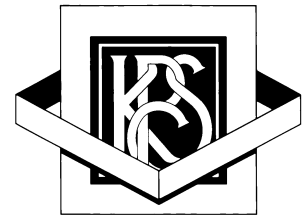


BROOKWOOD ELEMENTARY
Annual Report – 2008-209



Accreditation Status:

Component	Score	Grade
Achievement	96	A
Indicators of School Performance	100	A
AYP Status	Met AYP	
Composite Grade	A	

Retention Rate:

	Retention
Brookwood	85.44%

Information about Brookwood:

Brookwood Elementary School is comprised of 17 K-5 classrooms, which includes the district's elementary Autistic Program. We have an enrollment of approximately 337 students, 56% representing varying ethnic groups, and a highly qualified staff of professionals.

The Brookwood staff provides a nurturing and safe environment where students can achieve academically and develop citizenship skills. Students are challenged by high academic standards and core curriculum. Brookwood is a great place to grow socially and emotionally. Additionally, we focus on assisting students in developing positive character traits so they can become productive citizens in the community. The district has adopted the Capturing Kids Hearts program to enable relationship building between students and staff. This program has been instrumental in increasing student engagement and self-management. Each classroom established a social contract to create a positive learning environment.

The staff utilizes a Balanced Literacy framework for English Language Arts. Our Academic Support Coach provides training and modeling for teachers. Our teachers provide direct instruction while paraprofessionals assist with our intervention groups and additional classroom support. Also, we are appreciative of the parental support that impacts the success of our students. Fast ForWord, Study Island, DIBELS, running records and Scholastic Reading Inventories (SRI) are components of our literacy program.

Everyday Mathematics is our core curriculum for math and our students continue to do well in math. Our two computer labs ensure that teachers and students have access to the technology and computer programs available for instruction. Science, social studies, physical education, art, music, library and Spanish are also important components of our elementary education program.

Teachers check for student growth and achievement through teacher assessments, report cards, quarterly and end of the year assessments and the Michigan Educational Assessment Program. The staff provides differential instruction to meet the varied student learning styles.

We have an active PTC that assists in supporting our students in a variety of ways and provides programs for the diverse educational needs of our students. The PTC meets each month to plan and implement educational opportunities and activities for our students and families. Our PTC sponsors field trips, assemblies, hands-on science with Marsha Tester, Science Night, Carnival, Ice Cream Social/Open House, Family Fun Night and Cultural Celebration. Our parent volunteers are invaluable.

School Improvement:

Using disaggregated MEAP data and district assessments the Brookwood staff determined that there were several gaps in achievement between sub-groups. In third grade reading there were no achievement gaps between males and females. However, females exceed males by 23% in writing and 6% in total ELA. In all aspects of ELA economically advantaged students exceed economically disadvantaged students by approximately 15% and whites scored significantly higher in writing than non-whites. There were no significant differences between sub-groups in third grade math.

In fourth grade reading and total ELA whites out scored non-whites by a significant margin. There were no differences in writing. Economically advantaged students outscored economically disadvantaged students by 13% in all aspects of ELA. In fourth grade math the only gap was ethnicity at 11%.

Writing and total ELA discrepancies in fifth grade exist with males outscoring females by 14%, whites outscoring non-whites by 10% and economically advantaged outscoring economically disadvantaged by 20%. The only significant gap in math was females scoring 17% lower than males.

The Brookwood School Improvement team determined several strategies for use in addressing the discrepancies identified above. These are listed below.

Reading

- Balanced Literacy Model
- Professional development and coaching for research-based reading comprehension skills and strategies, collaboration at and between grade levels, implementation of Response to Intervention (RTI)
- Use Lindamood-Bell intensive groups for special education and at-risk students
- Expanded experiences for our economically disadvantaged students through mentors, tutors, after school activities within school and community, Summer School Extended learning opportunities

- Technology will be used to support reading through the use of interactive white boards, Study Island, Tumble Books, and additional educational websites
- Promote parent involvement through professional development activities
- Utilize paraprofessionals and/or long-term tutors to support student reading needs through push in and/or pull out
-

Writing

- Collaborate on standardized and non-standardized instructional writing strategies, writing practices, scoring student writing samples focusing on details and organization as indicated on district writing assessments
- Promote parent involvement through professional development activities
- Selected students to participate in Calvin College Young Authors' Day
- Staff will use strategies from Boys and Girls Learn Differently by Michael Gurian.
-

Math

- Implement Everyday Math program as the elementary core math curriculum including use of math games
- Technology will be used to support math instruction using interactive whiteboards, Millie's Math, and Study Island
- Utilize paraprofessionals and/or long-term tutors to support student reading needs through push in and/or pull out.
- Promote parent involvement through professional development activity
- Expanded learning opportunities for after school math support and summer school
-

These strategies will be implemented using professional development time, Academic Support Coach, out-of-district expert support and/or KISD workshops, REACH days, specific tool assessment meetings and collaborative grade level planning.

Most recent MEAP data – Fall 2008

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
English Language Arts - 3rd Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	89%	89%	83%	20%	70%	11%	0%
Male	2008-09	59%	86%	86%	81%	18%	68%	14%	0%
Female	2008-09	59%	93%	92%	86%	21%	71%	7%	0%
Asian	2008-09	59%	N/A	94%	92%	N/A	N/A	N/A	N/A
African American	2008-09	59%	86%	85%	69%	9%	77%	14%	0%
Hispanic	2008-09	59%	N/A	86%	74%	N/A	N/A	N/A	N/A
White	2008-09	59%	91%	92%	87%	41%	50%	9%	0%
Multiracial	2008-09	59%	N/A	79%	82%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	80%	85%	74%	7%	73%	20%	0%
Limited English Proficient	2008-09	59%	N/A	76%	69%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	72%	55%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
 English Language Arts - 4th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	83%	85%	77%	13%	70%	17%	0%
Male	2008-09	59%	77%	82%	74%	9%	68%	23%	0%
Female	2008-09	59%	88%	87%	79%	16%	72%	12%	0%
Asian	2008-09	59%	N/A	84%	88%	N/A	N/A	N/A	N/A
African American	2008-09	59%	83%	77%	56%	6%	78%	17%	0%
Hispanic	2008-09	59%	N/A	89%	64%	N/A	N/A	N/A	N/A
White	2008-09	59%	76%	89%	83%	19%	57%	24%	0%
Multiracial	2008-09	59%	N/A	83%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	79%	76%	64%	11%	68%	21%	0%
Limited English Proficient	2008-09	59%	N/A	58%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	51%	44%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
 English Language Arts - 5th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	87%	84%	78%	25%	62%	13%	0%
Male	2008-09	59%	93%	84%	76%	23%	70%	7%	0%
Female	2008-09	59%	77%	84%	81%	27%	50%	23%	0%
Native American	2008-09	59%	N/A	N/A	77%	N/A	N/A	N/A	N/A
African American	2008-09	59%	82%	75%	58%	9%	73%	18%	0%
Hispanic	2008-09	59%	N/A	85%	66%	N/A	N/A	N/A	N/A
White	2008-09	59%	88%	89%	84%	38%	50%	12%	0%
Multiracial	2008-09	59%	N/A	91%	79%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	79%	75%	66%	17%	62%	21%	0%
Students with Disabilities	2008-09	59%	N/A	56%	42%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
 Mathematics - 3rd Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	96%	96%	91%	73%	23%	4%	0%
Male	2008-09	65%	96%	96%	92%	86%	11%	4%	0%
Female	2008-09	65%	96%	97%	91%	61%	36%	4%	0%
Asian	2008-09	65%	N/A	100%	96%	N/A	N/A	N/A	N/A
African American	2008-09	65%	91%	92%	79%	50%	41%	9%	0%
Hispanic	2008-09	65%	N/A	95%	87%	N/A	N/A	N/A	N/A
White	2008-09	65%	100%	99%	95%	91%	9%	0%	0%
Multiracial	2008-09	65%	N/A	94%	92%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	93%	96%	86%	63%	30%	7%	0%
Limited English Proficient	2008-09	65%	N/A	94%	85%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	92%	80%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
 Mathematics - 4th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	91%	93%	88%	66%	26%	9%	0%
Male	2008-09	65%	91%	96%	88%	73%	18%	9%	0%
Female	2008-09	65%	92%	90%	88%	60%	32%	8%	0%
Asian	2008-09	65%	N/A	98%	95%	N/A	N/A	N/A	N/A
African American	2008-09	65%	83%	86%	74%	56%	28%	17%	0%
Hispanic	2008-09	65%	N/A	96%	81%	N/A	N/A	N/A	N/A
White	2008-09	65%	95%	95%	92%	71%	24%	5%	0%
Multiracial	2008-09	65%	N/A	90%	87%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	95%	90%	80%	68%	26%	5%	0%
Limited English Proficient	2008-09	65%	N/A	89%	76%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	78%	68%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Brookwood Elem
 Mathematics - 5th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	92%	87%	77%	65%	27%	8%	0%
Male	2008-09	65%	100%	90%	78%	77%	23%	0%	0%
Female	2008-09	65%	82%	84%	76%	50%	32%	18%	0%
Native American	2008-09	65%	N/A	N/A	72%	N/A	N/A	N/A	N/A
African American	2008-09	65%	91%	82%	55%	59%	32%	9%	0%
Hispanic	2008-09	65%	N/A	86%	66%	N/A	N/A	N/A	N/A
White	2008-09	65%	92%	91%	83%	69%	23%	8%	0%
Multiracial	2008-09	65%	N/A	77%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	92%	83%	64%	58%	33%	8%	0%
Students with Disabilities	2008-09	65%	N/A	65%	47%	N/A	N/A	N/A	N/A

2009 End of Year Reading Data:

End of the year SRI scores for 3rd, 4th and 5th

3rd

Advanced - 15%

Proficient 55%

Basic - 21%

4th

Advanced 9%

Proficient 64%

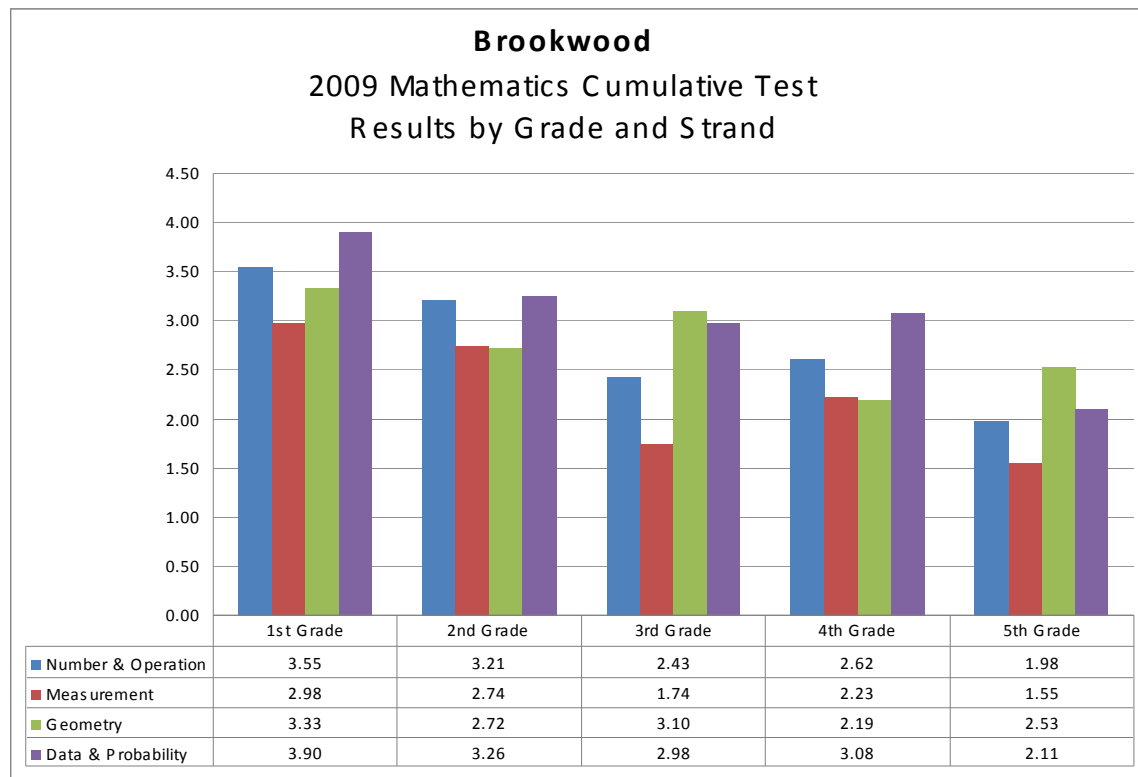
Basic 18%

5th

Advanced - 24%

Proficient- 55%

Basic 13%



Attendance Rate: 94.85%

Parent Involvement:

Parent Teacher Conference Participation 2008

Fall 2008: 100%

Spring 2009: 100%

Parent Involvement Policy: Board Policy GAAE

Board Policy GAAE

The board representatives to each building shall meet upon request for the purpose of providing parents of Title I students an opportunity to participate in the design and implementation of the Title I program. Any parents of title I students within the building shall be invited to this meeting.

The board strongly encourages parental involvement in the district's programs. A program that will encourage parental participation and training will be developed according to Title I Federal guidelines.

Approved April 29, 2002

Core Curriculum:

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and benchmarks. We are currently working on adjusting our curriculum to incorporate the new Grade Level Content Expectations. Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet throughout the year to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted with the MEAP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

Teacher Qualification:

100% of Brookwood teachers are considered highly qualified. They hold the appropriate teaching credentials and/or have advanced degrees in the areas in which they are teaching.

The district has identified all teachers who are not considered highly qualified according to No Child Left Behind guidelines and has required these teachers to develop a plan for becoming highly qualified. In addition, the district has adopted the Michigan Department of Education Portfolio option for teachers. A letter of agreement to support this option has been signed with the local teacher association.

Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district publishes the process in the November issue of the district newsletter. The Human Resources Office is the single point of contact for the dissemination of teacher qualification information.