



Kentwood Public Schools
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for East Kentwood High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Principal, Mr. Omar Bakri for assistance.

The AER is available for you to review electronically by visiting the link [here](#). You may also search for our school's AER at www.mischool.data or review a copy in the main office at your student's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has been identified as a Targeted Support and Improvement school (TSI). At East Kentwood High School we are fortunate to have students from many ethnic, racial and socio-economic backgrounds. They bring with them a variety of life experiences, as well as many learning styles and individualized needs. We welcome and embrace this diversity and believe it is the very thing that makes EKHS unique. With vast diversity also comes some challenges. While many of our students are excelling academically we must continue to provide high level instruction that is individualized and differentiated to meet the academic needs and learning styles of ALL of our students. We are actively working to address these issues by thoroughly analyzing our data to determine what additional supports are needed for some of our students. We will continue to develop specific instructional strategies and intervention based on noted data to close the achievement gap in the areas of Reading and Math. We will focus on noted subgroups, especially English Language Learners and Special Education students. Areas of emphasis will be on writing, continued literacy across content areas and targeted math strategies.

State law requires that we also report additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

SCHOOL IMPROVEMENT PLAN

East Kentwood High School has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

CORE CURRICULUM

Process: Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum.

Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>. Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building principals and academic support personnel.

Alignment: Each grade level on the elementary level and each content area at the secondary levels meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP 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 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.

AGGREGATE STUDENT ACHIEVEMENT RESULT

The following are 11th Grade Michigan Student Test of Educational Progress or M-STEP scores for East Kentwood High School in Social Studies and Science over the past two years. Results are given in percentages and show students that were proficient or advanced proficient:

Year	Social Studies	Science
2020-21	36.5%	8.2%
2021-22	39.5%	37.8%

The following are Michigan 11th Grade SAT scores for East Kentwood High School. Evidence-Based Reading and Writing (EBRW) is a combined score consisting of a separate Reading and Writing and Language test. Results are given in percentages and show students that were proficient. For more information about the SAT please consult the College Board's [SAT Resource Page](#).

Year	EBRW (English)	Math
2020-21	45.5%	28.6%
2021-22	43.1%	30.9%

Parent-Teacher Conference Attendance

Year	Fall parent attendance (n)	Fall parent attendance (%)	Spring parent attendance (n)	Spring parent attendance (%)
2020-21	490	23%	356	17%
2021-22	703	39%	658	47%

ADDITIONAL INFORMATION FOR HIGH SCHOOLS

Post-Secondary (Dual) Enrollment

Year	Post-Secondary (Dual) Enrollment (n)	Post-Secondary (Dual) Enrollment (%)
2020-21	122	6%
2021-22	64	3%

College Equivalent Courses Offered

Year	Number of College Equivalent Courses Offered (AP/IB)
2020-21	22
2021-22	22

College Equivalent Course Enrollment

Year	College Equivalent course enrollment (n)	College Equivalent course enrollment (%)
2020-21	792	29%
2021-22	752	38%

Number and percentage of students receiving a score leading to college credit

Year	Total AP Students	Number of Exams	AP Students with scores 3+	% of Total AP Students with Scores 3+
2020-21	330	631	189	57.27%
2021-22	319	630	429	70.53%

East Kentwood High School continues to provide a collaborative and supportive educational environment while maintaining a rigorous and robust academic program, which ensures that our students will become productive citizens. Our staff is data driven; we emphasize literacy across all curricular areas, and are continuously looking for ways to improve instruction and student learning. As a community of professionals, we are a school where educators work together and are invested in helping all students learn at high levels. We are confident the following school year will bring many academic successes. If you have any questions or concerns regarding any part of the educational experience at East Kentwood High School, please do not hesitate to contact me.

Sincerely,

Omar Bakri
Principal, East Kentwood High School
Kentwood Public Schools