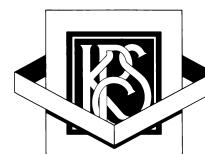


Annual Report – CRESTWOOD MIDDLE SCHOOL 2008-09



Accreditation Status:

Component	Score	Grade
Preliminary Grade	88	B
Indicators of School Performance	100	A
AYP Status	Met AYP	
Composite Grade	B	

Retention Rate:

	Retention
Crestwood	87.85%

Information about Crestwood:

Crestwood Middle School is a State of Michigan Exemplary School.

Crestwood Middle School opened its doors in 1970. It serves the north and east portion of Kentwood in addition to hosting four district programs (MOCI, MICI, ELL, Gifted and Talented (P.E.A.K.S) and ALPS). It currently serves 641 students in grades 6-8. This number includes 6 Special education classrooms (1 MOCI, 2 MICI, and 3 Resource); an ELL program; an Alternative Learning Program for Students (ALPS); 6-8 Gifted and Talented students, 3 grade level core teams; and an Applied Science and Fine Arts team (elective and exploratory classes).

The student population consists of 42 Asians, 247 African Americans, 53 Hispanic, and 299 Caucasians.

Crestwood began the year with 69 ESL students representing 22 different languages and 93 Categorical students.

There are 302 female and 339 male students.

The 2008-2009 student population increased when compared to the past 3 years.

Crestwood offers a full compliment of courses. CORE teams provide: Language Arts, Acceleration and Enrichment Language Arts, Math, Algebra, Geometry, Science, and Social Studies. The CORE teams provide students with a wide range of support and experiences through Contact classes. Students are also provided with Applied Science and Fine Arts classes such as: Art, Computer Art, Band, Vocal Music, Orchestra, General Music, Drama, Computer applications, Life Skills, Physical Education, Health, Environmental Technology, Teen Leadership, Study Skills and Technology.

Crestwood also supports students with a Guidance Department, Social Worker, Speech and Language Consultant, Teacher Consultant and Psychologist. Students are also provided with a Media Center, Math and Reading Support lab, and a Responsible Thinking Center.

Through Section 31a (at-risk) funding, we were able to provide 2 FTE teaching staff, 0.7 supplemental staff, as well as, 2 instructional paraprofessionals—technology, after school support. An inter-scholastic athletic program is offered to the 7th and 8th grade students. The program includes Boy's and Girl's Basketball, Girl's Volleyball, Boy's Wrestling, Cheerleading, Co-ed Swimming and Diving, Tennis and Track.

After or before school programs or clubs such as, Academic Support, Pep Club, Ski/Snowboard Club, Homework Club, Yearbook, and Student Leadership are provided for grades 6 thru 8. Also 6th grade students are provided with after school intramurals in Basketball, Volleyball and Flag Football.

Students are recognized and awarded for their efforts throughout the year either through performances or award ceremonies. Students are also recognized monthly through the Student of the Month program as well as a quarterly celebration for students receiving all A's.

School Improvement:

After examining our MEAP data, end of year testing data, and classroom assessment/report card data, we discovered that there are discrepancies of student achievement between the subgroups. For example, the two subgroups that scored the lowest are African-American and economically disadvantaged.

Crestwood has fully implemented Capturing Kids Hearts process 6-8. This process helps the staff develop more positive and appropriate relationships with students, parents and colleagues. All teachers 6-8 as well as ASFA teachers have been trained in this process. This has helped reshape the culture of our building. By building these positive relationships with our students we have seen students care more about their education as well as about each other.

To address the discrepancies, we established goals and strategies in the core areas to increase student achievement. The teachers have and will continue to be working with students through remediation classes. Sections 31a money was used for staffing to support the remediation. In addition, the four core teachers identified and focused on specific MEAP skills to implement in the classroom.

In summary, this school year, School Improvement initiatives focused on our economically disadvantaged children and developed strategies to support the learner as well as increase family involvement.

As a staff, we also began looking at strategies that may be implemented for the following school year. Focus area will be in bridging the achievement gap for African-American and economically disadvantaged students as well as continuing to increase family involvement.

Student Assessment Data:

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
English Language Arts - 6th 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	54%	79%	83%	80%	23%	56%	18%	2%
Male	2008-09	54%	80%	80%	77%	20%	59%	17%	3%
Female	2008-09	54%	79%	87%	82%	25%	54%	19%	2%
Asian	2008-09	54%	80%	91%	89%	0%	80%	20%	0%
African American	2008-09	54%	66%	70%	61%	9%	57%	30%	4%
Hispanic	2008-09	54%	93%	79%	68%	21%	71%	7%	0%
White	2008-09	54%	92%	92%	85%	46%	46%	7%	2%
Multiracial	2008-09	54%	N/A	100%	78%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	74%	77%	68%	12%	62%	24%	2%
Limited English Proficient	2008-09	54%	50%	55%	50%	0%	50%	50%	0%
Students with Disabilities	2008-09	54%	39%	36%	41%	6%	33%	44%	17%

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
 English Language Arts - 7th 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	54%	83%	83%	80%	17%	66%	14%	3%
Male	2008-09	54%	77%	80%	76%	13%	64%	20%	3%
Female	2008-09	54%	91%	86%	84%	22%	69%	6%	3%
Asian	2008-09	54%	90%	90%	91%	29%	62%	5%	5%
African American	2008-09	54%	73%	71%	62%	3%	70%	23%	4%
Hispanic	2008-09	54%	88%	85%	71%	6%	82%	12%	0%
White	2008-09	54%	89%	89%	85%	30%	59%	10%	1%
Multiracial	2008-09	54%	N/A	90%	80%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	75%	76%	69%	7%	68%	20%	5%
Limited English Proficient	2008-09	54%	31%	40%	54%	0%	31%	38%	31%
Students with Disabilities	2008-09	54%	N/A	44%	41%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
 English Language Arts - 8th 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	54%	76%	79%	77%	20%	56%	19%	5%
Male	2008-09	54%	74%	77%	73%	17%	57%	20%	6%
Female	2008-09	54%	78%	81%	81%	22%	55%	18%	5%
Asian	2008-09	54%	76%	88%	88%	18%	59%	18%	6%
African American	2008-09	54%	60%	70%	58%	7%	53%	31%	9%
Hispanic	2008-09	54%	83%	79%	67%	0%	83%	17%	0%
White	2008-09	54%	89%	84%	82%	34%	54%	9%	3%
Multiracial	2008-09	54%	N/A	90%	76%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	61%	71%	64%	5%	56%	30%	9%
Limited English Proficient	2008-09	54%	54%	52%	48%	0%	54%	38%	8%
Students with Disabilities	2008-09	54%	25%	27%	34%	0%	25%	42%	33%

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
 Mathematics - 6th 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	54%	79%	86%	80%	50%	29%	16%	4%
Male	2008-09	54%	83%	86%	79%	57%	26%	12%	5%
Female	2008-09	54%	77%	86%	81%	46%	31%	19%	4%
Asian	2008-09	54%	82%	89%	93%	64%	18%	0%	18%
African American	2008-09	54%	74%	75%	61%	36%	38%	21%	5%
Hispanic	2008-09	54%	86%	88%	71%	36%	50%	14%	0%
White	2008-09	54%	86%	92%	85%	71%	15%	12%	2%
Multiracial	2008-09	54%	N/A	73%	79%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	72%	79%	69%	34%	38%	22%	6%
Limited English Proficient	2008-09	54%	64%	67%	62%	18%	45%	18%	18%
Students with Disabilities	2008-09	54%	39%	44%	45%	17%	22%	33%	18%

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
 Mathematics - 7th 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	54%	86%	85%	83%	59%	27%	12%	2%
Male	2008-09	54%	85%	86%	81%	57%	28%	12%	3%
Female	2008-09	54%	88%	84%	84%	62%	26%	12%	0%
Asian	2008-09	54%	100%	92%	94%	81%	19%	0%	0%
African American	2008-09	54%	79%	79%	63%	34%	44%	19%	3%
Hispanic	2008-09	54%	82%	79%	75%	53%	29%	18%	0%
White	2008-09	54%	90%	88%	88%	80%	10%	8%	1%
Multiracial	2008-09	54%	N/A	80%	80%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	78%	79%	72%	44%	34%	19%	3%
Limited English Proficient	2008-09	54%	62%	60%	66%	31%	31%	23%	15%
Students with Disabilities	2008-09	54%	N/A	55%	46%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Crestwood MS
 Mathematics - 8th 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	54%	69%	73%	75%	36%	33%	22%	9%
Male	2008-09	54%	74%	76%	75%	41%	33%	21%	5%
Female	2008-09	54%	64%	70%	74%	31%	32%	24%	12%
Asian	2008-09	54%	88%	91%	89%	59%	29%	12%	0%
African American	2008-09	54%	53%	59%	52%	13%	40%	34%	13%
Hispanic	2008-09	54%	50%	68%	64%	8%	42%	42%	8%
White	2008-09	54%	84%	81%	81%	59%	26%	9%	7%
Multiracial	2008-09	54%	N/A	70%	70%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	54%	57%	65%	62%	21%	36%	28%	15%
Limited English Proficient	2008-09	54%	71%	55%	57%	29%	43%	21%	7%
Students with Disabilities	2008-09	54%	33%	32%	39%	0%	33%	42%	25%

2009 End of Year Reading Data:

SRI: Basic or higher...

Grade 6: **84%**

Grade 7: **86%**

Grade 8: **83%**

Attendance Rate: 94.02%

Parent Involvement:

Attendance Parent Teacher conferences:

Fall 2008: 68%

Spring 2009 61%

Parent Involvement Policy: Board Policy GA AE

Board Policy GA AE

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 monthly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually 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 additions, 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 Crestwood teachers are considered highly qualified (40 out of 40 teachers). 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.