



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 2024-25 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 following website: <https://bit.ly/4q30MMp>, or you may review a copy in the main office at your student's school.

For the 2025-26 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 2024-25. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

At East Kentwood High School, our diverse student population represents numerous ethnic, racial, and socioeconomic backgrounds. This diversity enriches our learning environment and defines our school's unique character. While many students excel academically, we are continuously implementing data-driven instructional strategies to ensure all students reach their full potential. Our key focus areas for the next school include:

1. Analyzing data to identify and address achievement gaps, with an emphasis on both English Language Learners and Special Education students.
2. Developing targeted interventions for both reading and math.
3. Implementing differentiated instruction methods that accommodate varied learning styles.

These focused efforts aim to provide equitable, high-quality education that serves our entire student body while closing achievement gaps through evidence-based practices.

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 regularly monitored 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 in Education" is the motto of Kentwood Public Schools. The utilization of common assessments and scoring rubrics, common curriculum, and common core materials help us work toward our goal. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and continual communication between departments including regular education, special education, and gifted programs also help to facilitate this process. We are committed to ALL students having multiple opportunities to learn and be successful.

### **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:

<b>Year</b>	<b>Social Studies</b>	<b>Science</b>
<b>2023-24</b>	36.6%	31.2%
<b>2024-25</b>	40.2%	23.3%

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
2023-24	47.4%	23.9%
2024-25	47.6%	28.1%

#### Parent-Teacher Conference Attendance

Year	Fall parent attendance (n)	Fall parent attendance (%)	Spring parent attendance (n)	Spring parent attendance (%)
2023-24	831	40%	526	25%
2024-25	731	61%	441	29%

#### ADDITIONAL INFORMATION FOR HIGH SCHOOLS

##### Post-Secondary (Dual) Enrollment

Year	Post-Secondary (Dual) Enrollment (n)	Post-Secondary (Dual) Enrollment (%)
2023-24	135	6%
2024-25	120	6%

##### College Equivalent Courses Offered

Year	Number of College Equivalent Courses Offered (AP/IB)
2023-24	75
2024-25	75

##### College Equivalent Course Enrollment

Year	College Equivalent course enrollment (n)	College Equivalent course enrollment (%)
2023-24	1031	49%
2024-25	977	44%

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

<b>Year</b>	<b>Total AP Students</b>	<b>Number of Exams</b>	<b>AP Students with scores 3+</b>	<b>% of Total AP Students with Scores 3+</b>
<b>2023-24</b>	<b>927</b>	<b>1737</b>	<b>517</b>	<b>56%</b>
<b>2024-25</b>	<b>931</b>	<b>1734</b>	<b>559</b>	<b>60.4%</b>

At East Kentwood High School, our diverse community of learners benefits from rigorous academic standards and data-driven instruction. Our educators analyze student performance metrics to continuously enhance teaching methods and ensure college and career readiness. We foster cross-curricular literacy while maintaining high expectations for all students. Our collaborative professional environment empowers teachers to develop innovative approaches that prepare students for future success. Please contact me with any questions about our educational programming.

Sincerely,

**Omar Bakri**  
Principal, East Kentwood High School  
Kentwood Public Schools