

# Kensington Woods HIGH SCHOOL



## *2008 – 2009 Annual Education Report*

### **Kensington Woods High School**

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**KENSINGTON WOODS HIGH SCHOOL  
ANNUAL EDUCATION REPORT  
2007/2008**

**1. Overview of School**

Name: Kensington Woods High School

School Director: Jim Perry

Mailing Address: 3700 Cleary Drive  
Howell, MI 48843  
(Located on the campus of Cleary University)

Phone: (517) 545-0828 Fax: (517) 545-7588

Website: [www.kwoods.org](http://www.kwoods.org)

E-mail: [kwhs@kensingtonwoodshs.com](mailto:kwhs@kensingtonwoodshs.com)

Grades Served: 9<sup>th</sup> – 12th Student Enrollment: 303

Date Opened: September 1995

**2. School Description**

Kensington Woods High School (KWHS) began in September 1995 as a bold new school, with a student teacher ratio of 16:1, high standards, and a commitment to learning through community internships. The school is located on the campus of Cleary University at 3700 Cleary Drive in Howell, Michigan. Formerly named Livingston Technical Academy, KWHS offers a uniquely personalized high school program which tailors career-based employment and internship opportunities to student interests. KWHS is a tuition free, state-funded high school providing accredited high school diplomas.

Students come to KWHS to experience a small high school setting that is relaxed and personal as well as demanding and rigorous. The school empowers students to take charge of their learning, gaining the skills and knowledge necessary to achieve success beyond high school, and to become life-long learners. Graduates of KWHS are well prepared for success after high school.

Student enrollment has remained stable over the past few years with 303 students enrolled in the 2008-2009 school year. KWHS's small scale educational program is a unique and attractive feature of the school. The average class size for 2008-2009 was 18 students per classroom session. In addition to the full-time day program,

Kensington offers evening courses for those students who find such a schedule more conducive to their lifestyle. The self-paced, instructor guided program allows students to achieve their high school diploma with the flexibility of both day and evening courses.

KWHS's educational programming offers several attractive features, including:

1. Small Setting

Students at KWHS experience a sense of belonging and high levels of engagement in learning. This level of active participation improves student self-confidence, behavior, and academic achievement.

2. Low Student/Teacher

Low student/teacher ratios at KWHS support high levels of communication and strong relationships between students and teachers. Additionally, advisory services help students plan academic and post-secondary goals.

3. Ability to Earn College Credit

KWHS has a unique partnership with Clearly University that allows KWHS students to receive college credit for classes taken while still in high school. Students can complete courses toward an associate's degree while enrolled at KWHS.

4. Community-Based Learning Opportunities

Local businesses organizations are involved in active partners with KWHS in providing internships and employment opportunities for students. These opportunities are tailored to the personal interest and needs of each student.

5. SmartChoices Character Education Program

All KWHS students are involved in the SmartChoices Character Education Program which supports students in developing character virtues. The program teaches students to self-monitor and evaluate their behaviors. SmartChoices Character Education Program activities are fully integrated with academic lessons and activities. Students also utilize "real" school and classroom issues to learn about and gain character virtues including: 1) personal responsibility; 2) compassion; 3) self-discovery; 4) problem solving; and 5) altruism.

### 3. Safe Schools

KWHS provides a safe learning environment for students to succeed. Active and ongoing efforts to create and maintain a safe and effective learning environment include:

- Positive Relationships - Choice Theory, high student engagement/useful work, daily class meetings with an emphasis on all problems can be solved through thoughtful proactive, and purposeful discussion
- Knowledge of Adolescent Development - focus on fostering with staff an in-depth knowledge of the developmental characteristics of adolescents and young adults
- Intellectual Development of Adolescents - fosters an environment that acts on the belief that all students can learn and high expectations for success in learning
- Character Development of Students – Smart Character Choices integrated into the fabric of the school curricula, and operating policies/procedures
- Orderly Environment – the responsibility for maintaining an orderly school appearance is the responsibility of staff and students and clear and consistent routines and habits are embedded and consistently practiced throughout the school environment
- Ongoing Analysis of the Environment and Relationships – concerns and incidences are carefully reviewed in terms of environmental and relationships issues between staff and students, the Teacher Support Team provides a process for in-depth analysis of a child's growth and development and needs that result in a focused supportive plan
- Process for Responding to Disruptive Behaviors Exhibited in School – CSA School Safety Plan addresses disruptive behaviors such as violence, profanity, insubordination, threats, and use of force with intent to do harm; and guidelines for reporting suspected abuse and neglect and situation involvement statements of suicidal intent

Focused efforts on the part of staff, students, and parents have resulted in low incidence of student suspension/expulsion. Disciplinary incidences are low in occurrence. There were no physical violence/assault incidents in 2008/2009 and only one possession of illegal substance incident.

The results of the 2008-2009 School Discipline Report are highlighted below:

<b>Discipline Issue</b>	<b>Occurrence Rating</b>
Student social tension	Low
Student bullying	Low
Student verbal abuse of teachers	Low
Student misbehavior on bus	N/A
Student insubordination	Low
Student extortion	No occurrences
Widespread disorder in classrooms	No occurrences
Student acts of disrespect for teachers	Low
Undesirable gang activities	No occurrences
Undesirable cult or extremist activities	No occurrences
Physical attacks of fighting	No occurrences
Truancy	Low

#### **4. Retention Rates**

2008/2009      90%  
 2007/2008      97%  
 2006/2007      98%  
 2005/2006      99.1%  
 2004/2005      98.9%

#### **5. Graduation Rates** **State Benchmark = 80%**

Based on new 4 year cohort calculation method  
 2008/2009      Day – 92%      FlexTrac – 28%  
 2007/2008      Day – 90%      FlexTrac – 30%

2006/2007	96%
2005/2006	96.08%
2004/2005	96.08%

## 6. Student Demographic Indicators

Kensington Woods High School (KWHS) 2008-09 enrollment totaled 303 students. The chart below shows 2002-03 through 2008-09 enrollment, current enrollment by grade, free and reduced lunch count, and special education statistics.

### 2008-09 through 2002-03 Enrollment

	<b>08-09</b>	<b>07-08</b>	<b>06-07</b>	<b>05-06</b>	<b>04-05</b>	<b>03-04</b>	<b>02-03</b>
<b>Total Enrollment</b>	303	273	248	223	190	163	169

### 2008-09 KWHS Student Enrollment by Grade

<b>Grade Level</b>	<b>Student Enrollment</b>
Grade 9	43
Grade 10	98
Grade 11	63
Grade 12	99
<b>Total Student Enrollment</b>	<b>303</b>

### Students Qualifying for Free/Reduced Priced Lunch

During the 2008-09 school year, 35 (12%) KWHS students self-identified as qualifying for free and reduced school lunch.

### Students With Disabilities

In 2008-09 12.5% of KWHS students were diagnosed as qualifying for special education services. This number is lower than the county average of 16.2% and the state average of 14.6%.

Students with disabilities fully participate in educational programming appropriate to their interest and needs. Specialized support and assistance is provided through Teacher Support Team planning and instructional delivery system. All Special Education services are provided in compliance with 2004 Individuals with Disabilities Act (IDEA).

## 7. School Governance

KWHS's governance structure actively involves all stakeholders in decisions that impact the education of students at the Academy:

### KWHS Board of Directors

Each member of KWHS's Board of Directors is appointed by our authorizing agency, Central Michigan University. The seven-member Board of Directors includes representation from the school community including educators, business owners, and others. The 2008-09 KWHS Board of Directors membership roster:

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Blythe Patterson	Board Treasurer	Automation Specialties, Inc.
John Wassenberg	Board President	Interactive Systems Group, Inc.
William Thompson	Board of Director	W R Thompson PC
Michael Zimmerman	Board of Director	Ogihara America Corp.
Ron Gary	Board of Director	R. Gari Sign Studio, Inc.
Douglas Featherston	Board of Director	Hewlett Packard
Paul McClorey	Board Secretary	Paulson's Construction, Inc.

### Parent Council

At KWHS parents are active partners in their child's education. KWHS's Parent Council offers parents opportunities to provide input and advice regarding important school issue and decisions. The Parent Council helps to ensure close linkages between home and school through special student and family activities and events.

### Student Council

The Student Council at KWHS has representation from each grade level. The Student Council is focused on building unity and school spirit among students. The group provides advice and input to the school Principal on key decisions and major issues facing the school. The Government teacher sponsors the group and works with its officers to facilitate activities and make decisions on behalf of the Student Council.

### Staff Management/School Improvement Team

The Staff Management/School Improvement Team (SM/SIT) has broad stakeholder representation including staff from all units and departments in the school. The SM/SIT advises the Principal with regard to the development of the school improvement plan.

## **8. School Administrative Staff Profile**

### Jim Perry, Principal

Mr. Perry has more than ten years experience in education, serving as School Principal and social studies instructor. Mr. Perry holds a Master's Degree in Education and Bachelor's Degree in Psychology from the University of Michigan and a secondary administration certification from the state on Michigan. Mr. Perry has experience in leading staff in school-wide strategic planning and development/implementation of a successful student disciplinary procedures model. He has also worked internationally as an instructor and relief worker.

### Theresa Merrill, Guidance Counselor and Character Education Coordinator

Ms. Merrill has practiced professional counseling for 12 years. She holds a Bachelor's degree from Central Michigan University and a Master's degree in Professional Counseling from Central Michigan University. She received her Guidance counseling license in 2003. She has spent her counseling career providing counseling sessions for children, adolescents and families. She has worked in Detroit Foster Care and facilitated substance abuse recovery groups for adolescents and adults. Mrs. Merrill has also facilitated counseling groups regarding anger management, self esteem, sexual abuse and family transition issues.

### Gail Hernandez, Administrative Assistant

Ms. Hernandez has worked at Kensington Woods High School for the past ten years and at Livingston Educational Service Agency for the preceding three years. She is well prepared for working in a high school by her previous extensive experience in Anti-Submarine Warfare and the space industry. Mrs. Hernandez manages the school office

and has an Associates Degree from Montgomery County Community College in Maryland.

## **9. Parent Involvement**

Parents are an integral part of the school program at KWHS. Strong linkages and ongoing positive communication with parents and guardians of students are vital. KWHS teachers have the opportunity to meet with parents on an individual basis at least 6 times per year. Parents and guardians schedule Parent/Teacher conferences during times that meet their schedule allowing adequate time for discussion. During the 2008-09 school year, 80% of KWHS parents attended Parent/Teacher Conferences at some point during the year, but less than 50% attendance at any one parent/teacher opportunity. Other activities involving parents during the 2008-09 school year included:

- Student/Family handbook distributed to all parents
- Informative newspaper distributed quarterly to all parents
- E-newsletter sent via email bi-monthly to all parents.
- Parents have the opportunity to check their student's grades, attendance, behavior, transcript, etc. on-line through the use of Zangle Parent Connect.
- Students also have the same opportunity (through Zangle Student Connect) to monitor on line their own missing assignments, attendance, grades, etc...
- The first Friday afternoon after each progress report is reserved for parent-teacher conferences where parents have the opportunity to drop in and visit with their students' instructors.
- Parent Group meets monthly
- Special parent section of the school website
- Annual parent survey to gather information regarding parent satisfaction and suggestions
- Classroom volunteers, extracurricular activity volunteers, guest speakers, and as contact persons for internship placements

To further encourage this partnership, the School Improvement Team, in conjunction with parents, Board members and students have developed a school compact for all KWHS students to sign. This compact is a reflection of all stakeholders desire to support KWHS students' success:

- Designed to encourage two way communication

- Designed as one way communication only
- Designed to actively involve parents/community in the decision making at the building
- Designed to actively involve parents/community in student learning

2. Does the school have a current parent/teacher compact for each student? (Required for Federal Funds). Yes

## **Kensington Woods High School-Parent Compact**

This school-parent compact is in effect during school year 2009-2010

### **School Responsibilities**

**Kensington Woods High School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The Curriculum at KWHS is one that balances content, instructional strategies, and assessment. We have embraced an instructional mode that values students and focuses on the relevance of content by framing it in real-world scenarios, problems or essential questions. Furthermore, teachers are all actively involved in constructing assessments that truly communicate what it is a student should be able to do, and more importantly, what they need to do to get there. We practice mastery learning as well, allowing students multiple opportunities to arrive at their learning target.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

October 21	5-8 pm	February 19	1-3 pm
October 23	1-3 pm	March 26	1-3 pm
December 4	1-3 pm	June 11	6-8 pm

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Parents will receive hard copy report cards or progress reports every five weeks in the mail. They also have 24-hour real-time access to teacher grade books which provides grades, missing assignments, attendance information, assignments due and upcoming, and rubrics.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

In addition to conferences, teachers will reply to emails promptly and are available by appointment before and after school.

**5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

Parents are always welcomed in any classroom.

**Parent Responsibilities**

Parent/Guardian Commitment:

I want \_\_\_\_\_ to reach his/her full academic  
Student’s name

potential. Therefore, I will commit to the following:

- Ensure that my child attends school everyday.
- Send my child to school on time and ready to learn.
- Review assignments, check Zangle ParentConnect, and offer assistance when needed.
- Review the 5 week progress reports and attend conferences when necessary. I will contact the teacher when I have questions about my child’s learning.
- I will show an interest in my child’s well-being by making every effort to attend school functions and parent-teacher conferences.

Additionally, I acknowledge that Kensington Woods High School has provided me with my child’s Explore, PLAN, or ACT score and an explanation of what these scores mean. I will review the recommendations from the school and the ACT to help my child meet their full potential on these tests.

My child and I, \_\_\_\_\_, share as a goal this  
Parent/Guardian Name  
academic year:

(Please state one academic goal in this space)

\_\_\_\_\_  
Principal, Kensington Woods High School

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

**10. Teacher Qualifications**

KWHS is in compliance with all rules and regulations regarding teacher certification. Each teacher holds a minimum of Bachelor’s Degree or equivalent and a valid State of Michigan Teaching Certification. We have 0 teachers teaching with emergency credentials.

KWHS meets all federal and state standards and is in full compliance with No Child Left Behind (NCLB) “highly qualified” teacher certification requirements. Parents may request information regarding specific teacher qualifications by contacting the school Principal.

2008-09 Compliance With NCLB High Qualified Teacher Requirements

Percent of Teachers Degreed or Equivalent	100%
Bachelors Degree or Equivalent	71%
Masters Degree or Equivalent	29%
Percent With Michigan Teacher Certification	100%

**11. Mission Statement**

*To prepare each student for success in college, career, and life through a engaging, challenging and innovative educational program that is student centered and promotes character and values.*

Beliefs

We believe. . .

- Our small scale educational setting supports and enhances meaningful daily connections between students and staff.
- KWHS students are highly engaged in the learning process through active problem solving and participation as contributing team members in our learning community.
- At KWHS every student can succeed academically.
- Real world and contextual learning activities are essential for connecting KWHS students’ interest with career and work opportunities.
- Good character is the cornerstone to success. At KWHS character education is taught and modeled consistently.
- Community businesses organizations are viable partners in the education of KWHS students through internships and employment opportunities.

## 12. Academic Core Curriculum

Kensington Woods High School curriculum is aligned to the Michigan Merit Curriculum in each of the four core academic areas. Included in our curriculum are specific objectives to be mastered that link student achievement to the ACT college readiness standards. Instruction based on research and best practice is then delivered to achieve those objectives.

At KWHS the following four key principles in curriculum design, implementation and delivery are emphasized:

- Targeted student learning content (aligned with the Michigan Merit Curriculum)
- Student performance objectives
- Student application of knowledge
- Character virtues including work ethic and problem solving skills

A unique element of the KWHS curriculum is that application of knowledge to real life situations is stressed and highlighted at all grade levels. This is especially true for 11<sup>th</sup> and 12<sup>th</sup> grades where students engage in technical studies and internships. KWHS understands the value of integrating real-world experiences into classroom learning. This approach allows the students to understand the relevancy of the content they are studying and also to understand how to apply their learning in the real world.

KWHS believes that students who complete the four year program will have the academic background to succeed in post-secondary education. Formal technical training and internship experiences support successful transition into the work force. Students who graduate from KWHS will not only leave the program with core knowledge of their academic and technical courses but also a deep understanding of the importance and effective application of their knowledge.

## 13. College Equivalent Courses

	06-07	05-06	04-05	07 -08	08-09
Students who received college credit through dual enrollment	22	17	21	18	14
Total KWHS Students enrolled in College Level Equivalent Courses	22	17	21	18	14
11 <sup>th</sup> Grade Students enrolled in College Level Equivalent Courses	15	4	12	6	6
12 <sup>th</sup> Grade Students enrolled in College Level Equivalent Courses	7	13	9	12	8

## Description of College Equivalent Courses

KWHS students have an opportunity to accelerate entry into a career in the Information Technology (IT) field. Our high school students begin earning an Associate's Degree in an IT major while they attend KWHS and dual enroll at Cleary University, completing almost an entire year of college before high school graduation. The second year of the degree program, which includes student internships, is completed after high school graduation as a student at Cleary. Students who complete the program will realize significant college tuition savings and be ready to enter the IT field having completed their two-year degree just one year after high school.

Students need a total of 90-quarter credits to earn an Associate in Business Administration degree from Cleary University. During a student's junior and senior years at KWHS he/she may dual enroll in 20 credits (12 credits of on campus classes, and 8 credits of distance learning classes) per year at Cleary University. The remaining 50 credits of the degree program will be earned in the year following the student's senior year at KWHS.

Distance Learning (DL) courses are a key component of Cleary University's curriculum. This on-line class format provides a complete set of instructional elements for effective learning. Faculty and students use e-mail communication, listserv discussion, and other electronic methods to duplicate the classroom experience.

Students may choose from the following two majors:

- *Information Technology – A.B.A.*

Information Technology programs will prepare students to earn certification as A+ computer service technicians and Microsoft Network administrators, both rapidly growing, high paying positions in the 21<sup>st</sup> century marketplace. Additionally, KWHS students can apply these credits toward a Cleary degree, allowing students to enter Cleary as sophomores or to transfer Cleary credits to another college or university.

- *Business Administration – A.B.A.*

Specifically designed for KWHS students, the Business Administration dual-enrollment program at Cleary University offers a first-year Cleary business degree program to KWHS students. This allows KWHS graduates to enter Cleary University as sophomores or to transfer their Cleary University credits to another college or university of their choice.

After receiving their 2-year Associates Degree, students would then be eligible to enter the BusinessTrack® Bachelors of Business Administration program. By returning to

Cleary in the fall and successfully completing 4 additional terms, students would earn a bachelor degree in only 2 ½ years after graduating from KWHS. Cleary University offers two Bachelors of Business Administration programs in Information Technology: E-Commerce Technology and Management of Information Technology.

#### **14. Education YES! and AYP Status**

2008 – 2009 EdYes Grade – D  
2008 – 2009 AYP – Did not make AYP  
2007 – 2008 EdYes Grade – C  
2007 – 2008 AYP – Did not make AYP

Kensington Woods High School is identified for improvement under the No Child Left Behind, Annual Yearly Progress criteria. During 2006/2007, KWHS did not make AYP because the MME participation rate was 93% instead of 95% or above and in 2007/2008 KWHS did not make AYP because the graduation rate was lower than the AYP requirement of 80%, this trend continued in 2008-2009 with the total school 4 year cohort graduation rate falling below the required 80%.

#### **15. School Improvement Plan and Status Report**

Long term strategic planning has been conducted by a Staff Management/School Improvement Team (SM/SIT). This committee has broad stakeholder representation including staff from all units and departments in the school. The Board of Directors also reviews the School Improvement Plan and makes suggestions/changes prior to the plan's implementation. The job of the school improvement team is to lead the development of a school improvement plan that addresses school needs, to monitor the implementation of the plan, and to revise it when appropriate.

As part of their long term strategic planning, the School Improvement Team spent the 2008-2009 school year reviewing data and ascertaining appropriate goals. The SIT has created new academic goals in each of the four core areas. These goals are measurable and based on student achievement data that span the next three school years.

Examination of achievement data includes a number of steps that are cyclical in nature. Data is continuously collected and analyzed to determine progress and needs. With a good understanding of the process and a shared vision, staff can begin to think in terms of changes necessary to creating improved student achievement. As teams begin to

work through the process, they will shape and reshape what they know about instruction, the change process, and school improvement.

In the data analysis step, teachers collect and examine data to provide a clearer picture of student performance and prioritized areas of instructional need. In this step, teachers examine why the data looks like it does. They explore the contributing factors and root causes that are impeding student achievement in a specific area so that they can identify appropriate strategies that address the real problem.

Understanding the relationship between classroom instruction and student achievement is a prerequisite to clarifying the problem. To accurately identify the problem, teachers or teams of teachers may need to collect additional data about their instructional program and the knowledge, skills, and attitudes of the staff. There are five processes that we follow in order to hit our instructional target and these serve as the basis for an exploration of our instructional program.

#### **Data Domains:**

- **Achievement Data:** MME, EdPerformance, Academic Course Mastery Exams, ACT and ACT Plan and Explore tests.
- **Perception Data:** Surveys to students, parents and community members include the following topics: School Climate, student interest, student satisfaction, community perceptions, community demand, parent satisfaction, graduate surveys, character education surveys, enrollment and re-enrollment information.
- **Contextual Data:** Discipline referrals, EdYes/MiPlan data and grading, course scheduling, extracurricular participation, parent involvement, Professional Development training.
- **Demographic Data:** Age, gender, community affiliation, and types of new students enrolling or re-enrolling

All of this data is used to establish the following key processes:

1. **Understanding the Target**
  - Do all staff understand what students are asked to know and do on the state assessments and the Michigan Curriculum Framework?
  - Do all staff understand how student performance is scored on the state assessments and what a satisfactory and excellent student response looks like?
2. **Teaching the Indicators**
  - Do all staff know the goals, expectations, and indicators they are responsible for teaching?
  - Do all staff teach them?
  - Do all staff review them?
3. **Assessing the Indicators**

- Do all staff know how to assess the content standards and performance outcomes?
  - How are they being assessed in your program?
  - What do the results indicate?
- 4. Monitoring Individual Student Progress**
- Are all staff monitoring progress of individual students on these performance outcomes?
  - How do they use the data to inform instruction?
  - How do they share the results?
- 5. Intervening with students not succeeding**
- Do all staff provide interventions for students not demonstrating attainment of an outcome?
  - What are your most common interventions for students not achieving?
  - How successful are the interventions?
  - What percentage of your students need interventions?

**The overall implementation plan:**

- Improve curriculum planning and alignment with the state benchmarks
- Require each staff member to tie their yearly goals to the strategic plan and evaluate their expected outcomes with administration
- Provide professional pro-active professional development based on teacher and student needs
- Provide training workshops based on research, best practices and new and innovative approaches
- Assess which actions produce measurable results

**2008-09 SCHOOL IMPROVEMENT STATUS REPORT**

Overall, Kensington Woods High School made advances in all areas of their school improvement plan. Most notably, the academy went through careful introspection to better understand our mission and vision and consequently made significant changes in the overall program. As part of this restructuring we placed a lot of attention on communicating our school values with our students as well as parents and the community at large through direct mail, newspaper advertising, radio advertising and open houses at the school.

KWHS also made progress by determining annual performance goals in each of the four core academic subjects that span the next three school years. These goals are measured through various course assessments that test student mastery of the objectives aligned with the Michigan framework, the MEAP test in 9<sup>th</sup> grade as well as the Edperformance test in reading and math and improvement from the Explore to the Plan and from the Plan to the ACT. The gap between state standards and current

achievement as measured on these assessments provides the direction for school improvement goals and efforts.

## 16. Student Assessment Data: Plan/Explore and MME

### Michigan AYP Targets

As the school reviews student academic achievement data, the following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

\*for students with significant or multiple impairments, please refer to MI-Access results

Content	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>							
Math	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
<b>Middle School</b>							
Math	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
<b>High School</b>							
Math	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

	<b>2007</b>				
	English	Math	Reading	Science	Composite
<b>Plan</b>	16.3	16.7	17.0	17.3	16.9
	<b>2008</b>				
<b>Explore</b>	14.3	14.4	14.4	16.0	14.8
<b>Plan</b>	14.6	16.0	16.0	17.1	16.1
	<b>2009</b>				
<b>Explore</b>	15.3	14.6	14.5	15.3	15.0
<b>Plan</b>	15.4	16.1	15.2	17.1	16.0

	2009 ACT				
	English	Math	Reading	Science	ACT Composite
<b>Day</b>	18.3	18.6	19.4	18.6	19
<b>FlexTrac</b>	14.8	15.6	16.8	15.6	16
<b>Total</b>	16.7	17.2	18.5	17.5	17.6
	2008 ACT				
<b>Day</b>	18.8	18.7	19.9	19.1	19.2
<b>FlexTrac</b>					15.8
<b>Total</b>	17.6	17.7	19.0	18.4	18.5
	2007 ACT				
<b>Day</b>	17.5	18	19	18.3	18.3
<b>FlexTrac</b>	11.9	14.9	13.7	14.3	13.7
<b>Total</b>					16.2

		2007 Percent Proficient					
		Math	Science	SS	Reading	Writing	ELA
All		26%	29%	68%	45%	20%	40%
KWHS	N=37	35%	35%	76%	49%	27%	43%
FlexTac	N=35	14%	2%	46%	34%	0.50%	17%
		2008 Percent Proficient					
		Math	Science	SS	Reading	Writing	ELA
All		39%	56%	83%	71%	39%	49%
KWHS	N=30	36%	53%	87%	73%	40%	50%
FlexTac	N=11	45%	63%	73%	63%	36%	45%
		2009 Percent Proficient					
		Math	Science	SS	Reading	Writing	ELA
All		36%	42%	66%	44%	30%	41%
KWHS	N=27	48%	67%	74%	48%	28%	38%
FlexTac	N=32	25%	22%	53%	37%	28%	34%

Percent Assessed 2009 MME 92.1%

Discrepancy in State reported number of students not tested: State data includes 3 seniors who tested as students not tested, therefore our percentage is reflected as 92.1% students tested instead of the actual 98% tested.

State reported not tested: 2 male (1 senior) 2 female (both seniors)

2007 MME Percent Proficient			2008 MME Percent Proficient			2009 MME Percent Proficient		
	Male	Female		Male	Female		Male	Female
Reading	44	45	Reading	70	72	Reading	42	46
Writing	27	12	Writing	35	44	Writing	24	40
ELA	44	35	ELA	52	44	ELA	33	52
Math	33	17	Math	48	28	Math	34	38
Science	31	28	Science	65	44	Science	47	38
Soc. Studies	63	75	Soc. Studies	87	78	Soc. Studies	66	65

**SCHOOL SUMMARY REPORT**  
Student Data  
All Students



District Name: KENSINGTON WOODS HIGH SCHOOL  
District Code: 47901



School Name: KENSINGTON WOODS HIGH SCHOOL  
School Code: 08248

Grade 11  
Spring 2009

**MIME READING**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	59	1097	1092-1101	25%	27%	42%	2%	44%
2008	41	1106	1098-1114	17%	12%	71%	0%	71%
2007	65	1087	1078-1096	31%	25%	45%	0%	45%

**MIME MATHEMATICS**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	58	1084	1080-1088	55%	9%	35%	0%	35%
2008	41	1087	1078-1095	41%	20%	32%	7%	39%
2007	65	1073	1064-1082	68%	6%	25%	2%	26%

**MIME WRITING**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	58	1071	1065-1077	22%	47%	31%	0%	31%
2008	41	1087	1078-1096	15%	46%	38%	0%	39%
2007	59	1068	1059-1077	31%	48%	20%	0%	20%

**MIME SCIENCE**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	58	1088	1083-1093	40%	17%	40%	3%	43%
2008	41	1100	1092-1108	24%	20%	51%	5%	56%
2007	65	1073	1061-1085	51%	20%	28%	2%	29%

**MIME TOTAL ENGLISH LANGUAGE ARTS**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	58	1094	1079-1089	29%	33%	41%	0%	41%
2008	41	1097	1089-1105	12%	39%	46%	0%	46%
2007	58	1080	1071-1089	31%	29%	46%	0%	40%

**MIME SOCIAL STUDIES**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range (950-1250)								
2009	58	1117	1113-1121	16%	19%	31%	34%	65%
2008	41	1119	1112-1126	7%	10%	44%	39%	63%
2007	63	1110	1104-1116	17%	14%	48%	19%	68%

\* Includes students who received valid scores.  
\*\* This is the likely range within which the true mean scale score would fall for the students listed on this report.

Due to rounding, percents might not total 100%.