



**Kennedy School Accountability Report Card  
El Centro Elementary School District  
November 1998**

days. We have reduced our unexcused absences through perfect attendance incentives, calling parents on a daily basis, using technology to monitor attendance, holding parent meetings, writing letters to parents verifying attendance, home visits and the use of the SARB (School Attendance Review Board) and through implementing a Saturday Truancy Program.

**A Message From The Principal And Staff**

It is the hope of the administration and staff of Kennedy Middle School that you will find this annual school report informative and that it will give you a better understanding of our instructional program and our school. We invite your comments about this report and any comments you may have for better serving our students and informing you of Kennedy Middle School's policies and curriculum. You may call us at 352-0444 if you have any questions about this report.

Ms. Suzanne Smith, Principal

**Kennedy Middle School's Mission**

We will maintain high academic standards, provide a safe and caring environment and promote self-esteem in order to foster success in higher education and in the work world.

**1. School Staffing/Student Population**

Last year Kennedy Middle School had 24 regular education teachers and 8 instructional assistants. This staff served 456 regular education students. The ethnic distribution for Kennedy Middle School is the following: 92% Hispanic, 7% White and 1% Black.

**2. Student Attendance**

Last year our school had a total enrollment of 456 students who generated 82,020 student attendance

**3. Student Achievement**

Student achievement is measured by the Stanford Achievement Test (SAT) and APRENDA Test in Spanish. For the school years 1995-96 and 1996-97 the scores reported are for Reading Comprehension and Math Applications. For the 1997-98 school year the scores reported are for total Reading and total Math. Scores in the 50<sup>th</sup> percentile indicate average achievement.

Kennedy Middle School students in 6th, 7th and 8th grades took the SAT test last spring. The scores below depicts our school's test results for the 1996-97 school year in reading and math in national percentiles. Adjustments in curriculum implementation and development of student standard's have occurred in which to better meet our students needs.

**SAT Percentiles Scores**

Sch. Yr.	SAT-8	SAT-8	SAT-9
	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 6	21 / 37	23 / 26	28 / 39
7	20 / 27	15 / 15	16 / 24
8	16 / 24	21 / 30	22 / 21

**APRENDA Percentiles Scores**

Sch. Yr.	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 6	13 / 45	56 / 47	36 / N/A
7	41 / 45	45 / 52	38 / 25
8	36 / 41	52 / 45	27 / 38

#### 4. Expenditures

Last year, the El Centro Elementary School District spent \$33,558,622 or \$5,495 per student. These expenditures included general and special education, and State and Federally funded projects and were made in these amounts.

Employee Salaries, and Benefits per student or 78% of the total budget	\$4,286
Books and Supplies: per student or 6% of the total budget	\$330
Services and Operating Service: per student or 6% of the total budget	\$330
Capital Outlay (Equipment) per student or 6% of the total budget	\$330
Other Outgo: per student or 4% of the total budget	\$219

Also included were amounts spent in School Improvement, Economic Impact Aid, Bilingual Program, Special Education Program and Mentor Programs.

Last year Kennedy School received \$235,086 in State and Federal funds for special programs. \$101,217 or 33% of the allocation, went to employee salaries and benefits. \$155,811 or 67% of the monies was used to supplement the instructional program. Items purchased included technology in the classroom, math manipulatives, software, tape recorders, Spanish and English books for the classroom, library books, and ESL materials as well as staff development. Categorical expenditures were approved by the Kennedy School Site Council.

#### 5. Class Size

Kennedy Middle School class sizes and teaching limits were within the negotiated limits established by the El Centro Elementary Teachers Association. Average class sizes:

	<u>7<sup>th</sup></u>	<u>8<sup>th</sup></u>
Language Arts	28	27
Science	28	27
Social Science	28	27
Math	30	27
Performing Arts	20	20
Home Economics	20	20
Shop	20	20

Physical Education	42	42
ESL	23	23

6th grade classes averaged 31 students.

3.5 instructional assistants work with students with special needs and follow these students when they are mainstreamed, assisting in lesson modification. Another instructional assistant follows students who are limited English speaking and works closely with staff and students. As a site we are moving towards all instructional assistants working in this capacity. Instructional assistants are assigned to the library and the Isolated Learning Center.

#### 6. TEACHER ASSIGNMENTS

Kennedy Middle School assigns teachers in sixth grade and four teachers in seventh and eighth grade to self-contained classrooms. All other are seventh and eighth grade teachers who are assigned to departmentalized classrooms by subject area. Teachers in self-contained classrooms are assigned to teach within their credential subject area, because California law permits teachers in the elementary grades to instruct students across all subject-matter areas. Five Kennedy School teachers are assigned to teach in a departmentalized settings subject which are outside the subject-area authorization of their credentials. These assignments conform with Education Code requirements. The teachers are completing or have completed the requisite course work, and have been approved by school board resolution. All other departmental classroom teachers are assigned to teach within their credential subject areas.

#### 7. Textbooks and Instructional Material

The El Centro School District sets a high priority on providing sufficient textbooks and instructional materials to support each school's instructional program. A districtwide committee, representing each of the schools, chooses textbooks and instructional materials from the State Board of Education approved list. These programs are adopted districtwide in each subject area to provide continuity and consistency throughout the district. The El Centro School District follows the State Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up to date. Kennedy Middle School has a school library with professional growth sections for staff which provides a variety of library books, reference books, and other instructional materials. There is also a computer lab with various

software programs available for student use and a library of video tapes for classroom use.

An Advisory Program that parallels the recommendation from Caught in the Middle, has been created by staff and implemented on a daily basis.

## **8. Counseling and Support Services**

Counselors provided individual and group counseling for all students and provided various interventions to ensure student success. There is a strong emphasis on parents involvement throughout the school. Kennedy students are exposed to various activities throughout the year that prepares them for the world of work. A school-wide career day has been organized whereby speakers from diverse occupations have an opportunity to speak to students and provide them with pertinent information regarding their jobs/occupations. Students are required to complete 10 hours of community service per school year.

Students are exposed to course work and career preparation through the tours they experience at Imperial Valley College. In conjunction with this, students receive individual academic counseling through the Early Academic Outreach Program. A major focus of the Early Outreach Program is to expand and facilitate student's awareness and understanding of the academic possibilities that exist for them. After school programs, both proficiency and enrichment as well as a tutoring program, service approximately 80% of the student population on a weekly basis.

## **9. Substitute Teachers**

Kennedy School has not experienced any difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent except on a few occasions. On these occasions, the lack of a large substitute teacher pool has made it difficult to provide enough substitutes for all the schools in the district on days of heavy teacher absences.

## **10. School Facilities and Safety**

Students feel safe on the Kennedy School. The facility is well maintained and there is little chance of physical injury as a result of unsafe conditions. The staff, parents, and students are involved in a project to maintain a clean and beautiful campus. To safeguard the well-being of students and staff, safety drills, including monthly fire drills and regularly scheduled earthquake/disaster drills, were conducted. To ensure that playground rules were followed, the playgrounds are supervised by the counselor, assistant principal and the principal before school, during lunch, and after school. Playground and noon duty assistants also assist in the supervision of the grounds during lunchtime.

All staff members, including 3½ custodians and a part-time groundskeeper, work towards establishing a well maintained campus. Security is bolstered by a schoolwide alarm system, and vandalism and theft have been kept to a minimum.

## **11. Teacher Evaluation**

Teachers at Kennedy School are evaluated on a regular basis by the principal. Permanent teachers are evaluated at least every other year and probationary teachers are evaluated every year. The evaluation procedure includes assessment in each of the following areas: Pupil Progress, Instructional Techniques and Strategies, Adherence to District Curriculum and Programs, Learning Environment, Pupil Control and Behavior Management, Inter-personal Relationships, Attendance and Punctuality, Professional Growth, and Other Duties.

## **12. Discipline and Climate for Learning**

The principal, staff, parents and students at Kennedy School are committed to a disciplined, stimulating and supportive learning environment. Our schoolwide discipline plan was revised in December of 1995 and reflects high standards for student behavior, outlines general school rules and is implemented in a positive manner. Rules are posted in every classroom.

Kennedy School has a program for recognizing and honoring students-of-the week and of-the-month which includes quarterly awards and certificates as well as additional awards in individual classrooms. An end-of-the quarter awards assembly recognizes academic efforts through the ABBIT Program - "A's and B's Because I Try" and non-academic efforts by all students. There has been a significant increase in students meeting the ABBIT Honor Roll criteria. There are regularly scheduled interdisciplinary team meetings and grade level meetings which focus on improving student success. A student newspaper also publishes individual student accomplishments. A daily 20-minute advisory period which focuses on self-esteem, decision-making, values clarification, and career exploration, has won honors for our school by being recognized for outstanding student leadership efforts by the California Association for Student Councils. In addition, an Isolated Learning Center (ILC) continues to provide intervention for student behavioral problems in lieu of suspension. There continues to be a decrease in student suspension and expulsions, although discipline referrals to the office are up slightly. Communication with the home takes place via assignment booklets, deficiency reports, parent-teacher conferences, Family School Organization meetings, School Site Council

meetings, U.S. mail, and telephone calls conducted in the language spoken in the home. A Community Liaison helps increase home-school communication. The staff works closely with parents to alleviate serious behavioral problems and to encourage success at school. An incentive assembly occurs at the end of the school year recognizing students with good behavior. Many extracurricular and co-curricular activities are in place which supports and promotes a positive atmosphere. Field trips, career day, art exhibits, science fairs, interest clubs, academic competitions, competitive sports, community projects, intra and extramural activities are occurring. For the past 3 years suspensions and expulsions have been as follows:

1995/1996	214 suspensions	11 expulsions
1996/1997	417 suspensions	3 expulsions
1997/1998	168 suspensions	2 expulsions

### **13. Training and Curriculum Improvement**

The El Centro Elementary School District devotes high priority to staff professional growth and curriculum improvement. During the 1996-97 school year, 6 staff development days were scheduled to inservice certificated staff on strategies to work with English learners. During 1997-98, a total of 5 inservice days were scheduled. These district wide inservice days focused on language arts and two days focused on the needs at individual schools. For the 1998-99 school year, teachers were given the opportunity to attend two optional district wide staff development prior to the beginning of school. Focus areas were science, reading and classroom management. Individual schools had the opportunity to schedule up to two days of optional staff development.

Staff development activities at Kennedy School last year reflected staff and instructional programs needs as well as focus areas identified in the School Plan. The curriculum is designed to support and challenge middle-age students. Teams of teachers from different disciplines work diligently to integrate the core curriculum to help students connect ideas and skills learned in one class to those presented in another. Training activities included: Integrating technology across the curriculum, instructional strategies, middle school concept, writing process and literacy, authentic assessment, and targeted curriculum areas. There is heavy focus on staff development to improve teachers' skills and knowledge to bring such improvements into the classroom to improve teaching and learning.

The school is committed to continued development of thematic units. Staff has created, produced and implemented expected student outcomes for each grade level and each subject. Our goal is to continue improving, enhancing, evaluating, and monitoring our students' success in meeting our established student

outcomes and in meeting the District Completions Standards. The development of English language skills in a high priority. The use of technology in the classrooms has increased through the use of classroom computer, laser, bar codes, scanners, multimedia and Internet access. The heavy emphasis on technology has allowed for the integration of interactive learning. Being a receiptant of a Middle School Deconstruction Grant in the area of Language Arts, there is a heavy focus on staff development in the area of literacy and writing.

### **14. Quality of Instruction and Leadership**

Kennedy School maintains a school instructional plan which is evaluated and updated each year and rewritten every three years. A new plan was written at the end of the 1997/98 school year which includes a section on Learning Determination. A complete analysis of data is being shared with staff. Program improvement will occur based on this data. Each curricular area was refined to match State Frameworks and Program Quality Criteria.

The Kennedy School site has produced program and course-level outcomes in all grade levels. Holistic goals have been agreed upon and each grade level has developed themes which include benchmarks, performance tasks, rubrics, and identified skills relating to each subject which are embedded within each theme. Students receive activity-based instruction that builds upon previous knowledge and experiences, and which explores scientific inquiry.

Extenden-day programs were added in the area of writing and math to assit students in meeting proficiency levels. Though these increased learning opportunities there has been a significant number of students passing the District Writing Proficiency Test as well as an improvement in semester grades. Additional support programs focused on increasing student achievement will remain a high priority.

A continued expansion of effective instructional methodologies will remain a priority with Kennedy Middle School staff in an effort central to our instructional improvement process. Our school works hard to meet the needs of all students through the valuing of diverse culture, special needs, and language differences. Our next Program Quality Review is scheduled during the 1998-1999 school year.

### **15. Instructional Minutes**

During the 1997-98 school year, Kennedy Middle School offered a total of 61,380 instructional minutes per year in sixth grade and 64,080 instructional minutes per year in seventh and eighth grade compared to 54,000 instructional minutes as required by the State of California. Kennedy Middle School offered a total of 180

instructional days during the 1997-98 school year that met or exceeded the State of California minimum requirement for instructional minutes.

The following average number of instructional minutes per year were offered in each of the following subject areas:

	6 <sup>th</sup>	7 <sup>th</sup> / 8 <sup>th</sup>
English Language /Literature	17,640	16,560
Mathematics	7,740	8,640
Science	5,940	8,640
History/Social Science	5,940	8,640
Foreign Language	-0-	8,640
The Arts	7,740	8,640
Physical Education	3,960	8,640
Electives (art, shop, music peer/cross age tutoring, home economics)	-0-	8,640

## 16. Comparative Salary and Budget Information

State law requires that comparative salary and budget information, which is taken from documents available to the general public, be displayed in each School Accountability Report Card. The information on the following tables reflects 1996-1997 school year salary and budget information for the El Centro School District. Daily rate of pay is computed based on the employee's required work year. The number of required work days varies from position to position. Hourly rates are based on a required work day of eight hours for administrators and the contractual agreement of approximately six hours for teachers. In addition to the regular salary schedule, off-salary schedule bonuses have been paid to teachers and administrators of approximately 1.97% of their regular salary from lottery funds. Budget percentages reflect the percentage of the total district budget that was spent for teachers and administrative salaries in 1996-1997.

SALARY CATEGORY (1996-97)	EL CENTRO SCHOOL DIST. DISTRICT AVERAGE			COMPARISON STATE AVERAGE		COMPARISON STATE AVERAGE	
	Annual Salary	Daily Rate	Hourly Rate	Annual Salary	Daily Rate	Annual Salary	
Teacher	Beginning	\$26,844	\$145.89	\$24.32	\$28,974	\$158	\$23,609 - \$32,614
	Mid-Range	\$43,245	\$235.03	\$39.17	\$47,464	\$259	\$39,943 - \$57,157
	Highest	\$55,489	\$301.57	\$50.26	\$55,623	\$304	\$50,016 - \$62,744
Principals	\$68,509	\$334.19\$	\$41.77	\$71,543	\$344	\$56,203 - \$82,468	
Superintendent	\$89,585	\$407.20	\$50.90	\$101,2711	\$456	\$80,671 - \$124,190	

BUDGET PERCENTAGES (1996-97)			
For Teacher's Salaries	43.97%	44.99%	37.51% - 51.68%
For Administrative Salaries	5.49%	5.34%	3.93% - 6.95%

### El Centro School District Board Members

Janie Signorotti President	Dianne Newton Clerk
Steve Walker Trustee	Ron Hull Trustee
	Jon Edney Trustee

This has been the ninth annual report that you have received from Kennedy Middle School. One of the most important goals in the El Centro School District is to have open communication among our staff and parents. I hope that this report has contributed to that goal. We look forward to sending you a report like this each year.

Dr. Michael Klentschy  
Superintendent