

**Annual Report 2008-09  
EAST KENTWOOD HIGH SCHOOL/FRESHMAN CAMPUS**

**Accreditation Status: EKHS is accredited by the North Central Association of Colleges and Secondary Schools.**

<b>Component</b>	<b>Score</b>	<b>Grade</b>
Achievement Status:	87	B
Indicators of School Performance:	100	A
AYP Status:	Met AYP	
Composite Grade:		B

**Retention Rate:**

**2008-09 Retention: 91.27%**

Retention	1,883
Count	2,063

**Information about:**

East Kentwood High School offers a comprehensive program intended to prepare students for college and employment. The school's professional staff consists of 145 instructors, 2 librarians, 7 counselors, a speech therapist, social workers, a psychologist, and six administrators. Juniors and seniors have additional opportunities to take courses through a work study program (work experience, internship) a county-wide career technical center, and dual enrollment.

East Kentwood High School opened in September, 1970 to serve students throughout the community in grades 9-12. The initial enrollment of 1,600 grew quickly to over 2,250 which facilitated the addition of a freshman wing in 1976. In 1994, continual growth required building a separate East Kentwood Freshman Campus. This concept promoted a positive, inviting atmosphere for the freshmen transition from middle school to high school.

Currently, EKHS (grades 10-12) accommodates an enrollment of approximately 2000 students with EKFC housing approximately 900 additional students. Both facilities are completing extensive building projects. The first step was the construction of a state-of-the-art athletic field which opened in the fall of 2004.

In the past few years, Kentwood has been the recipient of the "Governor's Cup," a State of Michigan Blue Ribbon School award, Michigan High School Principal of the Year, and many other academic, fine arts, and athletic scholarship awards. Students and staff share a commitment to high standards of academic and skill performance and behavior.

**School Improvement:**

The East Kentwood High School Improvement Team met formally four times during the course of this school year to review progress toward specific goals. Many teachers met informally to discuss various strategies they have employed to help improve student achievement. The highlights of this year's progress are described below.

### **English Language Arts**

Thirteen teachers of English and reading committed to the extensive use of pre-reading and post reading activities in addition to their traditional activities during the actual reading of the text.

Students were asked to take practice MME tests as well as other tests presented in a MME-like format in order to prepare students for the look and feel of the actual MME. Teachers focused on supporting details in all types of writing so that students learn to better support their own thoughts and ideas in their own writing. Much of the teachers' instructional time was spent focusing on the personal narrative. Students were repeatedly asked to connect texts to their own thinking and lives. In addition, Scholastic's Read 180 program was implemented during the 2006-07 school year and continued throughout the 2008-09 year to assist struggling students with their reading and writing skills.

### **Mathematics**

Twelve mathematics teachers revised many of the tests and quizzes into a format which was much more like the MME tests students would be expected to take. All teachers reviewed many mathematical concepts they felt were most relevant to student success on the MME. In addition, all teachers contributed to a series of handouts and a review packet specially designed to assist students in reviewing for the MME. Teachers worked weekly on various problem solving skills and assisted students in writing their responses to questions in a format that would be expected on the MME. This year will begin the implementation of the new state requirements, so all students need to successfully complete Algebra, Geometry, and Algebra 2 in order to graduate.

### **Social Studies**

Ten social studies teachers consistently used various graphic organizers with their students in an attempt to help them become better organized and to increase their reading comprehension. They committed to using a graphic organizer at some point during each unit of study, with ongoing reference to that graphic organizer. Graphic organizers were used in the following manner:

1. Charts were used to explain/classify various Civil Rights groups
2. Power Point was utilized to facilitate note taking skills
3. Notebooks were checked regularly for organization
4. Reading guides were created to assist students in learning important content

Teachers also asked students to do a great deal of writing related to the concepts they were learning in class. Students were expected to be able to explain their thinking related to the Core Democratic Values and how these were applicable to their own lives. Some teachers required their students to keep specific folders in the classroom for their notes, homework, tests and quizzes, and other class work. Teachers also used released MME items, examples of student responses, and comments from those who scored the work to help students understand the expectations on the test, and how they might be more successful in their writing.

### **Non-Core Academic Areas**

In the business, technology, and life management departments, teachers asked students to respond to texts and to explain what they were learning in writing much more often than in the past. Students were asked to write research papers relevant to the topics they were learning and were supported with writing assistance by the teacher.

### **Capturing Kids Hearts**

The entire staff went through a three day inservice training prior to the start of the 2007-08 school year. Using the EXCEL model, teachers established social contracts in their classroom and fostered improved relationships with students through daily contact and communication. The AP Psychology students administered a follow up survey at year's end to measure the effectiveness of capturing Kids Hearts. The overall results of the survey indicated the CKH was a valuable and

# MME Demographic Summary – School

KENTWOOD PUBLIC - East Kentwood HS  
English Language Arts - 11th Grade

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	61%	60%	59%	52%	3%	58%	34%	6%
Male	2008-09	61%	56%	55%	47%	2%	55%	37%	7%
Female	2008-09	61%	64%	62%	57%	3%	61%	32%	4%
Native American	2008-09	61%	N/A	N/A	38%	N/A	N/A	N/A	N/A
Asian	2008-09	61%	40%	39%	64%	3%	37%	57%	3%
African American	2008-09	61%	44%	42%	24%	0%	44%	49%	6%
Hispanic	2008-09	61%	39%	38%	35%	0%	39%	42%	18%
White	2008-09	61%	73%	72%	59%	4%	69%	23%	4%
Multiracial	2008-09	61%	N/A	N/A	52%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	61%	42%	40%	32%	1%	41%	50%	8%
Limited English Proficient	2008-09	61%	7%	7%	12%	0%	7%	36%	57%
Students with Disabilities	2008-09	61%	7%	9%	17%	0%	7%	50%	43%

# MME Demographic Summary - School

KENTWOOD PUBLIC - East Kentwood HS  
Mathematics - 11th Grade

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	55%	61%	59%	49%	16%	45%	18%	21%
Male	2008-09	55%	65%	63%	52%	21%	44%	16%	19%
Female	2008-09	55%	58%	56%	47%	11%	47%	20%	22%
Native American	2008-09	55%	N/A	N/A	36%	N/A	N/A	N/A	N/A
Asian	2008-09	55%	60%	58%	72%	23%	37%	20%	20%
African American	2008-09	55%	39%	36%	16%	4%	35%	27%	34%
Hispanic	2008-09	55%	50%	49%	32%	5%	45%	13%	37%
White	2008-09	55%	74%	72%	56%	23%	51%	14%	13%
Multiracial	2008-09	55%	N/A	N/A	48%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	55%	44%	42%	29%	6%	39%	24%	32%
Limited English Proficient	2008-09	55%	7%	7%	20%	0%	7%	29%	64%
Students with Disabilities	2008-09	55%	4%	6%	12%	4%	0%	14%	82

The Michigan Merit Examination (MME) assesses students in grade 11 (and eligible students in grade 12) based on Michigan high school standards. It is administered each spring, and consists of three components:

- ACT Plus Writing® college entrance examination
- WorkKeys® job skills assessments in reading, mathematics, and "locating information"
- Michigan-developed assessments in mathematics, science, and social studies

Approximately 74% of EKHS's 2008 graduates applied to attend advanced degree-granting institutions. Specifically, this breaks down into 46% who have gone on to four-year colleges and universities and 28 percent to two-year institutions. The main intent of those entering a two-year school is to transfer to a four-year school.

**Attendance Rate: 87.98%**

### **Advanced Placement Courses**

During the spring 2008, 407 students took 721 exams in 15 areas. 77% of the scores were equal to or higher than three. College credit is considered with a score of 3 or higher. This year, 541 students were enrolled in these courses. 73% of these students took the Advanced Placement exams. 393 or 71% of the students scored high enough to receive college credit. They include AP English, AP Spanish, AP Latin, AP Calculus, AP Stats, AP Chemistry, AP Biology, AP US History, AP Government, AP Psychology and AP Economics.

Courses following the College Board defined curriculum and designated as AP in the course description book will be weighted an additional 1 point when computing GPA.

### **Core Curriculum:**

Process:

More than 150 courses in 12 departments are offered, including Advanced Placement and Honors courses. The school year is divided into three trimesters.

22 Students were dual enrolled in 2007-08. Of these 100% received college credit.

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.

### **Parent Involvement:**

#### **Parent Teacher Conferences**

#### **Participation Rate:**

**Fall 2008:** 65%

**Spring 2009:** 50%

#### **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

**Teacher Qualification:**

100% of the teachers at East Kentwood High School 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 hi/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.