

# 21<sup>st</sup> Century Community Learning Center

TH 5 07

January 17, 2013

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John F. Kennedy Day School

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**APPLICATION FOR FEDERAL ASSISTANCE**

Version 7/03

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Pre-application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED</b> 01/17/2013 Applicant Identifier
		<b>3. DATE RECEIVED BY STATE</b> State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY</b> Federal Identifier

**5. APPLICANT INFORMATION**

Legal Name: John F. Kennedy School

Organizational Unit: Bureau of Indian Education

Department: Bureau of Indian Education

Division: Arizona South Agency

Address: P.O. Box 130

City: Whiteriver

County: Navajo

State: Arizona Zip Code: 85941

Country: United States of America

Name and telephone number of person to be contacted on matters involving this application (give area code):  
 Prefix: Dr. First Name: Rea  
 Middle Name: Last Name: Goklish  
 Suffix: Email: rea.goklish@bie.edu

**6. EMPLOYER IDENTIFICATION NUMBER (EIN):**

-

**8. TYPE OF APPLICATION:**

New  Continuation  Revision

If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.)

Other (specify):

**7. TYPE OF APPLICANT:** (See back of form for Application Types)

N. Other (Specify) Bureau of Indian Education

**9. NAME OF FEDERAL AGENCY:** DOI-BIA Office of Indian Education Programs

**11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:** 21st CENTURY LEARNING CENTER

**10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:**

TITLE (Name of Program):  -

**AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):**

**13. PROPOSED PROJECT**

Start Date: 02/04/2013 Ending Date: 07/24/2013

**14. CONGRESSIONAL DISTRICTS OF:**

a. Applicant b. Project

**15. ESTIMATED FUNDING:**

a. Federal	\$	
b. Applicant	\$	200,000.00
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	200,000.00

**16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?**

a. Yes.  THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:

b. No.  PROGRAM IS NOT COVERED BY E. O. 12372

OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

**17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?**

Yes if "Yes" attach an explanation.  No

**18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.**

a. Authorized Representative

Prefix: Dr. First Name: Rea

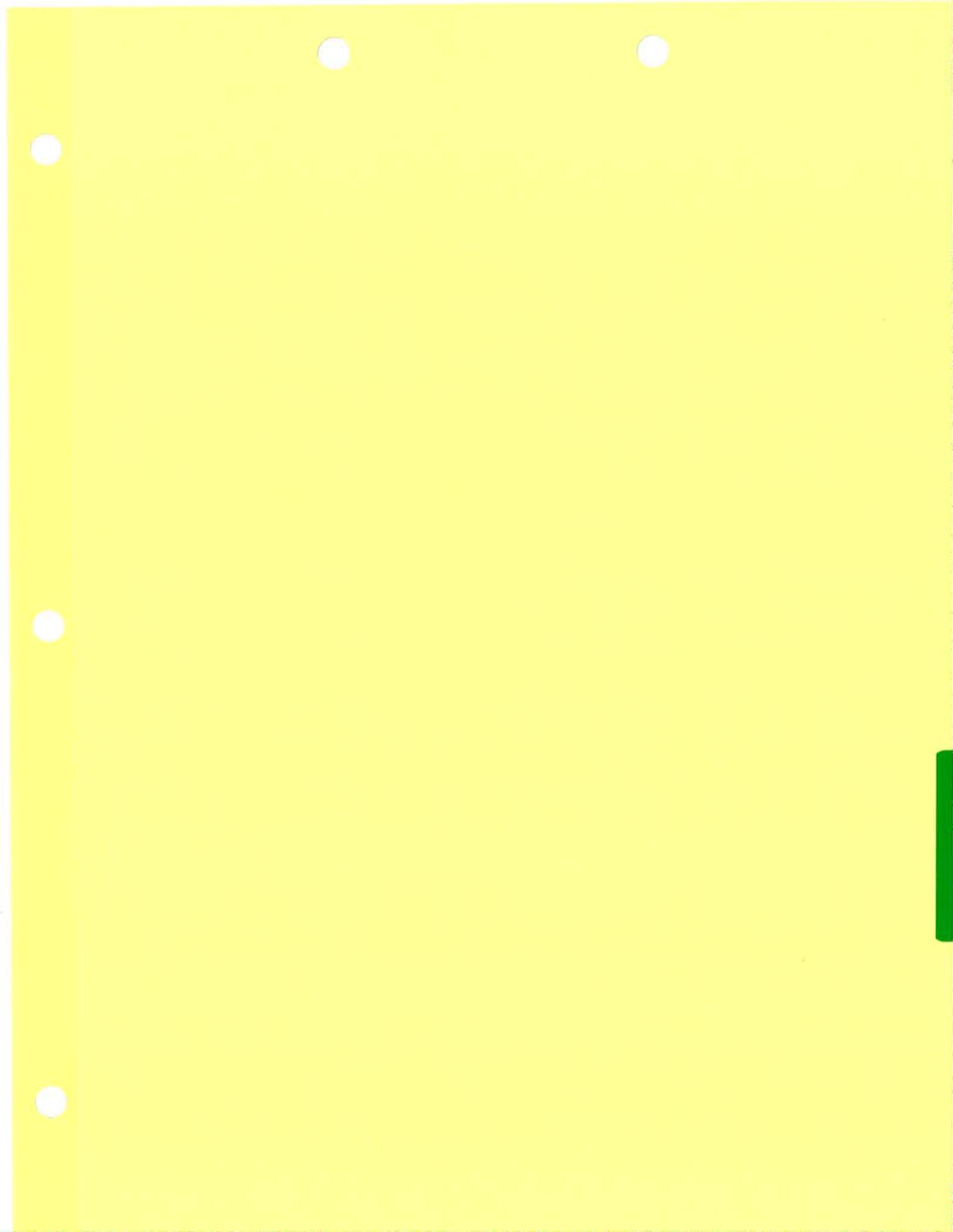
Last Name: Goklish Middle Name:

b. Title: Principal Suffix:

d. Signature of Authorized Representative:

c. Telephone Number (give area code): (928) 338-4593

e. Date Signed: 1-17-2013



**APPENDIX VIII: Cover Page BIE 21<sup>st</sup> CCLC  
COVER PAGE  
EED FORM # 05-07-039**

John\_F. Kennedy School \_\_\_\_\_  
Organization

Rea Goklish \_\_\_\_\_  
Name of Contact Person (928) 338-4593 \_\_\_\_\_  
Telephone

rea.goklish@bie.edu \_\_\_\_\_  
E-mail Address 928-338-4592 \_\_\_\_\_  
Fax Number

 \_\_\_\_\_  
Authorized Signature for Budget Revisions/  
Record and Report of Local Expenditures 1-17-2013 \_\_\_\_\_  
Date

*■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.*

 \_\_\_\_\_  
Signature of Organizational Representative 1-17-2013 \_\_\_\_\_  
Date

Principal \_\_\_\_\_  
Title

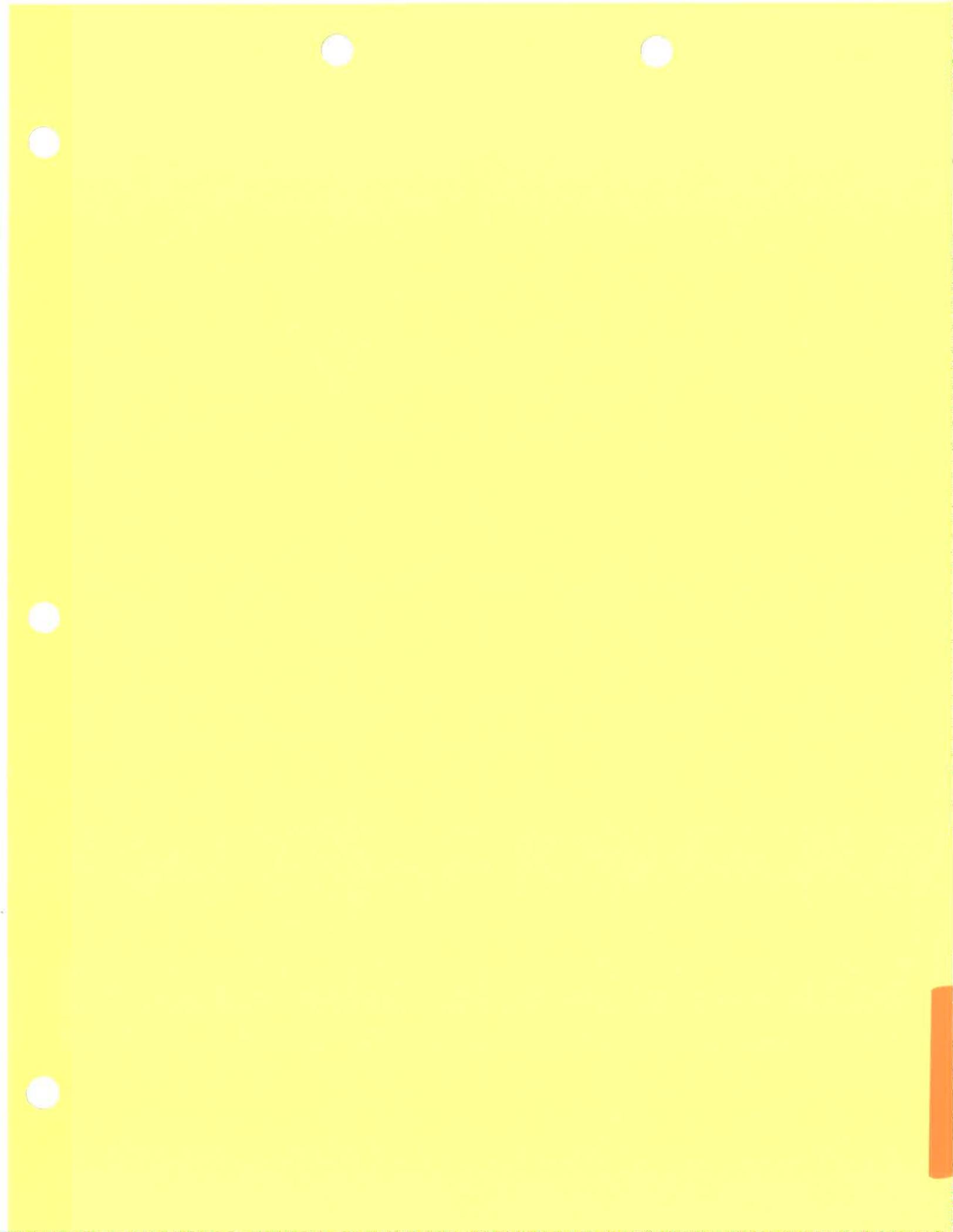
\$ 200,000.00 \_\_\_\_\_  
Total Funding Requested Per Year

\$ \_\_\_\_\_  
Total Funding Requested for Three Years

**BIE Use Only** Project Number: \_\_\_\_\_ Date Received: \_\_\_\_\_

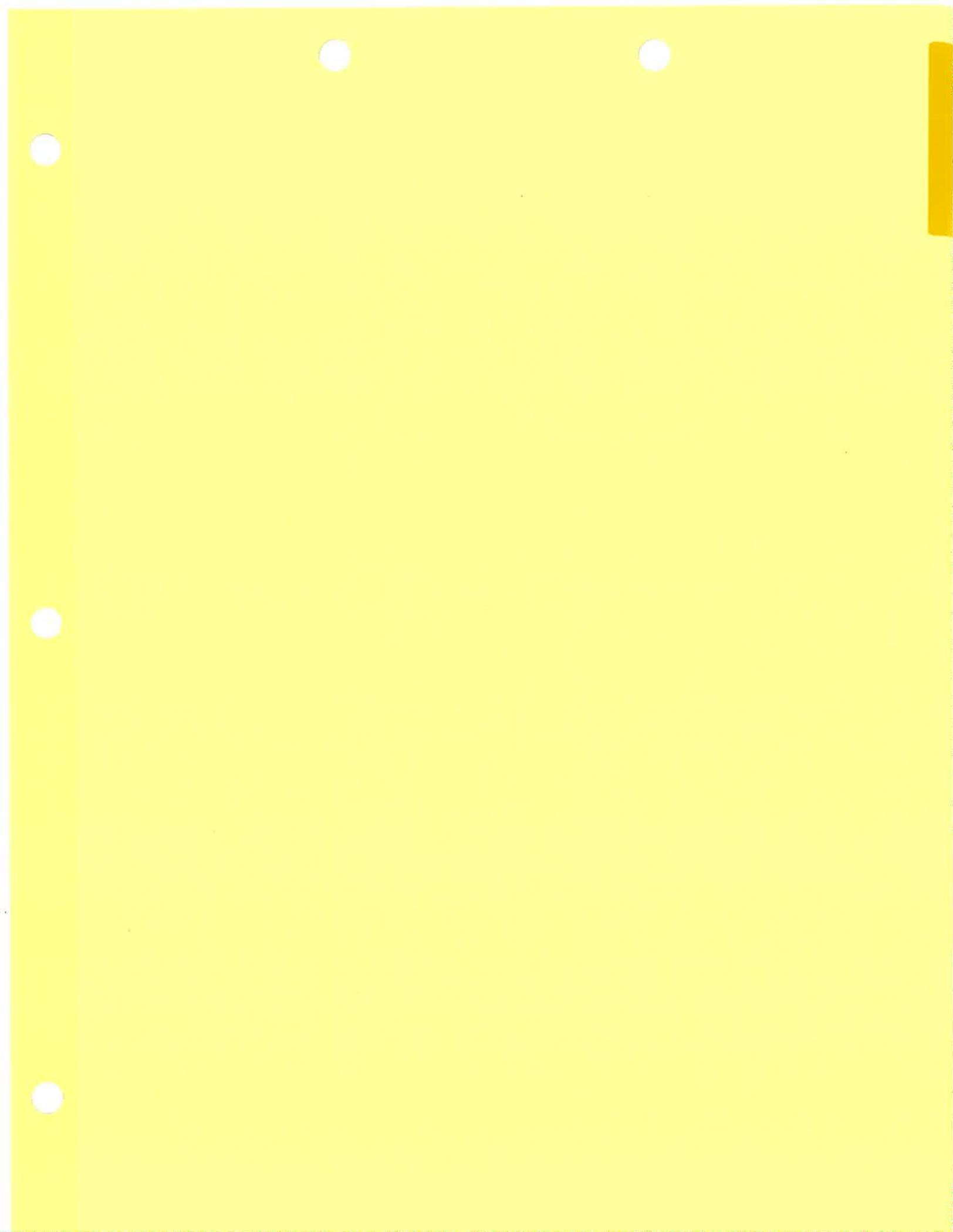
Project Approval: \_\_\_\_\_ Amount Awarded: \$ \_\_\_\_\_

**APPENDIX IX: Documentation Requirements**



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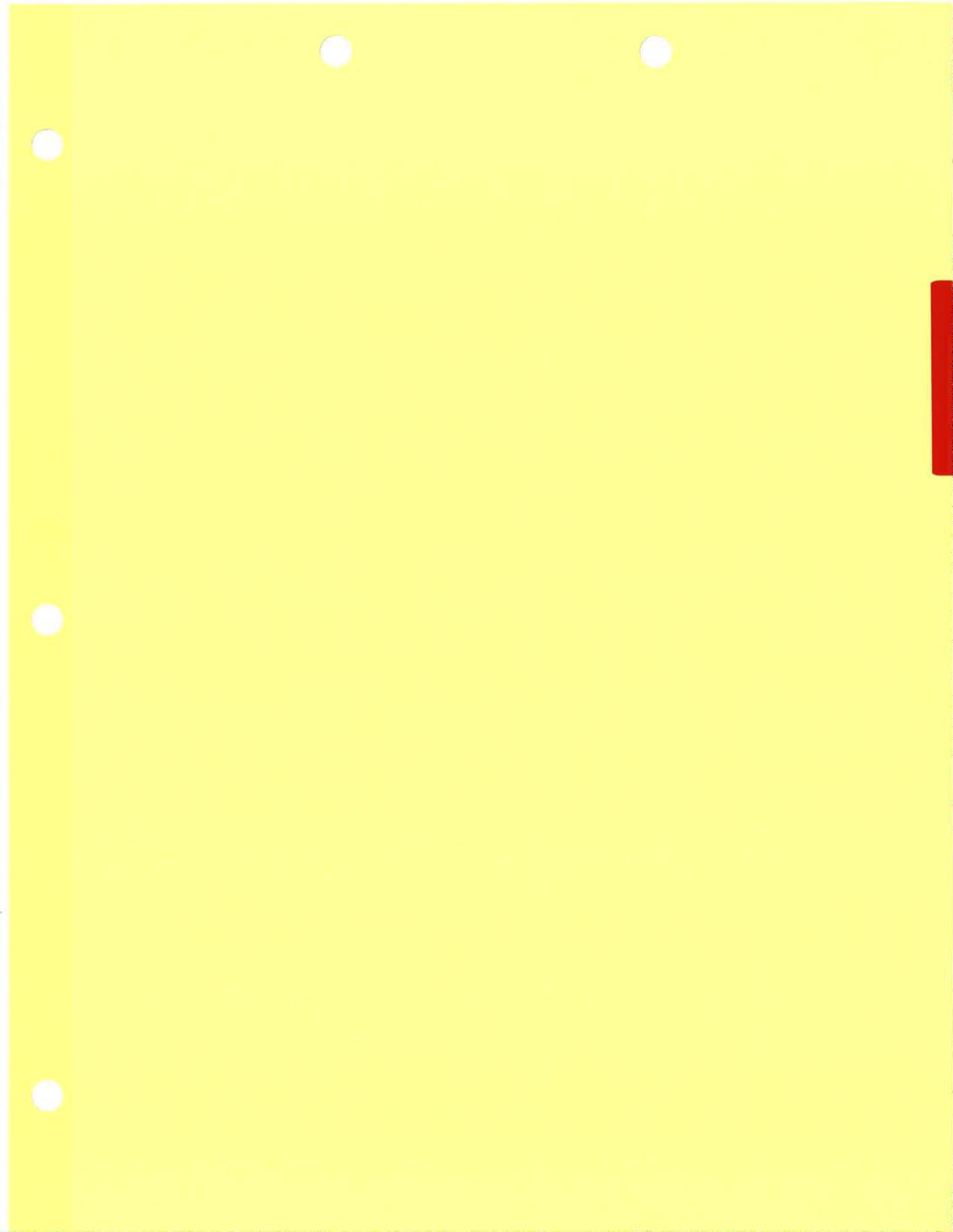
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## PROGRAM SUMMERY

John F. Kennedy Day School is located in Arizona on the White Mountain Apache Reservation. The reservation covers 1.7 million acres. The school and the small community of Cedar Creek are located in an isolated rural area of the reservation. The reservation is roughly a four-hour drive to any of the three major metropolitan areas in Arizona; namely, Tucson (190 miles south), Phoenix (180 miles southwest), and Flagstaff (175 miles northwest)

The total population is about 16,000; of this number 55% or 8,800 residents are under 16 years of age. The mean household income is about \$4,000. According to the White Mountain Apache Tribe the unemployment rate is 85%, therefore, families received monthly government assistance and subsidies. We have all the issues and problems associated with high rates of alcoholism/drugs, drop-out, suicide, teen pregnancy, diabetes, and variety of other health related illnesses. All of our students that are enrolled at John F. Kennedy Day School qualify for the Free & Reduced Lunch Program.



## ABSTRACT

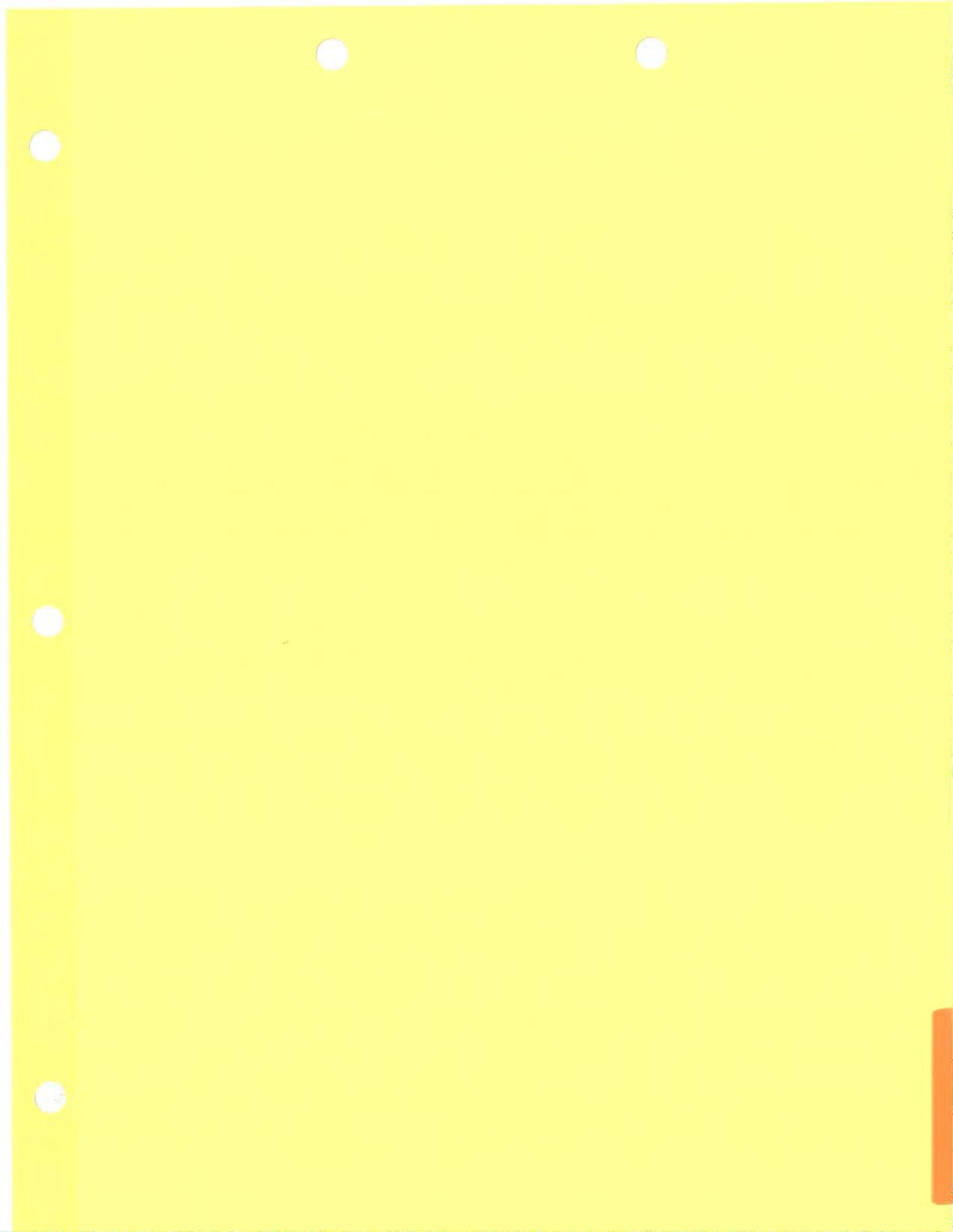
John F. Kennedy School on the White Mountain Apache Reservation in collaboration with community partners will implement Community Learning Center at our school for after-school, summer school academics, remediation, enrichment, and wellness activities.

Although there is some support on our reservation for children our school setting is the best place for support in our community. Our staff at John F. Kennedy School is 80% from the community and serves as excellent role models for our students. Unemployment, poverty, crime, domestic violence, neglect, undernourishment, substance abuse, and homelessness are factors that our students and families face daily. With learning dependent upon the ability to concentrate, a place for studying, and parental support, most children cannot achieve at grade level.

Change is a must and can happen at John F. Kennedy School. We believe that extending learning time to after-school, weekends, and summertime hours is the most significant first step in keeping students excited about learning. Parental involvement and support will be promoted vigorously; our school is currently in restructuring stage, our staff is strongly committed to parental involvement. Community partners will present issues of wellness, behavior, parenting, nourishment, education and environmental.

Funds from the 21<sup>st</sup> Century Learning Center grant will extend our learning community and will continue the upward push for higher academic achievement and a healthy lifestyle for the children of John F. Kennedy School and our community.





**1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.**

Our annual growth of our students has been steadily increasing in the areas of reading and math. With the inception of the BIE Reads program (Yr. 3), our students have made tremendous gains. Our students receive a total of 150 minutes of instruction in reading daily.

John F. Kennedy will INCREASE the percent of Exceeds and Meets in Reading from 34% in the Fall of 2012 to 64% in the Spring of 2013.

John F. Kennedy will DECREASE the percent of Approaches and Falls Far Below from 65% in the Fall 2012 to 35% in the Spring of 2013.

In math, we have the block schedule and our students receive a total of 150 minutes of math instruction daily.

John F. Kennedy will INCREASE the percent of Exceeds and Meets from 17% in the Fall of 2012 to 47% in the Spring of 2013.

John F. Kennedy will DECREASE the percent of Approaches and Falls Far Below from 83% in the Fall of 2012 to 53% in the Spring of 2013.

**Section 1A:**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served (based on percentage of total source population), see table in Appendix IV</b>	<b># of Family Members to be Served, if appropriate</b>	<b>Grade Levels to be Served</b>
John F. Kennedy Day School	Restructuring	100%	120 Students	40 adults	Elementary - PreK-8 <sup>th</sup> grades

1B. We will identify, target and recruit all of our students (120), and their families. All of our families and students are in need and would be interested in the extracurricular activities and services provided in an after school and summer program. The adults as well as students would benefit significantly from the services provided from this funding.

As far as measuring the high need we would use surveys and progress monitoring to measure and determine the needs of the population that we will serve.

1C. As stated earlier, our reservation has high rates of alcoholism & drugs, suicide, unemployment, teen pregnancy, drop-out, health-related illnesses, etc. These are just a few of the many detrimental issues we encounter daily. Therefore, the program will provide a means of channel for our families and students to overcome certain barriers so they will achieve at a higher level.

Specialists from participating community-based organizations including Indian Health Service, Health Education, Tribal Education, Tribal Social Services, will address critical issues in the lives of our students. With an emphasis on academic achievement, professional development, parent/community involvement and wellness, the center will be the gateway to empowering our parents and students.

By partnering with the community in areas of health/fitness, nutrition, wellness, study skills, survival skills, etc. we will attempt to address the risk factors of our students and adults. We will also involve our teachers and para-professionals in tutoring and implementing the 3-Tier model that we utilize for our school reading program. In addition, we plan on incorporating a variety of classes that will benefit our students: an Apache Language/Culture, cooking, Art/Crafts, Computers/technology, Scrapbooking, recreational, Sewing, Chess, Music, these are just a few of the classes that we are planning on implementing.

The focus for this population is on improvement of academic proficiency in a safe, drug-free environment. Learning will be enhanced with lessons that present

instruction in the innovative manner preferred by today's youth. To be successful, extended time programs must be connected to the school curriculum.

1D. Native Star & NWEA

NWEA Reading Fall 2012 & Winter 2013

EX –Exceeds State Requirement

Meets – Meets State Requirement

Appro.- Approaches State Requirement

Falls- Fall Far Below State Requirement

	EX Fall	Meets Fall	Appro. Fall	Falls Fall	Total Fall	EX Winter	Meets Winter	App. Winter	Falls Winter	Total Winter
K	0	2	9	11	22	0	4	2	16	22
1 <sup>st</sup>	0	2	16	4	22	0	0	8	13	21
2 <sup>nd</sup>	0	19	0	5	24	0	18	4	2	24
3 <sup>rd</sup>	0	12	8	4	24	0	16	6	1	23
4 <sup>th</sup>	0	8	11	3	22	0	12	8	0	20
5 <sup>th</sup>	0	6	12	5	23	0	11	10	1	22
6 <sup>th</sup>	0	9	11	3	23	0	11	7	3	21
7 <sup>th</sup>	0	7	10	3	20	0	10	9	1	20
8 <sup>th</sup>	0	3	7	9	19	0	9	8	5	22

Kindergarten and 1<sup>st</sup> grade NWEA test scores were calculated using National Scores and increase each time, Fall, Winter and Spring. Second to eighth grade scores were calculated using Arizona State Test equivalent for the Fall and will increase during the Spring.

NWEA Math Fall 2012 & Winter 2013

	EX Fall	Meets Fall	Appro. Fall	Falls Fall	Total Fall	EX Winter	Meets Winter	App. Winter	Falls Winter	Total Winter
K	0	3	3	14	20	2	3	3	16	24
1 <sup>st</sup>	0	2	4	18	24	0	4	4	16	24
2 <sup>nd</sup>	2	3	11	8	24	6	10	5	3	24
3 <sup>rd</sup>	0	4	15	5	24	2	7	9	5	23
4 <sup>th</sup>	1	8	6	7	22	4	9	5	3	21
5 <sup>th</sup>	1	3	13	6	23	2	7	10	4	23
6 <sup>th</sup>	0	2	10	11	23	0	4	12	7	23
7 <sup>th</sup>	0	3	7	10	20	2	3	9	7	21
8 <sup>th</sup>	0	1	5	13	19	0	8	5	11	24

1E. Our students take the AIMS Assessment (Arizona’s Instrument to Measure Standards), and our main focus has been reading and math. Although we did not make AYP last year, our students’ scores and performance increased. Our students are increasing their scores in Reading but our Math scores still need significant improvement.

AIMS Spring 2012 and Stanford for 2<sup>nd</sup> grade Spring 2012

Math AIMS	Exceeds	Meets	Approaches	Falls Far	Total
3 <sup>rd</sup>	1	9	8	3	21
4 <sup>th</sup>	4	13	4	3	21
5 <sup>th</sup>	0	5	10	8	23
6 <sup>th</sup>	1	6	8	7	22
7 <sup>th</sup>	0	7	10	6	23
8 <sup>th</sup>	4	5	1	4	14
Reading AIMS	Exceeds	Meets	Approaches	Falls Far	Total
3 <sup>rd</sup>	0	7	11	2	20
4 <sup>th</sup>	0	16	8	0	24
5 <sup>th</sup>	0	10	9	4	23
6 <sup>th</sup>	0	11	10	1	22
7 <sup>th</sup>	0	12	11	1	24
8 <sup>th</sup>	0	7	4	3	14
STANFORD	National Mean	2012	2 <sup>nd</sup> Grade		
Reading Comp	39.1				
Math Problem Solving	36.8				
Language	27.5				

1F. Cite any additional factors that place students at risk of educational failure or how your program aligns Our students face a high rate of unemployment in their families, lack of adequate housing, health issues that are higher than the nation – Diabetes, Suicide, Alcoholism, and Drug Abuse, Drop-out, Teen Pregnancy, violence – domestic abuse, extremely high criminal rates and murder. Low completion rate of adults graduating from college.

The main goal of this project is to establish a 21<sup>st</sup> Century community Learning Center at John F. Kennedy Day School. We aim to provide after-school, weekend, and summer programs for remediation, awareness, and enhancement with a low student-to-teacher ratio.

## 2B. Reading Instruction –

The Research Base for READING MASTERY, Cheryl Schieffer, Nancy-Martella, Ronald Martella, Flint Simonsen, Direct Instruction Reading, Eastern Washington University,

- Learning to read in the elementary years is an essential stepping stone toward successful educational performance and advancement in our society. Yet the 2001 National Assessment of Educational Progress reported that 37% of Grade 4 students cannot read at even a basic level, and only 32% read at or above a proficient level, which is defined by the National Assessment Governing Board as the level that all students should reach.
- Teach Phonemic awareness explicitly
- Provide systematically sequenced phonics instruction
- Teach synthetic phonics, where letters are converted into phonemes and then blended to form whole words.
- Use guided oral reading with appropriate error correction techniques and feedback strategies to facilitate reading fluency
- Develop vocabulary and use systematic instruction to promote reading comprehension.

Journal of Direct Instruction, Volume 12, Number 1, Summer 2012, Effective School Practices

- Adapting a Multiple-Baseline Design Rational for Evaluating Instructional Interventions: Implication for the Adoption of Direct Instruction Reading Curricula for Evidence-Base Reform.

RTI in Middle and High School: Strategies and Structures for Literacy Success, Denise P. Gibbs, 2008

- RTI applies to reading, math, and behavior according to most interpretations. In conceptualizing and describing the RTI framework, literacy will be the focus as 1) much more is understood about academic literacy instruction, and 2) needs in the area of academic literacy are significant in schools across our country. After the RTI framework is established for literacy, other areas of concern can be added to the model.

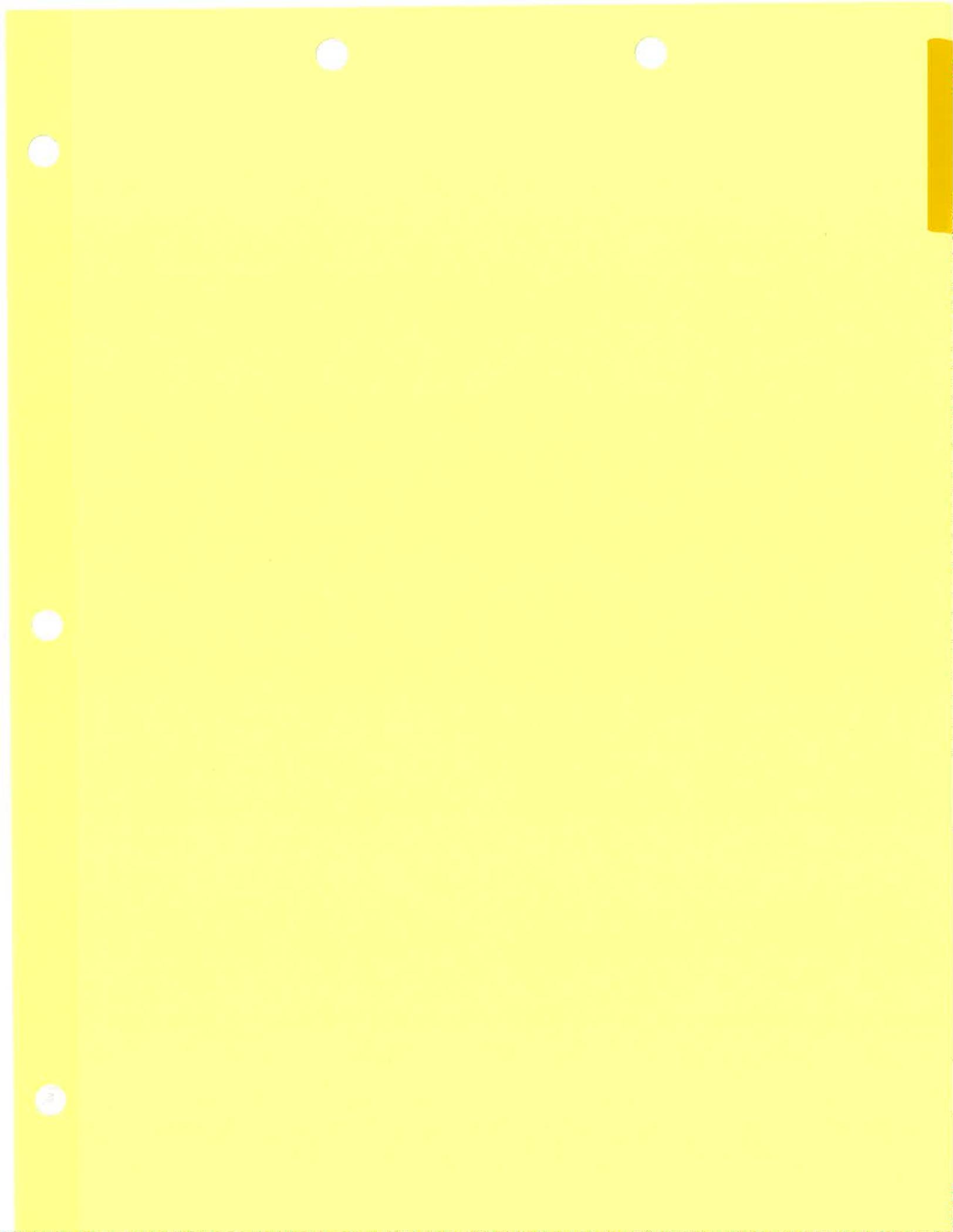
2C. We will monitor our student progress using the NWEA tool. We do a beginning, mid-year, and end of year testing of our students. The NWEA assessment is an efficient way to check students' progress; it provides data so that we can work with students that need to catch up. The standards provide invaluable for teachers to guide them on student weaknesses & strengths. We will also be taking the AIMS assessment in April 2013. This is a formative assessment that Arizona uses to assess students. Our students working on their academic performance will also take summative assessments based on their levels and progression.

2D. Any disciplinary issues we will use the NASIS system for reporting. We are already familiar with the NASIS so we can do the same for after-school and summer 21 century program. We can collect data using this system and we are able to generate ad hoc reports. All of our teachers use NASIS for attendance, and a couple of staff members use it to report disciplinary issues.

2E. We are planning on using NASIS for behavior issues, in addition to student surveys. NASIS data will ensure that we keep track of students' behavior, and make changes accordingly. The surveys will provide useful information on how to improve our program. The PPICS is new to us, but we want to use it for data collection. We will learn more about PPICS and implement it in the program.

2F. Our program will provide numerous opportunities for students to experience different classes and activities that we do not offer in the regular school day. Most of the classes/activities that we plan on implementing are not offered nor addressed during the regular school day. We are very limited in providing extracurricular classes due to time constraint and funding.

We plan on implementing physical education classes as this is critical with the health issues we encounter as a tribe. Our students love physical activity and we do not offer this in the regular school day as our day is already packed from the time students arrive to school. Other activities/classes we will offer will be in the areas of music/art, language/culture, and cooking classes. The other important element is involving parents or families. Families can experience classes/activities together with their student or child. This is a powerful way to strengthen the family bonds and also to get parents involved in their child's education. We also would like to invite more community members to serve as guest speakers, and instructors. Bringing elderly community members in to speak to students is a wonderful way of learning and sharing. Elderly people have a depth of knowledge and wisdom that we need to tap into. These are some of the ways that we will incorporate different activities into our program.



## APPENDIX VI: Schedule of Operations

### Schedule of Operations

SCHOOL(S) SERVED:     John F. Kennedy School    

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

**SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013):**

**Number of Weeks during the school year:   02-18-13 to 05-24-2013 (15 wks)**

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	3:45-5:00	Classrooms by teacher		X	X	X			
Physical Education	3:45-5:00	Gym/outside By teacher		X	X	X			
Life Skills	3:45-5:00	Classroom by teacher		X	X	X			
Culture	3:45-5:00	Apache Lang.culture teacher		X	X	X			
Computer	3:45 – 5:00	Classroom by teacher		X	X	X			
Literacy	3:45 – 5:00	Classroom by teacher		X	X	X			

**SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):**

Number of Weeks during the summer: 06-03-2013 to 07-26-2013 (8 wks)\_\_\_\_\_

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Physical Education	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Reading	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Math	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Science	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Cooking	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Lang/culture	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Computer	8:30 – 3:30	JFK by teachers	X	X	X	X	X		
Field trips	8:30 – 3:30	JFK by teachers	X	X	X	X	X		

**2H. The key community partners we will be working with are;**

1. John Hopkins University – They will help us identify and counsel students regarding self-cutting, suicide ideation and suicide. They will also be available for parent and staff workshops or presentations.
2. White Mountain Apache Tribe Division of Health- This program has many components, Diabetes, Healthy Foods, Apache Behavioral Health, and Health Education. Diabetes comes and gives information on Diabetes and prevention; Healthy Foods will give presentations of healthy food and cooking to students, parents and staff; Apache Behavioral Health counsels students who are at high risk for inappropriate behavior and who are not able to see our school counselor; Health Education can provide Health Fairs for our school and community.

3. BIA and Tribal Forestry- These programs can give presentations and workshops to our students, parents and staff on Nature, Conservation, Fire Prevention, Wildlife, and Fire crews.
4. Tribal Education- This program can inform our students and parents on Summer Camps for students, the college experience, Tribal Youth Council, GED, Vocational Education, Vocational Rehabilitation and other educational programs the tribe sponsors.
5. Public Indian Health Service – This program assist us with community workshops for the Healthy Heart Program here at the school, Food safety and Food handling classes, Public Health Services, and presentations to students, parents and staff on Health issues.
6. Whiteriver Unified Schools- Shares information with parents and staff on issues concerning our school. Our school will serve some of their students with 21<sup>st</sup> Century Program in July that live in our community of Cedar Creek.

2I. During the school year we will provide both academic and enrichment programs for our students.

Academic – homework, tutoring, intervention and literacy will take place the first 45 minutes after school. In the second 45 minutes will be the enrichment programs – physical education, life skills, and Culture.

2J. The school will gear both academic and enrichment activities for youth and plan parent nights. We will notify parents with letters, flyers and monthly calendars. We will also invite parents to attend many sessions with their children. We will use our current Student Sport Handbook for eligibility and policy requirements.

2K. We will make sure the activities we plan are the activities the students want. We gave students a survey and received a great deal of information. So our planning took into consideration the ideas from the students. The activities the students suggested are fun and interesting. Also we will provide incentives for the students who attend faithfully, for instance a field trip.

2L. Our school is isolated so there will be no other providers of after school activities in our community. For the sports we will integrate the sports in the grant and use our student sports hand book for eligibility and policy.

2M. In our cultural portion of the grant we will use elders to teach our students in varies areas such as; Apache Language, Beading, Cradleboard making, Traditional Dress Design and Construction, Moccasins, Tribal Government and History, Storytelling, Traditional Foods and Plants, and Traditional Home construction.

2N. We will evaluate our program bi-weekly and make adjustments when we see a session is poor. We will also have parents evaluate when we have sessions to see if the session was one they learned and will use. We will also target students who are at Falls Far Below and Approaches on assessments like NWEA and our state assessment Arizona Instrument for Measurement for the academic sessions.

2O. We will be able to use our Title monies for tutoring and other academics after school.

2P. Many of the programs we currently work with coordinate with our school well and address our needs.

2Q. Over the past few years our school has made progress in all the areas we are assessed. Our most significant growth is in Reading. Last year our growth was eleven percent school wide. This year we set our goal for growth at 30 percent growth in Meets and Exceeds and 30 percent decrease in Approaches and Fall Far Below in both Reading and Math. Our teachers are working toward these goals.

**3) Adequacy of Resources**

3A. After surveying the staff over 20 staff both certified and uncertified and projecting 120 students the ratio will be 1:6. We are anticipating more students will attend the program.

3B. Site Coordinator-Will oversee the 21<sup>st</sup> Century Community Learning Center at the school. He/she will handle the administrative duties pertaining to the program implementation on the school level, promotion of the learning center to the community, project reporting, communication with all stakeholders, and coordinate the evaluation of the program and activities, and day-to-day implementation of project activities for all participants. The Site Coordinator will design and implement programs specific to the needs of student participant.

<b>Program serves this number of students</b>	<b>Expected Site Coordinator's time</b>
<b>101-150</b>	<b>.75 FTES</b>

3C. Our school maintains a high level of safety with transportation. Our students will be transported to and from school by our transportation staff, this will also include any of our program activities that will be off-site. POLICY SITE;

3D. Our school Library, Computer Lab and classrooms are all available for use for the grant.

3E. Our partners will contribute any supplies for their workshops or request supplies needed, we will supply any audio visual we have at our school for workshops and presentations, if we do not have the audio visual equipment we will ask if the partner can bring the equipment with them.

3F. The school meet will all stakeholders one on one and followed up with a telephone conversation. During the grant period we will have monthly correspondence by mail, email, or telephone. If partner is scheduled for a workshop or presentation we will have correspondence more frequently or on-site.

**4) Quality of Management Plan**

**4A. 21<sup>st</sup> CCLC Smart Goals table**

<b>Measurable Improvement Objective</b>	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Benchmark (Dates)</b>	<b>Evidence of Completion/Evaluation</b>
<p><b>Academics Objective:</b> To generate more quality time for learning in a safe environment so that student achievement in reading and math will increase.</p>	<p>Remediation, enrichment, tutoring, small groups, &amp; one-on-one peer tutoring</p>	<p>Project Coordinator, Principal, administrators, teachers &amp; Ed. Technicians</p>	<p>February – November 2013 (ongoing)</p>	<p>Assessment/Scores Reading Levels</p>
<p><b>Professional Development Objective:</b> To provide relevant professional development to coordinator, teachers, and staff.</p>	<p>Training for staff</p>	<p>Coordinator</p>	<p>February – November 2013</p>	<p>Sign-in sheets and certificates</p>
<p><b>Parent/Community Objective:</b> To increase the quality and amount of parent involvement in their child's education.</p>	<p>Parent Nights Invite community-based organizations to address various issues,  Get the Tribal Council members involved as well as other tribal members from communities.</p>	<p>Coordinator, Principal, Teacher(s)</p>	<p>February – November 2013</p>	<p>Sign-in sheets,</p>

<p><b>Wellness Objective:</b> To present relevant wellness and quality-of-life information and activities that will improve the daily lives of students and their parents.</p>	<p>Address wellness issues, focusing on diabetes, obesity, other health issues/illnesses , and will target the four domains of body, mind, spirit and emotion.</p>	<p>Coordinator, Presenters, teachers &amp; other guest speakers</p>	<p>February – November 2013 <i>(duration of program)</i></p>	<p>Sign-in sheets, evaluation forms, Assessments</p>
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**4B. Detail Timeline**

FIRST-YEAR TIMELINE/IMPLEMENTATION SCHEDULE

Month/s	Description of Activity
<p>Feb. 18/13-May 31/13</p>	<p>After School Tutoring and Enrichment. Hire within current school staff Site Coordinator  First two weeks the Site Coordinator will plan with staff logistics of the afterschool activities. We will use the NWEA Winter scores as a pre-test. Staff will use NWEA Descartes to pinpoint areas of most concern for Falls Far Below and Approaches students in each grade level.</p>
<p>June 3/13 – July 26/13</p>	<p>Implement Summer School for students from 7:30 am to 3:30 pm, Monday –Friday. The morning will be devoted to academics and the afternoon we will implement the enrichment and wellness portion of the grant.</p>

4C. We will use attendance forms, requisitions forms, consulting forms, and other forms related to the program that we currently use during the school year. We will also use the current student and staff hand books, and BIE personnel policy. Certified teachers will also use lesson plans aligned to Common Core for the academic sessions.

4D. Describe Organization structure

4E. Professional Development

The Professional Development Portion will be implemented during a regular school year. Some Professional Development we need for the entire staff is First Aid and CPR. Our school is 17 miles from the nearest IHS hospital and we do not have a nurse on staff. We have to call parents to transport their child to the hospital and in emergencies we call for an ambulance. Other

workshop we will implement are related to our population, suicide, cutting, drug and alcohol abuse.

4F. During the grant period, similar to what we do during the school year we will meet weekly with the staff and as needed with partners, we will send or mail letters, flyers, newsletters, monthly calendars, news articles in community newspapers, for students, parents and community members.

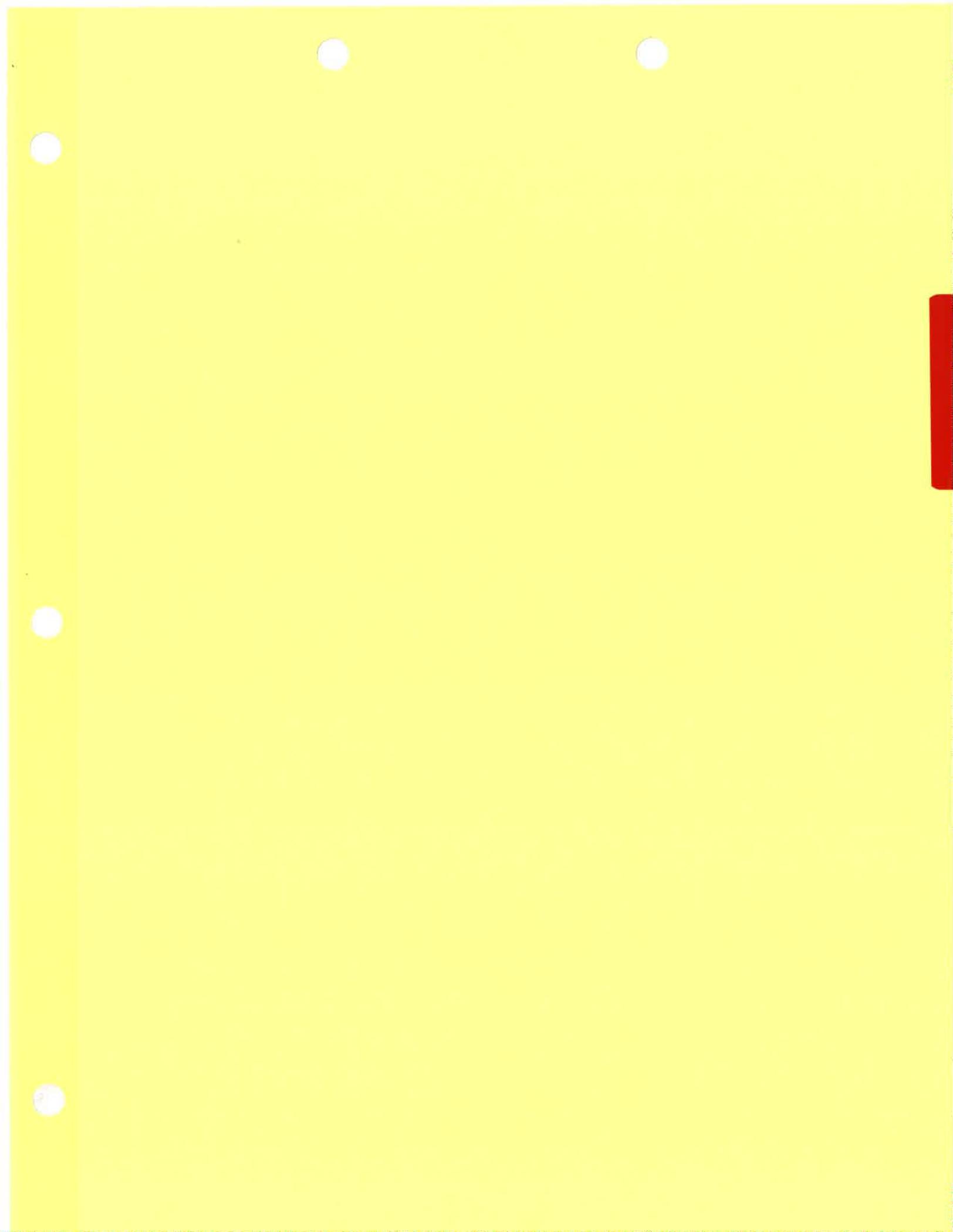
4G. We will disseminate information as stated above with weekly themes in the monthly calendars, and in articles in the community newspaper, community radio in Apache and English.

4H. We will collect data all during our grant period the exception will be during the months of June and July. Our data collection will be NWEA – Beginning of the Year (BOY) in August, Middle of Year (MOY), End of year (EOY), with the grant we can include NWEA summer testing in July. In June we will have the results for our state test AIMS this test is in April of each year. The NWEA is a computerized test and data is uploaded daily to NWEA and results are available 24 hours after testing. After each NWEA test certified teachers are responsible for graphing their students' progress using the Arizona State Proficiency Scores aligned to NWEA. Scores are available for 2<sup>nd</sup> to 8<sup>th</sup> grades. Kinder and 1<sup>st</sup> grade use the nation standard for testing, which are higher than the state of Arizona. Teachers are to provide feedback on the progress/no progress of scores to each student and parent after each assessment.

During June and July we use our current process and forms any discipline issues.

#### **5) School Improvement Status**

5B. We will continue with our school improvement strategies, and the funding will allow us the opportunity to implement activities for our children. Our school improvement team meets monthly to discuss school needs. We are currently in the Restructuring status, and we continuously strive to improve our school. We are mandated to implement the Native Star indicators and the required reports. Native Star has been our framework and guideline to ensure that we make changes accordingly. Any after school activity and summer program are included in our school improvement plan every year. So the funding would greatly benefit our after school program as well as our planned summer school.



## **6) Budget/Budget Narrative**

Ninety-three percent of the proposed annual budget of \$200,000 will be spent on personnel to include a total of 14 positions. One Site Coordinator (\$29,500. a year plus benefits) will be responsible for coordinating the after school and summer programs. Five Certified teachers (\$30. Per hour) will provide academic/remedial classes and enrichment activities. Five Classified assistants (\$20. Per hour) are needed to provide after school and summer school. Two bus drivers (\$20. Per hour) are need to provide after school and summer school transportation since 98% of the students are bus riders. All staff with the exception of the Site Coordinator will be selected from the pool of employees we currently have on staff.

Material and supplies will be purchased as needed for the classroom and enrichment activities. Other expenses include meal for field trip, food for cooking classes for field and admission into educational venues.

This budget reflects the supplement needed to provide the small student to adult ratio to ensure that we provide the best quality afterschool and summer program.

## Appendix III – 21<sup>st</sup> CCLC Budget Worksheet

(complete one for each center site)

ELO			
Name of School	John F. Kennedy School		
Grant Name	21 <sup>st</sup> CCLC		
Award Number			
Project Start Date	February 18, 201		
Project End Date	July 26,2013		
<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>			0
<b>EXPENDED PREVIOUS SY ALLOCATION</b>			
<b>TOTAL CARRYOVER AVAILABLE</b>			\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>			
<b>TOTAL AVAILABLE</b>			\$0.00
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$</b>
			-
Site Coordinator	Coordinates program and supervises day to day activities.	1	\$26,915.00

Certified Teachers	Teach academic and remedial classes	5	\$62,250.00
Classified Teachers	Teach enrichment and wellness classes	5	\$41,550.00
Cook/Kitchen Staff	Cook meals during summer months	1	\$ 6,080.00
Bus drivers	Provide afterschool & summer transportation	2	\$11,880.00
<b>Employee Benefits</b>			\$ - 148,625.00
14 Employees	25%	\$ - 37,156.00	37,156.00
<b>Professional Development</b>			\$ -
<b>Purchased Services</b>			\$ -
<b>Equipment</b>			\$ -

<b>Materials and Supplies</b>			\$ -
Office Supplies	Supplies for Coordinator and Summer School		1,000.00
Classroom Supplies	Supplies for Academic & Remedial Classes		4,000.00
Enrichment Activities	Supplies for Enrichment program		3,219.00
<b>Other Expenses:</b>			\$ -
Meals	For field trip and food for cooking class		4,000.00
Admission into Educational sites and field trips			2,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ -
<b>Employee Benefits</b>			\$ -
	25%	\$ -	
<b>Professional Development</b>			\$ -

<b>Purchased Services</b>			\$ -
		\$ -	
<b>Equipment</b>			\$ -
		\$ -	
<b>Materials and Supplies</b>			\$ -
<b>Other Expenses:</b>			\$ -
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			\$ -

		TOTAL BUDGET	\$ - 200,000.00
		Difference (Allocation less Budget)	\$0.00



## APPENDIX VII: Assurance Form

### Assurances for BIE 21<sup>st</sup> CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

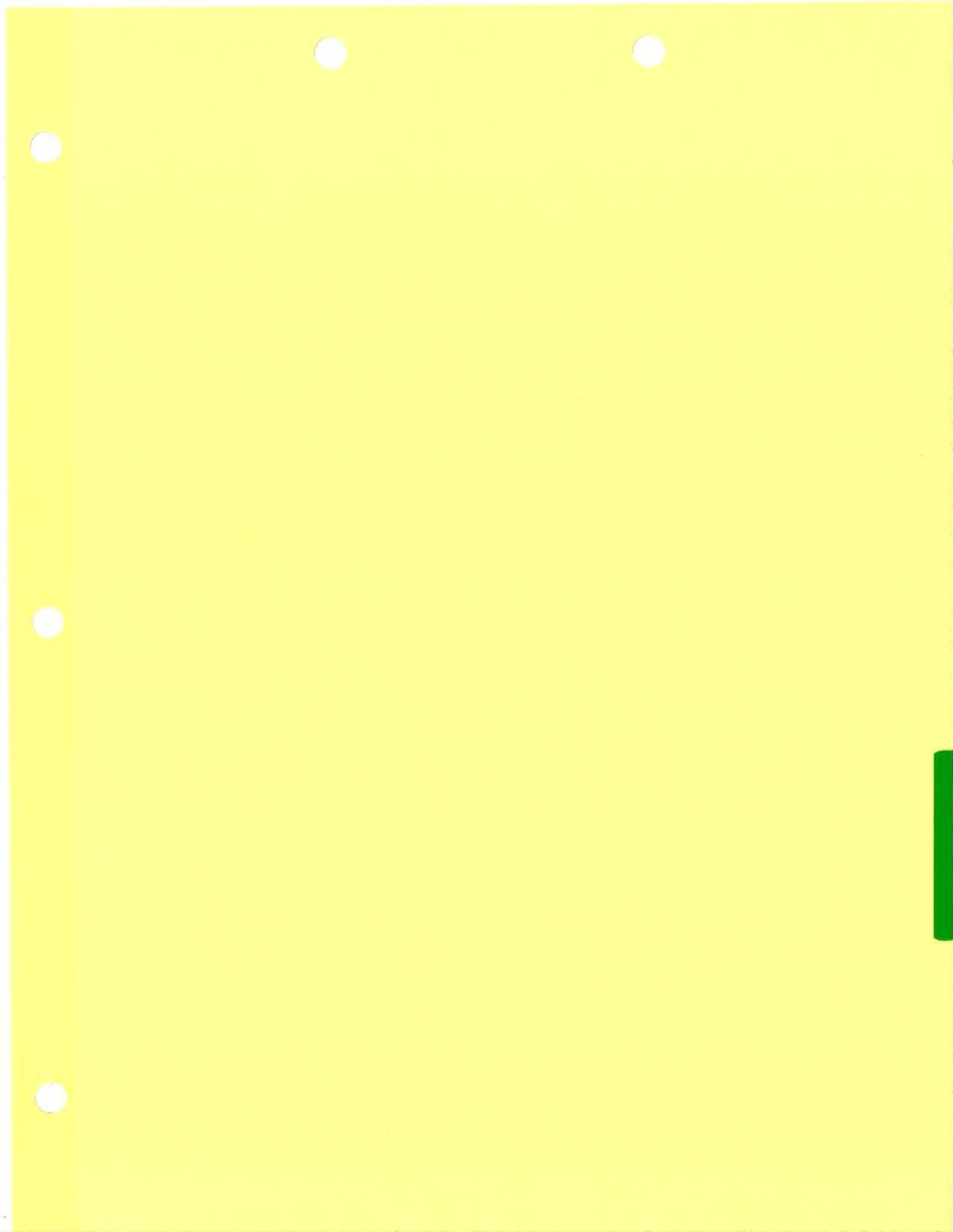
- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21<sup>st</sup> CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21<sup>st</sup> CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21<sup>st</sup> CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21<sup>st</sup> CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21<sup>st</sup> CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Rea Goklish, Principal, John F. Kennedy School

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Jan 17, 2013  
Date



## VACANCY ANNOUNCEMENT

**POSITION TITLE:** Coordinator, 21<sup>st</sup> Century Community Learning Center  
**Site:** John F. Kennedy Day School (3-year position)

**LOCATION:** John F. Kennedy Day School

**AGENCY:** Arizona South

**SALARY RANGE:** \$26,915 per year plus benefits

**ISSUING DATE:** February 04, 2013 **CLOSING DATE:** February 08, 2013

**INTERVIEWS:** Candidates whose written applications indicate that they are highly qualified will be invited to interview. Interviews will be conducted at the school.

**INDIAN PREFERENCE POLICY:** Preference in filling this vacancy is given to qualified Indian applicants in accordance with the Indian Preference Act of 1934 (Title 25, USC, Section 472). BIA 4432 must be submitted with the application if claiming Indian Preference.

**EQUAL OPPORTUNITY EMPLOYER:** Within the scope of Indian Preference, all candidates will receive consideration without regard to race, color, sex, religion, sexual orientation, national origin or other non-merit factors.

**STATEMENT OF DUTIES:**

- Oversees the 21<sup>st</sup> Century Community Learning Center.
- Handles administrative duties pertaining to program implementation on the school level.
- Supervises personnel at the site.
- Maintains close communication with the school community partners.
- Ensures that quality services are provided to learning center students.
- Prepares required reports
- Administers end-of-year program evaluation.

**BASIC REQUIREMENTS:**

- Minimum of a Bachelor's degree in an education-related field.
- Proven ability to successfully supervise personnel.
- Proven ability to oversee and administer a project.
- Ability to communicate effectively both in speaking and writing.

**Note:** We would prefer to hire an individual who is willing to commit to seeing the project through to its expiration date.

**How to Apply:**

**The following documents are required in applying for this position:**

- **Resume**
- **Transcripts of college work**
- **Letters of recommendation from your three most recent employers.**

**Send or bring application packet to: John F. Kennedy Day School  
Arizona South Agency  
P.O. Box 130  
Whiteriver, Arizona 85941**

**Telephone number: 928-338-4593**



DEPARTMENT OF HEALTH & HUMAN SERVICES

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**Memorandum**  
WHITERIVER INDIAN HOSPITAL

January 15, 2013

To Whom It May Concern:

The USPHS Indian Health Services enthusiastically supports the 21<sup>st</sup> Century Grant request on behalf of John F. Kennedy School. This grant will open many doors and expand services to the White Mountain Apache Tribe children and community members.

This rural community of the White Mountain Apache Reservation has many underserved population of children and families who are in need of many resources and have a high need. This grant will meet some of the needs of the children and it will provide the much needed education, prevention methods and activities our community members need. Cultural aspects and importance of maintaining Apache culture will also be used through this grant.

I fully support this effort and look forward to a successful program that will be in the community to meet our needs.

Sincerely,

LCDR Janet Sanchez, MSW, LMSW  
Director Social Service Department  
Whiteriver Service Unit

The **Positive** Place For Kids



**BOYS & GIRLS CLUB**  
OF WHITE MOUNTAIN  
APACHE TRIBE

January 16, 2013

Dear Reader of the Grant for John F. Kennedy School:

The Boys & Girls Club of White Mountain Apache Tribe is in full support of the John F. Kennedy School applying for the 21<sup>st</sup> Century After-School Grant. This grant will help fill a void in this community for un-served and under served youth. We will support the efforts of the John F. Kennedy School by assisting them in anyway possible in our capacity.

The majority of our Tribal enrollment is 25 years old and younger. Having a young Tribe has been challenging as we face some of the same social issues as other places such as substance abuse, truancy and suicide. According to a recent study from Johns Hopkins, the suicide attempts and completions of young people from the White Mountain Apache Tribe has been directly linked to alcohol and drug abuse. With that said, we will continue to support youth programs in their positive endeavors!

Should you have any questions, I can be reached at the following numbers listed. My email address is michelleclarkson10@gmail.com. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michelle Clarkson'.

Michelle Clarkson

BGCWMAT Executive Director

*"We would accomplish many more things if we did not think of them as impossible" – Vince Lombardi*

Physical Address:

109 E. Manzanita Street

Whiteriver, AZ 85941

Mailing Address:

P.O. Box 1270

Whiteriver, AZ 85941

Phone (928) 338-1177 \* (928) 338-4604 \* Fax (928) 338-1877



# EDUCATION DEPARTMENT White Mountain Apache Tribe

P.O. Box 999  
Whiteriver, Arizona 85941  
Phone: (928) 338-6080 Fax: (928) 338-1183



Tribal Education  
Higher Education  
Adult Education

Johnson O' Malley  
Vocational Rehabilitation  
ORBS / Job Corp.

January 16, 2013

RE: Letter of Support for Grant Proposals Submitted by John F. Kennedy School

Dear Grant Proposal Review Team for OIEP Center for School Improvement:

The Office of Education for the White Mountain Apache Agency Tribe hereby endorses the three grant applications being submitted by the Ft. Apache Agency schools. We understand that the Agency schools have formed a consortium for the following grants: *21<sup>st</sup> Century Community Learning Center, Comprehensive School Reform, and Enhancing Education through Technology*. As Director of Tribal Education, I am very pleased that the three Ft. Apache Agency schools are applying for these grants as a consortium, as teamwork has been one of our office's major goals.

Two years ago, our office started a coalition of all schools serving our reservation. Ft. Apache Agency and its three schools joined the coalition, which is known as the *Children First Coalition*. Under the leadership of its Education Line Officer, the Fort. Apache Education Line Office has played a major role in galvanizing the *Coalition* into an effective and powerful advocate for all our children.

Indeed, the Student Leadership Conference sponsored by the Ft. Apache Line Office in May 2002 served as a beginning for reservation-wide student participation in educational and civic affairs. Out of that conference came a cadre of students from our reservation schools that went before our Tribal Council and presented their concerns on a number of education and social issues. The Council asked the students to develop an Action Plan. Dr. Kimberly Randall, Superintendent of Whiteriver Public Schools, took the lead on that project, hosting a three-day summer workshop on the Action Plan. At this time, students have nearly finished their Action Plan and have shown a great deal of initiative and creativity. My point is that we are all working as one team here on the White Mountain Apache Reservation to advance opportunities for all our children. Tribal Education appreciates the enormous contributions made by the Ft. Apache Agency Education Line Office and its three schools.

The Office of Tribal Education urges your approval of all three grant proposals being submitted by the consortium of Ft. Apache Agency schools. We are confident that the grants will be administered in such a manner that maximum benefits will accrue to the children of all three schools and to other children and adults of our reservation community as well.

Thank you for your consideration of these grant proposals.

Sincerely,

Harris DeClay, Director  
WMAT Office of Education



# United States Department of the Interior



BUREAU OF INDIAN EDUCATION  
Arizona South Education Line Office  
2901 N. Central Avenue, Suite 970  
Phoenix, Arizona 85012  
Phone: 602-265-1592 Fax: 602-265-0293

January 16, 2013

TO WHOM IT MAY CONCERN:

This is a statement of support of the 21<sup>st</sup> CCLCP being submitted to the Bureau of Indian Education, Division of Performance and Accountability by John F. Kennedy Day School. This letter serves as an acknowledgement that John F. Kennedy Day School will be in full compliance with and uphold the financial integrity of the 21<sup>st</sup> CCLCP.

If you have any questions please feel free to contact me at 602-265-1592.

Regards,

Jim Hastings, ELO  
Arizona South Education Line Office

# Roster Report Summary

## Arizona's

Instrument to Measure Standards  
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

School: JOHN F. KENNEDY

Grade: 3

Performance Levels	Mathematics		
PASS	1 EXCEEDS 5% 1 Student		
	3 MEETS 43% 9 Students		
	2 APPROACHES 38% 8 Students		
1 FALLS FAR BELOW 14% 3 Students			
Students with Valid Results	21		
Mean Scale Score	341.4		

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report

# Roster Report Summary

## Arizona's

Instrument to Measure Standards  
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

School: JOHN F. KENNEDY

Grade: 3

Performance Levels	Reading		
PASS	4 EXCEEDS	0% 0 Students	
	3 MEETS	33% 7 Students	
2 APPROACHES	57% 12 Students		
1 FALLS FAR BELOW	10% 2 Students		
Students with Valid Results	21		
Mean Scale Score	425.1		

**Purpose**

The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

District #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

School: JOHN F. KENNEDY

Grade: 4

Performance Levels	Reading		
PASS	<p>0%</p> <p>0 Students</p>		
<p>3</p> <p>MEETS</p>	<p>67%</p> <p>16 Students</p>		
<p>1</p> <p>FALLS FAR BELOW</p>	<p>33%</p> <p>8 Students</p>		
Students with Valid Results	24		
Mean Scale Score	463.2		

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's

Instrument to Measure Standards  
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

School: JOHN F. KENNEDY

Grade: 4

Performance Levels	Mathematics		
PASS	4 EXCEEDS 17% 4 Students		
	3 MEETS 54% 13 Students		
	2 APPROACHES 17% 4 Students		
1 FALLS FAR BELOW 13% 3 Students			
Students with Valid Results	24		
Mean Scale Score	379.5		

**Purpose**

The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX

BLE

School: JOHN F. KENNEDY

Grade: 5

Performance Levels	Reading				
PASS					
				4 EXCEEDS	0 Students
				3 MEETS	10 Students
				2 APPROACHES	9 Students
1 FALLS FAR BELOW	4 Students				
Students with Valid Results	23				
Mean Scale Score	464.4				

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's

Instrument to Measure Standards  
Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BLE

School: JOHN F. KENNEDY

Grade: 5

Performance Levels	Mathematics			
<b>4</b> EXCEEDS	0% 0 Students			
<b>3</b> MEETS	22% 5 Students			
<b>2</b> APPROACHES	43% 10 Students			
<b>1</b> FALLS FAR BELOW	35% 8 Students			
Students with Valid Results	23			
Mean Scale Score	361.1			

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX

BIE

School: JOHN F. KENNEDY

Grade: 6

Performance Levels	Reading			
PASS	<p><b>4</b></p> <p><b>EXCEEDS</b></p> <p>0% 0 Students</p>			
	<p><b>3</b></p> <p><b>MEETS</b></p> <p>50% 11 Students</p>			
	<p><b>2</b></p> <p><b>APPROACHES</b></p> <p>45% 10 Students</p>			
<p><b>1</b></p> <p><b>FALLS FAR BELOW</b></p> <p>5% 1 Students</p>				
Students with Valid Results	22			
Mean Scale Score	481.1			

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX

B/E

School: JOHN F. KENNEDY

Grade: 6

Performance Levels	Mathematics		
PASS	4 EXCEEDS	5% 1 Students	
	3 MEETS	27% 6 Students	
	2 APPROACHES	36% 8 Students	
	1 FALLS FAR BELOW	32% 7 Students	
Students with Valid Results	22		
Mean Scale Score	382.1		

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to evaluate school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX

B/E

School: JOHN F. KENNEDY

Grade: 7

Performance Levels	Reading		
<b>4</b> EXCEEDS	0% 0 Students		
<b>3</b> MEETS	50% 12 Students		
<b>2</b> APPROACHES	46% 11 Students		
<b>1</b> FALLS FAR BELOW	4% 1 Student		
Students with Valid Results	24		
Mean Scale Score	490.8		

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's

### Instrument to Measure Standards

Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch # : 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX

B/E

School: JOHN F. KENNEDY

Grade: 7

Performance Levels	Mathematics			
PASS	4 EXCEEDS	0% 0 Students		
	3 MEETS	30% 7 Students		
	2 APPROACHES	43% 10 Students		
1 FALLS FAR BELOW	26% 6 Students			
Students with Valid Results	23			
Mean Scale Score	400.9			

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

**Arizona's  
Instrument to Measure Standards  
Grades 3 - 8 (AIMS 3 - 8)**  
Test Date: Spring 2012

Dist-Sch #: 080126-080090  
School Name: JOHN F. KENNEDY  
District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

**School: JOHN F. KENNEDY**

**Grade: 8**

Performance Levels	Reading				
PASS		0% 0 Students	50% 7 Students	29% 4 Students	
					4 EXCEEDS
					3 MEETS
					2 APPROACHES
1 FALLS FAR BELOW		21% 3 Students			
Students with Valid Results	14				
Mean Scale Score	489.1				

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

# Roster Report Summary

## Arizona's Instrument to Measure Standards Grades 3 - 8 (AIMS 3 - 8)

Test Date: Spring 2012

Dist-Sch #: 080126-080090

School Name: JOHN F. KENNEDY

District Name: ARIZONA SOUTH EDUCATION - PHOENIX  
BIE

School: JOHN F. KENNEDY

Grade: 8

Performance Levels	Mathematics		
PASS	<b>4</b> <b>EXCEEDS</b> 29% 4 Students		
	<b>3</b> <b>MEETS</b> 36% 5 Students		
<b>2</b> <b>APPROACHES</b> 7% 1 Students			
<b>1</b> <b>FALLS FAR BELOW</b> 29% 4 Students			
Students with Valid Results	14		
Mean Scale Score	449.6		

**Purpose**  
The AIMS 3 - 8 is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to improve school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.