for English/LA scored from 85% passing in 2004/2005 to 96% passing in 2009, 15% above the state average. The math scores for Kennedy fourth grade students shows growth from 86% in 2004/2005 to 98% passing in 2009, 14% above state average.

Our school's overall ISTEP+ percentage passing increased from 80.8% in 2004/2005 to 95.8% with the 2008/2009 test which is 31% above the state average for passing both English/LA and Math for all tested students.

2. **Using Assessment Results:**

The annual state ISTEP+ data is reviewed yearly at Kennedy Primary looking at our overall and sub group scores with the entire staff, because as a team we can all take ownership of Kennedy's student success. The data is disaggregated and discussed at staff meetings, then at grade level meetings to look at specific areas which might need improvement. Teaching strategies are then reviewed to see which of them have been successful and to reflect and revisit areas that may need improvement within individual grade levels or across all grade levels. That review of teaching strategies leads to the school wide staff development components.

Kennedy Primary became an Academy school in 2003. The admissions criteria listed in Part IV of this application is only a portion of Kennedy's student success. The teachers and staff must maintain a rigorous set of standards as well, in order to sustain the achievement that this Academy has come to expect. The curriculum goes beyond the state standards and continuously spirals through grade 4. Kennedy does a yearly review of our Indiana Public Law 221 Plan (Language Arts and Math each including: goals/strategies/action plans) which is monitored by the State to see if we make Annual Yearly Progress, is driven by ISTEP+ data and teacher decisions in writing the plan. Our PL221 plan includes school wide implementation of the L.A. and Math action plan strategies.

The discipline of the staff to collaborate and share is a key component to our student success. One uniqueness of Kennedy is that we have classes that are tailored to the individual learning pace of students. Daily

assessments, quarterly assessments and state wide assessments are used to place students in a classroom or groups in which they will learn at their instructional level. This unique aspect honors the various rates at which students learn. Teachers constantly evaluate and collaborate on each student's performance in their classrooms to see if a child needs to repeat a concept or is excelling in an area and needs to be challenged. As a result of this constant assessing, students are part of a flexible group to meet their academic needs.

3. Communicating Assessment Results:

The South Bend Community School Corporation home website displays a section that honors us by showing our Four Star School status and announcing the nomination of Kennedy Primary Academy as a Blue Ribbon School. Our own home website for Kennedy Academy has awards and other important information published for our families and those parents who may be looking at attending Kennedy. This website is a helpful resource for anyone and will continue to be used to share all the wonderful things about Kennedy Primary Academy.

In honor of the designation as a Four Star School, being one of Indiana's top 25% overall ISTEP achieving schools, an assembly was held at Kennedy Primary Academy by the South Bend Community School Corporation. The Mayor, a local congressman, members of the South Bend Community School Board and many parents were in attendance. The community rallied around our school in proud appreciation of its success for our local public school children. In addition, this past fall a public South Bend Common Council meeting honored Kennedy Primary Academy with a Common Council Resolution in honor of the Four Star School status and to show community support for the academic achievement that our school brings.

Our Parent Teacher Organization changes the announcements on our outdoor school sign on a regular basis. They are always looking for items that honor Kennedy Primary Academy so the public driving past can share in our successes. This year a new top banner for the sign was purchased with four stars on it to celebrate our statewide Four Star School status. New magnets and bumper stickers were also purchased by our PTO that also include the Four Star logo. Now we can drive around town to show off a little bit about how proud we are of our school and so can the grandpa's and grandpa's, aunts and uncles.

Each year our local South Bend Tribune publishes the state ISTEP+ results about the South Bend Community School District and each of our surrounding school districts. This is a dedicated part of the newspaper to ISTEP+ so that the community can get a quick assessment of how each school or district is meeting the Indiana State Standards.

4. Sharing Success:

The South Bend Community School Corporation has had Teacher Leaders in every school building for the past eight years. Kennedy had chosen not to have Teacher Leaders in the building in the past, because the school is based on teacher collaboration and team input. However, this year teachers decided that they would like to have the chance to choose Teacher Leaders, which would allow them attend all of the SBCSC teacher staff development in-services held throughout the year. This has been a unique experience for our Teacher Leaders and the other teachers throughout the corporation since they have not been able to share school information with each other during these past eight years because there were no opportunities to do so. The differences in our school populations, former Kennedy Primary Academy teacher selection process, test scores and our all encompassing district boundaries, has at times brought some frustration from other Corporation teachers because their schools would like to have our Kennedy students return back to their home school. However, the Kennedy Team Leaders have embraced this scrutiny and apprehension by sharing some of our strategies and show that although we are not a Title I school, we work hard just like the other teachers to meet all of our students demanding needs. Being part of the Corporation Teacher Leader meetings has proven to be a very positive way to interact with other corporation teachers and learn that we are all in this same profession for one reason, the children.

Our Teacher Leaders will continue to attend corporation wide in-services so we may be able to share different strategies that work at Kennedy and allow other teachers to see what we do at Kennedy that is different. This may include corporation wide in-services at our building and led by our staff or having our teachers do an in-service at other buildings with their Teacher Leaders.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The rigorous curriculum at Kennedy Primary Academy is integrated through each content area. In addition to math being integrated into the units of study, Kennedy Primary Academy uses the Everyday Math Program as the guide for the math curriculum. Kennedy Primary Academy receives Spanish instruction based on a curriculum designed to teach conversational and written Spanish. Kennedy Primary Academy curriculum was designed and written to allow students to learn with out limitations and with the expectations that students will exceed the basic requirements.

2a. **(Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading curriculum is based on the Indiana State Standards. Students learn from trade books beginning in kindergarten and continuing through grade four. The teachers at each grade have selected trade books that meet the needs of their students. The content of the trade books relate to the current unit of study. Students in kindergarten start with letters, letter sounds, shared reading and writing, three and four word books to chapter books. The students in grade one continue the process of learning to read fluently, again reading trade books at their level embedded with the skills needed by the students. Students entering second grade are proficient and fluent in their reading skills. Comprehension then becomes the focus of reading. Students are learning to reading for purpose and information by second grade. Third and fourth grade students read for content and unit of study purposes because they have mastered the skills needed to read. Comprehension is taught beginning in kindergarten, and developed as students proceed through the grade levels. Starting in second grade the focus of reading is comprehension. Grammar and writing skills are integrated into the reading content and authentic writing. This reading curriculum was designed to allow students to understand the purpose of reading and writing and develop an understanding and application of the required skills. Students are encouraged and challenged to read and write with purpose, possess the skills necessary to develop the love of reading and understand the importance of reading and writing in their daily life.

3. **Additional Curriculum Area:**

Science is an exciting and challenging component of Kennedy Primary Academy’s curriculum. Our school has two math/science labs designed and equipped for primary grade students and a planetarium. When designing the curriculum for the students at Kennedy Primary the curriculum team decided to develop units of study, based on required Indiana State Standards yet not limited to the Standards. The curriculum team researched best practices and agreed that students need opportunities for hands on learning experiences and content of high interest. Therefore, the units of study for Kennedy Primary Academy alternate between science and social studies. Students have the opportunity to engage in science through exploration, research, manipulation, investigation, writing, reading, and technology. Our mission statement states, “The Academy provides challenging curriculum that extends beyond what is required by the Indiana Academic Standards....The curricular framework offers direct instruction, collaborative guided inquiry and self directed individual exploratory investigation in an interdisciplinary context.” The science units of study provides direct instruction in the classroom, planetarium and math/science lab; collaborative guided inquiry in the classroom and math/science labs; self directed individual exploratory investigations in the lab and through research; and interdisciplinary context through the units of study at each grade level. The lessons and experiences in the math/science labs and planetarium are developed and taught by the district science facilitator. The district science facilitator is a member of our staff. The Indiana State Standards for science are “bundled” and spiral through the grade levels. The content and requirements within each of the units of study allow students to learn at a deeper level than required by the Standards. Students will spend 2-3 weeks on each science unit of

study, participate in the math/science lab at least two times per week-year long, and attend and participate in studies in the planetarium 2-3 times per quarter. Students love science at Kennedy!

4. Instructional Methods:

The students that come to Kennedy are just like students at any other South Bend Community School. The student population is diverse, the socio-economic statuses of the families vary and the students are children with academic and social needs. Students receive direct instruction, participate in collaborative guided inquiry and self directed individual exploratory investigations. The organizational structure for staff and students allows a variety of flexible groupings across the grade level. Students are assessed on the Indiana State Standards in reading, writing, and math every 2-3 weeks, at the end of a unit of study. Students are then grouped for direct instruction in reading, writing and math based on the assessment results. There are 5 kindergarten teachers, and 6 teachers at each grade level 1-4. This allows for 5/6 levels of instruction to take place in reading, writing and math. Each teacher will teach a different level of skills. The levels are determined by the academic needs of the students. Teachers also rotate instructional levels so that students have a variety of teaching styles. All students kindergarten through fourth grade go to a “flex group” for 30-45 minutes of direct instruction in each; reading, writing, and math daily. The flex group instruction meets the needs of the students in that particular group. Students enjoy going to other teachers classrooms. They have the opportunity to engage with different teaching styles, maybe one that really “clicks” with his/her style of learning, a chance to work with a mix of students from the grade level and practice their social skills as they move from class to class, and work with a variety of students, and the students can accomplish the feeling of success because the instruction is at his/her level.

5. Professional Development:

The professional development for teachers and staff at Kennedy Primary Academy is driven by the academic needs of students and the PL 221 professional development plan developed by the teachers and staff. Kennedy opened as an Academy in 2003. The teaching and supportive staff had to interview for the positions and sign an agreement to attend professional development in the summers and after school. These requirements allowed for extensive professional development throughout the following years. Prior to the school opening the teaching staff attend five weeks of extensive training in the Indiana State Standards, child development, the Kennedy Curriculum, the inquiry process, the writing process, reading, math strategies, Every Day Math, problem solving, science and social studies. Teachers attended weekly technology training for the first three of operation, and then monthly training sessions since. In addition, the teachers attended weekly professional development on upcoming curricular components. The teachers study ISTEP and NWEA scores yearly and identify areas of need for professional development for upcoming summer sessions. As teachers study weekly student writing, problem solving, comprehension, reading fluency, and computation scores grade level teacher teams take note of student needs and determine if the teaching staff need additional training and instruction to become more proficient and skilled teachers. The teachers write the PL 221 goals and objectives for students and then write the professional development needs of the teachers based on the needs of the students. Each PL 221 committee takes responsibility for planning and developing the training-in-service for the teachers. Teachers meet two times a month for professional development provided by one of the PL 221 committees. The technology training is provided by the district technology facilitator and the building technology person as well as the technology committee. The teachers have only requested training from one outside consultant in reading comprehension. The consultant worked with the teaching staff for three days. Beyond the first year, Kennedy teachers provide the professional development for their colleagues. Because the teachers are accountable for providing the professional development for their colleagues, we created a teaching staff that could be hired as consultants in their specific areas of expertise.

6. **School Leadership:**

The principal is the instruction leader and manager of the school. The professional and academic expectations are set by the principal. When hired as the principal for Kennedy Primary Academy the Superintendent described her vision and expectation for the school. It was my responsibility to help with the interior renovation of the 30 year old building, lead the curriculum writing team, hire the staff, develop and implement the professional development for the teaching staff, recruit parent and students, write the mission and vision, work with transportation to provide busing across the district, design schedules, design an application process for prospective students, test all applicants, provide public forums, and be ready to open the school with in 7 months. The center of my decisions was, do what is best for students. As the building administrator from the conception of the idea to open an Academy, it provided the opportunity to know every aspect of the school; provided the curriculum, selected every member of the teaching and support staff; ordered all materials to be used; wrote and implemented the policies; set the academic expectation; and professional expectations. It was also the role of the building administer to build relationships with the teaching and support staff, the parents, students and the community. By modeling the expectation and importance of relationship building the staff in turn builds authentic relationships with each other, the students and their families. Decisions on curriculum, instruction and professional development are based on the needs of the students as stated in the first sentence of the vision for Kennedy Primary Academy: “We will achieve excellence in learning for highly capable primary students, embracing the unique strengths and potential of each individual in an atmosphere of wonder, trust and care...” The school leadership is shared among all members of the staff, with the principal as the guide.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Indiana Statewide Testing for Education Progress Plus
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
%Proficient/%Pass+	96	97	97	94	90
%Pass +	20	26	26	21	17
Number of students tested	142	140	120	131	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient/%Pass+	94	95	98	92	82
%Pass +	16	22	39	21	11
Number of students tested	51	58	44	61	55
2. African American Students					
%Proficient/%Pass+	88	90	93	92	82
%Pass +	12	17	28	13	8
Number of students tested	26	29	29	38	38
3. Hispanic or Latino Students					
%Proficient/%Pass+	83	95		90	
%Pass +	8	18		29	
Number of students tested	12	22		21	
4. Special Education Students					
%Proficient/%Pass+	91	100			
%Pass +	36	40			
Number of students tested	11	10			
5. Limited English Proficient Students					
%Proficient/%Pass+					
%Pass +					
Number of students tested					
6. Largest Other Subgroup					
%Proficient/%Pass+					
%Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Indiana Statewide Testing for Education Progress Plus

Edition/Publication Year: 2010 Publisher: CTB/McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
%Proficient%Pass +	100	96	96	92	90
%Pass +	25	36	39	25	20
Number of students tested	142	140	120	131	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient%Pass +	98	93	95	87	87
%Pass +	14	19	18	10	13
Number of students tested	51	58	44	61	55
2. African American Students					
%Proficient%Pass +	96	90	90	95	82
%Pass +	12	10	10	8	13
Number of students tested	26	29	29	38	38
3. Hispanic or Latino Students					
%Proficient%Pass +	100	95	100	86	
%Pass +	8	14	0	10	
Number of students tested	12	22	10	21	
4. Special Education Students					
%Proficient%Pass +	100	100			
%Pass +	27	30			
Number of students tested	11	10			
5. Limited English Proficient Students					
%Proficient%Pass +					
%Pass +					
Number of students tested					
6. Largest Other Subgroup					
%Proficient%Pass +					
%Pass +					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: Indiana Statewide Testing for Education Progress +
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
%Proficient/%Pass+	98	95	98	93	86
%Pass +	35	33	43	40	25
Number of students tested	142	117	128	135	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient/%Pass+	97	94	96	86	82
%Pass +	21	26	25	30	16
Number of students tested	58	50	56	44	61
2. African American Students					
%Proficient/%Pass+	97	90	94	93	79
%Pass +	17	28	19	24	14
Number of students tested	58	50	56	44	61
3. Hispanic or Latino Students					
%Proficient/%Pass+	96		94	58	77
%Pass +	17		29		15
Number of students tested	23		17	12	13
4. Special Education Students					
%Proficient/%Pass+					
%Pass +					
Number of students tested					
5. Limited English Proficient Students					
%Proficient/%Pass+					
%Pass +					
Number of students tested					
6. Largest Other Subgroup					
%Proficient/%Pass+					
%Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Indiana Statewide Testing for Education Progress Plus

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
%Proficient/%Pass +	96	95	97	89	86
%Pass +	28	22	34	24	16
Number of students tested	142	117	128	135	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient/%Pass +	93	92	95	82	75
%Pass +	19	8	23	19	8
Number of students tested	58	50	56	44	61
2. African American Students					
%Proficient/%Pass +	93	97	97	86	81
%Pass +	23	7	17	14	7
Number of students tested	30	29	36	29	42
3. Hispanic or Latino Students					
%Proficient/%Pass +	96		94	58	54
%Pass +	9		29	0	8
Number of students tested	23		17	12	40
4. Special Education Students					
%Proficient/%Pass +					
%Pass +					
Number of students tested					
5. Limited English Proficient Students					
%Proficient/%Pass +					
%Pass +					
Number of students tested					
6. Largest Other Subgroup					
%Proficient/%Pass +					
%Pass +					
Number of students tested					

Notes: