2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School
(Check all that apply)

[ ] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal   Mr. Donald Elwood Perry

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Kennedy Junior High School

(As it should appear in the official records)

School Mailing Address   2929 Green Trails Drive

(If address is P.O. Box, also include street address.)

Lisle	Illinois	60532-6262
City	State	Zip Code+4(9 digits total)

County   DuPage   State School Code Number* 19-022-2030-26

Telephone (630) 420-3221   Fax   (630) 420-6960

Web site/URL http://www.ncusd203.org/kennedy/   E-mail   dperry@naperville203.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Alan E. LeisEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Naperville Consolidated Unit School District 2 Tel. (630) 420-3611

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Ms. Suzyn Price

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

14	Elementary schools
5	Middle schools
	Junior High Schools
2	High schools
	Other
21	TOTAL

2.   District Per Pupil Expenditure: 6179

     Average State Per Pupil Expenditure: 5567

SCHOOL   (To be completed by all schools)

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

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

4.   10   Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		7	195	193	388
K			0		8	203	162	365
1			0		9			0
2			0		10			0
3			0		11			0
4			0		12			0
5			0		Other			0
6	204	184	388					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1141

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
24	% Asian or Pacific Islander
3	% Black or African American
2	% Hispanic or Latino
71	% White

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year   2   %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	15
(2)	Number of students who transferred from the school after October 1 until the end of the year	16
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	1141
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1   %

35   Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Chinese and Korean

9. Students eligible for free/reduced-priced meals: 3   %

Total number students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

                                                 94 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9	Autism	1	Orthopedic Impairment
	Deafness	14	Other Health Impairment
	Deaf-Blindness	54	Specific Learning Disability
1	Emotional Disturbance	12	Speech or Language Impairment
1	Hearing Impairment		Traumatic Brain Injury
2	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	3	0
Classroom teachers	68	
Special resource teachers/specialists	9	0
Paraprofessionals	9	0
Support Staff	16	0
Total number	105	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   25 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	96 %	96 %	95 %	96 %
Teacher turnover rate	8 %	8 %	6 %	7 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Kennedy Junior High School, in Naperville Community Unit School District 203, is located in Lisle, Illinois. Lisle is a suburb located approximately thirty five miles west of Chicago, Illinois. The school serves students in the surrounding communities of Naperville, Lisle, Woodridge, and Bolingbrook. The community is an upper middle income suburban area. Expectations for the school and students in the area are high. The community offers convenient access to cultural, educational, and recreational centers of the Chicagoland metropolitan area.

Our Vision at Kennedy is to help our students become life long learners. Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. We believe ALL students can learn and become contributing members of society.

Kennedy opened in 1989 with approximately two hundred students. Today Kennedy is the largest middle school in Naperville District 203 with one thousand one hundred forty one students. Kennedys student population is 71.2% white, 24.2% Asian/Pacific Islander, 2.4% Black, and 2.1% Hispanic. The school has a very diverse population of people from all over the world. Kennedy celebrates a multicultural population and is able to learn about other cultures because of its diversity.

Parents are very active and involved at Kennedy. This year nine hundred and sixty eight parents volunteered for assignments at school. Joyce Epstein from Johns Hopkins University recently named Kennedy as a National Partnership School due to the active way all stakeholders are involved at school. Kennedy has business partnerships with approximately twenty businesses which help make connections between classroom instruction and the world of business. All stakeholders are welcomed at Kennedy to take an active part in the educational process.

The Association of Illinois Middle Schools named Kennedy as an Illinois Horizon School, A School to Watch in 2005. The National Middle School Association named Kennedy as a National Horizon School, An Illinois State Middle School to Watch. Kennedy takes an active role in participating in middle school education as a state mentoring school and as a state model middle school. We believe our role is to excel at teaching and to help our students be successful in life.

To ensure every childs success at Kennedy, we work diligently to know all of our students. Through the collection and analysis of data, we know which students are at risk of not meeting state standards. We also know what social and emotional issues are getting in the way of learning and we make every effort to ensure progress by monitoring student progress data, knowing students, and constructing classes which deliver instruction in a variety of ways to meet all learning styles. Our faculty works with students before school, after school, and during daily study time to make sure they are being challenged and to ensure they will meet state standards. Faculty members at Kennedy care about their students and do whatever is necessary to help each student succeed. Kennedy is a school that cares about and helps students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

    The Illinois Standardized Achievement Test (ISAT)measures student mastery of State Standards in Language Arts and Mathematics. Information regarding Illinois standards and school profiles can be found on line at http://www.isbe.state.il.us. Illinois Learning Standards for all grades are in a drop down menu at the top of the ISBE website. Additionally, school profiles are in a hot link on the left hand side of the home page. The Kennedy Junior High School state report card may be found on the Naperville Community Unit School District 203 web site by going to http://www.naperville203.org/about/statereportcards.asp. Click on Kennedy Junior High School to see the report card.

    Illinois Standards for Learning are incorporated in every discipline taught in Illinois. In both Language Arts and Mathematics, students can demonstrate and deepen their understanding of basic knowledge and skills by applying the standards to learning. Students do so through solving problems, communicating, using technology, working on teams, and making connections. When students solve problems, they first recognize and investigate problems and then formulate and propose solutions supported by reason and evidence. Communication helps students learn to interpret information and express ideas. Using technology will teach students to use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results. Working on teams helps students to learn and contribute productively as individuals and as members of groups. Making connections helps students to apply connections of important information and ideas within and among learning areas.

    In addition to the applications of learning, both Language Arts and Mathematics curriculums have goals. The goals in Language Arts are centered on reading, literature, writing, listening and speaking, and research. Mathematics goals are focused on number sense, estimation and measurement, algebra and analytical methods, geometry, and data analysis and probability. More detailed information about the goals may be seen on the Illinois State Board of Education web site.

    The Illinois School Report Card indicates by grade level the number of students who meet or exceed the Illinois Learning Standards measured by the Illinois Standardized Achievement Tests. Reading scores indicate 94.9% of all students meet or exceed in sixth grade. 97.5% of seventh graders meet or exceed and 99.2% of all eighth graders meet or exceed in Reading. We believe the trend up tells us that our delivery of instruction in reading is working at our level. Mathematics scores show 98.9% of sixth graders meet and exceed standards. Seventh graders scored 98.3% meet and exceed while 98.9% of eighth graders meet or exceeded state standards. The Math Scale Score showed 61.66% of all students exceeding state standards while 37.17% meet standards. 1.17% of all students were below standards and no students have been in academic warning for 2005-2006 and 2006-2007. The Reading Scaled Score showed 47.63% of all students exceeded state standards while 49.66% meet standards. 2.71% were below standards and no students have been in academic warning since 2002-2003.

    Our largest minority population is Asian/Pacific Islander with 274 students. Reading showed students in this subgroup with 58.9% exceeding, 36.8% meeting, and 4.2% below with no students in academic warning. There are 26 black students and 24 Hispanic students which is 0.023% of the total population of the school. None of the black or Hispanic students were in academic warning. Economically disadvantaged students have no students in academic warning. 85.7% of students with disabilities meet or exceed standards and none were in academic warning.

    In overall performance, 97.3% of all students met Annual Yearly Progress in Reading. 98.7% met AYP in Mathematics. Kennedy is working diligently to assure that the needs of each student are being met.

2. **Using Assessment Results**

    Kennedy Junior High School uses multiple data points to assess student success. When using

Illinois Standardized Achievement Tests, we look at the grade level as a whole to assess curriculum and the delivery of instruction. We also look at the school as a whole to see how we achieve compared to other schools in the district and state. In addition, we look at trend lines to determine whether Kennedy is trending up or down as a factor in determining school improvement plans. Subtests are reviewed to see how students achieve in specific areas of instruction. We review all the assessment subtests to determine how all subgroups are achieving. Every piece of data is examined before we, as a school improvement team, determine where to focus on school improvement.

The weakest subtests are areas to consider for improvement. For example, vocabulary development seemed to be a weaker skill for students in our school in 05-06. We therefore focused on vocabulary development skills across the curriculum. During the next Illinois Standards Achievement Testing cycle, vocabulary development skills improved dramatically.

Additionally, individual student scores are given in each of the assessments. We are able to know who our students are and who did not meet state standards. Then we can focus on how to help students at risk of not meeting standards improve to the level of meeting, or exceeding, standards. We also consider which students meet and exceed standards so we can see how to challenge each student in the school, academically, socially, and emotionally.

We believe knowing each student, and anlyzing the data relating to each student and the school as a whole, enables teachers to focus on the right areas for helping students to achieve. We believe all children can learn if they are instructed correctly.

3. **Communicating Assessment Results**

Part of what makes Kennedy so successful is the communication networks we have established. Surveys have indicated that we have done an excellent job of communicating with parents and the community. Kennedy's Illinois School Report Card is posted on our school web site, our district web site, and the State of Illinois Board of Educations web site. Individual student ISAT test results are also distributed to and discussed with parents during fall conferences.

Each students current academic standing can be found via I-parent, a password-protected, on-line grade application which allows parents to assess their childs progress 24 hours per day, seven days per week. I-parent, in Kennedy's view, is a discussion piece through which parents can engage their children in conversations regarding academic progress.

The local newspapers show all the Illinois Standardized Achievement Test results each year, allowing parents to see how schools in each region compare academically. Kennedy is sometimes mentioned in the Chicago Tribune as one of the top scoring schools in the region. In March 2006, the Tribune listed Kennedy as one of the top ten scoring schools in the state.

Data is not just shared between parents and teachers, though. Teachers also share data with students. We want students to know exactly how they are doing academically. We feel this directive feedback will lead to academic improvement. Students should be able to tell us how they are progressing and what they need to do to improve academically.

Kennedy is open in the way we share data with all stakeholders. The way in which data and other important matters are communicated to the community is a direct result of parent input at our annual data retreat. Participating parents provide an important perspective that helps us understand the most efficient and effective methods for making information readily available.

4. **Sharing Success:**

Kennedy has been very active in the Association of Illinois Middle Schools (AIMS). During our relationship with AIMS, Kennedy has served as a State Model Middle School. As a model middle school, we have mentored other schools who desired to improve student learning by employing the middle schoolconcept. While other schools visited, our teachers were able to share with their teachers and mentor them on teaching technique and operations.

Additionally, Kennedy sends our staff to be presenters at conferences sponsored by AIMS. Staff also present for the National Middle School Association (NMSA) when local conferences are being conducted. The state organization for middle schools has been a wonderful opportunity to share with other schools.

Locally, the five middle schools in Naperville District 203 meet for staff development and our staff has opportunities to share with other schools during these events. Principals from all the district middle schools meet monthly. This provides an opportunity to share with the principals from other schools.

Lastly, information about Kennedy is posted on the internet for being a Blue Ribbon School. Because of that, schools from all over the country, and world, contact Kennedy. This allows us the opportunity to share our successes with other schools. We have been contacted by schools and districts from as far away as the Peoples Republic of China by educators who read about us on the internet. Electronic sharing has become a very large tool for giving and receiving information about Kennedy Junior High School.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The curriculum at Kennedy is centered on teaching students how to learn. Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. Thinking across the curriculum integrates problem solving and critical thinking models. The thinking phases of understanding, planning, carrying-out, and reflecting back are conducted in all instruction.

   Students are offered a curriculum in the core subjects of Language Arts, Mathematics, Science, and Social Science. In addition, students are offered foreign language instruction in their choice of German, Spanish, and French which they take for two full years in grades seven and eight. Exploratory classes are also offered in technology, art, life science, and general music. Band, chorus, and orchestra, health, and physical education are courses offered at Kennedy. Kennedy offers accelerated courses in Language Arts/Humanities and Mathematics.

   Literacy is the focus of the Language Arts curriculum. Literacy is the ability to construct meaning and manipulate the language for a variety of purposes through reading, writing, and speaking and listening. The K-12 literacy curriculum integrates the study of reading, writing, and speaking and listening to meet the goals identified in the Illinois Learning Standards. Reading instruction includes a balance of phonics, phonemic awareness, fluency, vocabulary, and comprehension. The literacy curriculum recognizes the recursiveness of literacy skills. The curriculum provides increasingly sophisticated content and fosters increased independence of learning. Students become knowledgeable, reflective citizens who possess a life-long passion for learning.

   Math is a universal language that allows us to make sense of fundamental thoughts, ideas, patterns, problems, and phenomena surrounding us and to communicate understanding and resolutions of these concepts to others. Instruction in every mathematics classroom will provide a rich variety of cognitively appropriate strategies and resources so that all students have the opportunity to explore success and challenge.

   Teachers are focused on engaging students in the learning process. Educating students to be self-directed learners is part of our mission statement and something that is important to us. Problem solving and scientific process to develop high level thinking is incorporated instruction so students can hypothesize, analyze information, synthesize, and draw conclusions. Students at Kennedy are highly engaged in the instruction and in their own learning.

   Foreign Language at the middle school level is the equivalency of Foreign Language I in our high school. Students may choose between Spanish, French, or German. Students who have taken foreign language in middle school are allowed to begin level II in high school. Art has an outlined curriculum which covers a wide range of skills including art history. The most current art curriculum is not posted on our web site, but our district is in the process of posting it. The curriculum at Kennedy is aggressive and targets state standards for learning. Students are actively engaged in the learning. Data is collected to determine progress and areas for improvement.

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

   Reading is the foundation for success in all other academic areas. Kennedy Junior High School makes every effort to know each student and his or her needs. Data is used to make decisions regarding how we can help individual students who might be reading below grade level. The reading comprehension level of each sixth grader, as well as all transfer students, is obtained via the Performance Series Assessment. When necessary, we also administer an Independent Reading Inventory to those students whose reading comprehension abilities are the cause of concern. The Illinois State Achievement Test (ISAT) and Iowa Test of Basic Skills (ITBS), in addition to teacher evaluations and recommendations, are also used to determine each students reading comprehension

abilities.

Once multiple data points have been acquired, we identify those students who are considered at-risk and deliver grade level instruction with support during supervised study and/or exploratory periods. These academically-emerging students also receive skills-based instruction. Students who do not meet standards in reading are screened for language deficits and are provided English language instruction when necessary. This level of support is not restricted to those students deemed at-risk. Knowing each students instruction needs also allows us to provide further instructional support during supervised study periods to those students who are not necessarily at-risk. After school we also offer after-school support in a teacher-directed Study Skills Academy.

Our middle school language arts program is a comprehensive program designed to teach students to think critically and become independent, life-long learners. It also makes the connection between reading, writing, listening and speaking, and technology.

2b. **(Secondary Schools) English:**

Reading is the foundation for success in all other academic areas. Kennedy Junior High School makes every effort to know each student and his or her needs. Data is used to make decisions regarding how we can help individual students who might be reading below grade level. The reading comprehension level of each sixth grader, as well as all transfer students, is obtained via the Performance Series Assessment. When necessary, we also administer an Independent Reading Inventory to those students whose reading comprehension abilities are the cause of concern. The Illinois State Achievement Tests and Iowa Tests of Basic Skills, in addition to teacher evaluations and recommendations, are also used to determine each students reading comprehension abilities.

Once multiple data points have been acquired, we identify those students who are considered at-risk and deliver grade level instruction with support during supervised study and/or exploratory periods. These academically-emerging students also receive skills-based instruction. Students who do not meet standards in reading are screened for language deficits and are provided English language instruction when necessary. This level of support is not restricted to those students deemed at-risk. Knowing each students instruction needs also allows us to provide further instructional support during supervised study periods to those students who are not necessarily at-risk. After school we also offer after-school support in a teacher-directed Study Skills Academy.

Our middle school language arts program, is a comprehensive program designed to teach students to think critically and become independent, life-long learners, makes the connection between reading, writing, listening and speaking, and technology.

3. **Additional Curriculum Area:**

In an effort to meet our Vision of developing students who are life-long learners, we endeavor to deliver instruction which encourages students to become self- directed learners. To do that, teachers have honed their skills in developing questioning techniques which challenge students to have small group discussions with their peers relating to the lesson. Creating problems for students to solve provides the students with the opportunity to use the content they have learned in solving real-world problems. When students are allowed to do work which is challenging and interesting, the learning is embedded in long term memory.

For example: In eighth grade we wanted to teach the elements of producing a book. We used Dr. Seuss as the example and taught students to use the elements of writing to produce a Dr. Seuss style book. We also wanted students to learn slope and intercept in math so the math and language arts teachers teamed up to write a book about slope and intercept. This self-directed learning caused students to be engaged in the learning and solidify their Language Arts standards with their Math standards.

Making technology available to students to engage them in their learning is an important

part of self-directed learning. Know that many of the jobs these students are going to be doing have not yet been invented is motivating to help student learn how to learn.

4. **Instructional Methods:**

Kennedy Junior High uses a variety of best practices. Because our school uses the middle school model we deliver content across all curricular areas using best practices. We use Assessment of and for Learning which is a technique of assessing and grading which allows teachers to only assess what has been learned. Grading is based on what a student knows and is able to do. Assessment for learning allows teachers to give directive feedback to students and helps them to know what their students can do. Assessment of learning is summative while assessment for learning is formative. This approach gives teachers appropriate data for instruction.

Six Traits of Writing is a combination of many strategies for literacy used in not only Language Arts, but across all curriculums. We use backwards design for lesson planning to help teachers know how to meet their goals. By setting the targets before teaching and designing lessons to meet the targets, teachers are able to actually teach what they want students to learn, they know the techniques to teach them, and they know how to assess whether the students have learned it or not.

Our district is constantly training and bringing many strategies to teachers for use in their arsenal of tools for instruction. We are using the Nancy Atwell Reading Zone material as a strategy. We read books from ASCD and use strategies we learn from our readings.

The shear size of Kennedys building, which holds nearly 1,200 students, houses tremendous potential for the sharing and observation of instructional methods. Kennedy Junior High has developed and uses a variety of instructional practices rooted in the key principles of instructional differentiation, Understanding by Design, and assessment FOR and OF learning.

Kennedys instructional philosophy dictates that students, ideally, should receive differentiated instruction designed only after an assessment FOR learning, or diagnostic, pre-instruction assessment, has been completed. It is the foundation from which all instruction occurs. Assessment FOR learning allows us to meet the individual needs of all students based upon their current academic skills and abilities. Once the range of skills and abilities within the confines of an entire class has been determined, teachers plan units and lessons based upon Grant Wiggins, Understanding by Design philosophy of tailoring instruction to meet the needs of all students. Following instruction and the production of quality work, assessment OF learning, or summative assessment occurs. These assessments are most often accompanied by a range of authentic evaluations, or tasks, designed to assess a variety of learning styles and appeal to individual student interests.

District 203 is constantly identifying and delivering cutting-edge strategies to teachers who desire to increase or supplement their repertoire of instructional tools. For instance, many teachers utilize Nancy Atwells model for readers and writers workshop in language arts. Kennedy paid for teachers to attend one of Atwells day-long instructional workshops. The district has also made a commitment to the Six-Traits of Writing.
The district is committed to uncovering new instructional methods. This, coupled with the ingenuity and creativity of Kennedys award-winning faculty, results in innovative instructiona methods being used to deliver challenging curriculum.

5. **Professional Development:**

Our district has created a Critical Strategic Plan which contains a Vision Statement, a Mission Statement and three critical goals centered on instruction, the affective domain, and facilities and resources. The school creates its school improvement plan which focuses on the data we collect and the School District Strategic plan. After the school improvement plan is determined, all staff development is focused on helping staff to learn new or hone existing

instructional skills.

Previous staff development plans have included learning strategies on Assessment for and of Learning. Other staff development has focused on Sixth Trait literacy strategies.

The delivery of professional development is sometimes done county wide in March where teachers can have their choice of courses which relate to the school improvement plan. Other staff development is done at the district level and helps teachers improve their knowledge of best practices and current instructional strategies. All staff development is focused on improvement of teaching and learning.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 6   Test Reading

Edition/Publication Year 2006   Publisher Harcourt Educational Measurement Group fo

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets and Exceeds	97	97			
% "Exceeding" State Standards Meets	48	53			
Number of students tested	377	354			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	95	98			
% "Exceeding" State Standards Exceeds	46	51			
Number of students tested	268	284			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	97	99			
% "Exceeding" State Standards Exceeds	58	62			
Number of students tested	89	89			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	76	80			
% "Exceeding" State Standards Exceeds	3	14			
Number of students tested	31	32			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test Illinois Standardized Achievement Test

Edition/Publication Year 2006   Publisher Harcourt Educational Measurement Group f

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets and Exceeds	99	98			
% "Exceeding" State Standards Meets	46	41			
Number of students tested	377	354			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	99	98			
% "Exceeding" State Standards Exceeds	39	35			
Number of students tested	268	284			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	100	100			
% "Exceeding" State Standards Exceeds	69	64			
Number of students tested	89	89			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	93	89			
% "Exceeding" State Standards Exceeds	17	11			
Number of students tested	31	32			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (LA)   Grade 7   Test Illinois Standardized Achievement Test

Edition/Publication Year 2006   Publisher   Harcourt Educational Measurement Group f

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets and Exceeds	98	98			
% "Exceeding" State Standards Exceeds	51	42			
Number of students tested	363	394			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	99	98			
% "Exceeding" State Standards Exceeds	50	39			
Number of students tested	258	284			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	96	100			
% "Exceeding" State Standards Exceeds	59	56			
Number of students tested	89	89			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Meets and Exceeds	86	96			
% "Exceeding" State Standards Exceeds	20	19			
Number of students tested	30	43			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Edition/Publication Year 2006   Publisher   Harcourt Educational Measurement Group f

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	98	99			
% "Exceeding" State Standards					
Exceeds	69	58			
Number of students tested	363	394			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	99	99			
% "Exceeding" State Standards					
Exceeds	66	51			
Number of students tested	258	284			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	99	99			
% "Exceeding" State Standards					
Exceeds	83	80			
Number of students tested	89	89			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	83	92			
% "Exceeding" State Standards					
Exceeds	20	19			
Number of students tested	30	34			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 8 Test Illinois Standardized Achievement Test

Edition/Publication Year 2006 and 2003 Publisher Harcourt and Pearson Educational Measure

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	99	98	91	93	91
% "Exceeding" State Standards					
Exceeds	44	28	38	34	36
Number of students tested	381	389	369	401	383
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. White					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	99	99	90	93	91
% "Exceeding" State Standards					
Exceeds	41	27	35	28	33
Number of students tested	271	280	268	296	285
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	100	96	91	97	93
% "Exceeding" State Standards					
Exceeds	54	38	52	58	50
Number of students tested	93	88	0	81	78
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	96	90	34	68	48
% "Exceeding" State Standards					
Exceeds	8	3	9	10	4
Number of students tested	32	34	32	32	26
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 8   Test Illinois Standardized Achievement Test

Edition/Publication Year 2006 and 2003   Publisher Harcourt and Pearson Educational Measure

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	99	97	82	86	85
% "Exceeding" State Standards					
Exceeds	70	58	45	44	44
Number of students tested	381	389	369	401	383
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. White					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	99	99	81	84	84
% "Exceeding" State Standards					
Exceeds	64	55	39	37	38
Number of students tested	271	280	268	296	285
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	99	96	92	98	93
% "Exceeding" State Standards					
Exceeds	90	82	69	85	70
Number of students tested	93	88	79	81	78
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	96	83	19	32	37
% "Exceeding" State Standards					
Exceeds	26	10	6	7	22
Number of students tested	32	34	32	32	26
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					