



Kenowa Hills Public Schools

High Levels of Learning for Each and Every Student

Annual Education Report Kenowa Hills High School

August 20, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 education progress for Kenowa Hills High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. The AER is available for you to review electronically by visiting the following website www.khps.org or you may review a copy from the high school office.

For 2012-2013, Kenowa Hills High School made Adequate Yearly Progress (AYP) in English/Language Arts and Mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

School Improvement Process

At Kenowa Hills High School, our staff continuously works on implementing the strategies in our School Improvement Plan. Our School Improvement Plan contains 3 to 5-year goals in Math, English/Language Arts, Social Studies, and Science. Our goals include having a guaranteed curriculum in place and using multiple measures to assess students. In particular, we are targeting the needs of students in identified sub-groups to improve achievement. We will also tie implementing an instructional model for all teachers to address the varied learning styles of students in preparation for the Common Core Curriculum and the corresponding performance-based assessments.

Parent Participation

We encourage and promote parent involvement at KHHS. In addition to numerous parent booster clubs, we encourage parent participation at Parent-Teacher Conferences. In November of 2012, 76% of our students were represented at conferences by at least one parent. In February of 2013, 32.5% of our students were represented by at least one parent.

AP Course Enrollment

In 2012-2013, KHHS offered a total of nine Advanced Placement (AP) courses. These courses included AP U.S. History, AP Government, AP Biology, AP Spanish Language, AP Psychology, AP English Literature, AP Language and Composition, AP Calculus A/B, and AP Calculus B/C. A total of 235 students (20%) in grades 10, 11, and 12 were enrolled in AP courses.

Special Programs

Family and Consumer Science (FCS)

The FCS curriculum is based on the National Standards for FCS Education, which integrates math, science, English, and social studies, and builds communication, critical thinking, and problem solving skills. Classes are research-based and are focused on preparing students with the skills to be productive as individuals, parents,

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members of a family, the community, and employees. Kenowa Hills High School FCS courses include Nutrition Education, Nurturing the Young Child, Modern Health and Social Issues, Family Living, and Human Growth and Development.

Design Technology (DT) Program

The DT curriculum is based on the National Standards for Drafting and Computer Assisted Drafting (CAD), which integrate math, science, and English, and build communication, critical thinking, and problem solving skills. Classes are research-based and are focused on preparing students with the skills to be productive as individuals, community members, and employees. Kenowa Hills High School DT courses include: sketching, hand drafting, CAD drafting, basic math, geometry, computing skills, team work, communication, documentation, and other job related skills.

Middle College

Kenowa Hills High School and Davenport University have partnered to offer an early college experience to qualifying students. Students have an opportunity to earn an Associate Degree in Health, Business, or Technology through a combination of high school and college coursework. Fifteen students participated in this three-year program in 2012-2013. This partnership is one of 17 in the State of Michigan and is one of the first in the West Michigan area.

In closing, the staff at Kenowa Hills High School is committed to student success and will continue to work to incorporate best teaching and assessment practices to work toward our goals. We thank all parents and community members for their continued support. If you have any questions about this annual report or any of our programs, please do not hesitate to contact me at 616-784-2400.

Sincerely,

Katharine Pennington
Principal

Education Dashboard

Kenowa Hills High School

Student Outcomes	Prior	Current
Students Proficient in Reading at the End of Third Grade (4th Grade MEAP)	N/A	N/A
Student Academic Growth 3-8	N/A	N/A
Students Proficient in Math and Reading 3-8	N/A	N/A
Students Proficient on MME (in all subjects)	19.5%	13.5%
ACT Composite Score	19.9	19.0
ACT College Readiness Benchmarks	15.7%	13.0%
4 year Graduation Rate	92.0%	88.4%
Dropout Rate	5.1%	7.7%



08/22/2013

Education Dashboard

Kenowa Hills High School

School Accountability	Prior	Current
School met federal Adequate Yearly Progress (AYP)	Made AYP	Made AYP

Education Dashboard

Kenowa Hills High School

Culture of Learning	Prior	Current
Self-Reported Bullying on School Property	N/A	N/A
Free/Reduced Lunch Participation by Eligible Students	74.1%	74.7%



Annual Education Report Kenowa Hills High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report Kenowa Hills High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	97.1%	29.1%	30.8%	30.8%	4.5%	26.3%	40.6%	28.6%
Mathematics	11th Grade	All Students	2012-13	99.2%	28.6%	20.1%	20.1%	< 10	17%	44.4%	35.5%
Mathematics	11th Grade	African American	2011-12	< 10	6.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	5.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2012-13	< 10	58.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2011-12	95%	15.9%	< 10	< 10	< 10	< 10	< 10	57.9%
Mathematics	11th Grade	Hispanic of Any Race	2012-13	100%	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Migrant	2012-13	< 10	< 10	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	30.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2011-12	< 10	25.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	97.5%	33.6%	32.2%	32.2%	5.1%	27.1%	41.9%	25.8%
Mathematics	11th Grade	White	2012-13	99.1%	33.3%	21.8%	21.8%	< 10	18.2%	45.8%	32.4%

Annual Education Report Kenowa Hills High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Female	2011-12	96.9%	26.9%	28.5%	28.5%	< 10	26.8%	38.2%	33.3%
Mathematics	11th Grade	Female	2012-13	99.2%	27%	16.9%	16.9%	< 10	14.4%	44.1%	39%
Mathematics	11th Grade	Male	2011-12	97.3%	31.2%	32.9%	32.9%	7%	25.9%	42.7%	24.5%
Mathematics	11th Grade	Male	2012-13	99.3%	30.3%	22.7%	22.7%	< 10	19.1%	44.7%	32.6%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	96%	13.4%	12.5%	12.5%	< 10	11.5%	42.7%	44.8%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	98.1%	13%	12.6%	12.6%	< 10	12.6%	38.8%	48.5%
Mathematics	11th Grade	English Language Learners	2011-12	< 10	9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	English Language Learners	2012-13	< 10	7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2011-12	75%	3.9%	< 10	< 10	< 10	< 10	< 10	100%
Mathematics	11th Grade	Students With Disabilities	2012-13	96%	3.7%	< 10	< 10	< 10	< 10	< 10	83.3%
Reading	11th Grade	All Students	2011-12	97.4%	55.9%	62.2%	62.2%	13.9%	48.3%	25.8%	12%
Reading	11th Grade	All Students	2012-13	100%	53.5%	44.4%	44.4%	13.8%	30.7%	36.8%	18.8%
Reading	11th Grade	African American	2011-12	< 10	27.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	28.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10	< 10

Annual Education Report Kenowa Hills High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Asian	2011-12	< 10	65.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2012-13	< 10	64.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2011-12	100%	41.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	100%	39.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Migrant	2012-13	< 10	27.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	63.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2011-12	< 10	55.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	97.5%	62.4%	64%	64%	14%	50%	25%	11%
Reading	11th Grade	White	2012-13	100%	59.1%	48%	48%	14.1%	33.9%	36.1%	15.9%
Reading	11th Grade	Female	2011-12	97.6%	60.4%	66.1%	66.1%	14.5%	51.6%	21.8%	12.1%
Reading	11th Grade	Female	2012-13	100%	56%	48.7%	48.7%	15.1%	33.6%	30.3%	21%
Reading	11th Grade	Male	2011-12	97.3%	51.4%	58.7%	58.7%	13.3%	45.5%	29.4%	11.9%
Reading	11th Grade	Male	2012-13	100%	51%	40.8%	40.8%	12.7%	28.2%	42.3%	16.9%
Reading	11th Grade	Economically Disadvantaged	2011-12	97%	39.9%	48.5%	48.5%	< 10	39.2%	30.9%	20.6%
Reading	11th Grade	Economically Disadvantaged	2012-13	100%	37.9%	35.2%	35.2%	11.4%	23.8%	41.9%	22.9%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	English Language Learners	2011-12	< 10	12.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	English Language Learners	2012-13	< 10	13.2%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2011-12	80%	19.4%	< 10	< 10	< 10	< 10	< 10	68.8%
Reading	11th Grade	Students With Disabilities	2012-13	100%	19%	< 10	< 10	< 10	< 10	< 10	60%
Science	11th Grade	All Students	2011-12	97.1%	25.8%	28.9%	28.9%	6.8%	22.2%	33.8%	37.2%
Science	11th Grade	All Students	2012-13	99.6%	25.7%	25%	25%	5%	20%	30.4%	44.6%
Science	11th Grade	African American	2011-12	< 10	4.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2011-12	< 10	44.7%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2012-13	< 10	44.7%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2011-12	95%	12.8%	< 10	< 10	< 10	< 10	< 10	68.4%
Science	11th Grade	Hispanic of Any Race	2012-13	100%	12.2%	< 10	< 10	< 10	< 10	< 10	68.8%
Science	11th Grade	Migrant	2012-13	< 10	< 10	< 10	< 10	< 10	< 10	< 10	< 10

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	23.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2011-12	< 10	23.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	97.5%	30.4%	30.5%	30.5%	7.2%	23.3%	34.3%	35.2%
Science	11th Grade	White	2012-13	99.6%	30.4%	27.4%	27.4%	5.8%	21.7%	31.4%	41.2%
Science	11th Grade	Female	2011-12	96.9%	22.8%	25.2%	25.2%	< 10	21.1%	33.3%	41.5%
Science	11th Grade	Female	2012-13	100%	22.5%	21.8%	21.8%	< 10	19.3%	29.4%	48.7%
Science	11th Grade	Male	2011-12	97.3%	28.7%	32.2%	32.2%	9.1%	23.1%	34.3%	33.6%
Science	11th Grade	Male	2012-13	99.3%	28.9%	27.7%	27.7%	7.1%	20.6%	31.2%	41.1%
Science	11th Grade	Economically Disadvantaged	2011-12	96%	12%	10.4%	10.4%	< 10	< 10	34.4%	55.2%
Science	11th Grade	Economically Disadvantaged	2012-13	99%	11.5%	17.3%	17.3%	< 10	14.4%	28.8%	53.8%
Science	11th Grade	English Language Learners	2011-12	< 10	2.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	English Language Learners	2012-13	< 10	2.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2011-12	75%	5.5%	< 10	< 10	< 10	< 10	< 10	86.7%

Annual Education Report Kenowa Hills High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Students With Disabilities	2012-13	96%	5.1%	< 10	< 10	< 10	< 10	< 10	91.7%

Annual Education Report Kenowa Hills High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report Kenowa Hills High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Kenowa Hills High School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Kenowa Hills High School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	8th Grade	All Students	2011-12	< 10	50.5%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade	All Students	2011-12	< 10	61.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2011-12	< 10	69.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	49.5%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade	White	2011-12	< 10	59.7%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	< 10	67%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Female	2011-12	< 10	47%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade	Female	2011-12	< 10	56.4%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Female	2011-12	< 10	61.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	52.5%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade	Male	2011-12	< 10	63.7%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Kenowa Hills High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		< 30%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.4%	59.9%
Bottom 30%	District	Mathematics		< 30%
African American	District	Mathematics	100%	45.2%
American Indian	District	Mathematics	100%	63.6%
Asian	District	Mathematics	100%	65.4%
Hispanic of Any Race	District	Mathematics	100%	36.9%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	< 30%
Two or More Races	District	Mathematics	100%	41.5%
White	District	Mathematics	99.3%	63.6%
Economically Disadvantaged	District	Mathematics	99.5%	48.7%
English Language Learners	District	Mathematics	100%	< 30%
Students With Disabilities	District	Mathematics	100%	35.3%
All Students	School	Mathematics	96.7%	40.5%
Bottom 30%	School	Mathematics		< 30%
African American	School	Mathematics	100%	66.7%
American Indian	School	Mathematics	100%	100%
Asian	School	Mathematics	100%	50%
Hispanic of Any Race	School	Mathematics	100%	< 30%

Annual Education Report Kenowa Hills High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	100%	< 30%
White	School	Mathematics	96.2%	42.2%
Economically Disadvantaged	School	Mathematics	96.4%	< 30%
English Language Learners	School	Mathematics	100%	< 30%
Students With Disabilities	School	Mathematics	96.4%	< 30%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	86.8%
Bottom 30%	District	Reading		58.8%
African American	District	Reading	100%	78.6%
American Indian	District	Reading	100%	81.8%
Asian	District	Reading	100%	88.5%
Hispanic of Any Race	District	Reading	100%	74.5%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	100%
Two or More Races	District	Reading	100%	75.6%
White	District	Reading	99.5%	88.9%
Economically Disadvantaged	District	Reading	99.8%	82.7%
English Language Learners	District	Reading	100%	38.9%
Students With Disabilities	District	Reading	100.6%	52.5%
All Students	School	Reading	97.5%	73.1%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading		< 30%
African American	School	Reading	100%	66.7%
American Indian	School	Reading	100%	< 30%
Asian	School	Reading	100%	50%
Hispanic of Any Race	School	Reading	100%	40%
Two or More Races	School	Reading	100%	50%
White	School	Reading	97.1%	76.8%
Economically Disadvantaged	School	Reading	98.2%	65.6%
English Language Learners	School	Reading	100%	< 30%
Students With Disabilities	School	Reading	100%	< 30%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		< 30%
African American	Statewide	Science	94.8%	< 30%
American Indian	Statewide	Science	97.5%	< 30%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	< 30%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	< 30%
English Language Learners	Statewide	Science	98%	< 30%
Students With Disabilities	Statewide	Science	96.5%	< 30%
All Students	District	Science	98.8%	39.3%
Bottom 30%	District	Science		< 30%
African American	District	Science	100%	< 30%
American Indian	District	Science	100%	< 30%
Asian	District	Science	100%	57.1%
Hispanic of Any Race	District	Science	100%	< 30%
Native Hawaiian or Other Pacific Islander	District	Science	100%	< 30%
Two or More Races	District	Science	100%	< 30%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	98.5%	42.4%
Economically Disadvantaged	District	Science	98.8%	31.5%
English Language Learners	District	Science	100%	< 30%
Students With Disabilities	District	Science	100%	< 30%
All Students	School	Science	97.1%	43.1%
Bottom 30%	School	Science		< 30%
African American	School	Science	100%	33.3%
American Indian	School	Science	100%	< 30%
Asian	School	Science	100%	50%
Hispanic of Any Race	School	Science	100%	< 30%
Two or More Races	School	Science	100%	33.3%
White	School	Science	96.7%	45.1%
Economically Disadvantaged	School	Science	97.3%	39.6%
English Language Learners	School	Science	100%	< 30%
Students With Disabilities	School	Science	96.4%	< 30%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		< 30%
African American	Statewide	Social Studies	92.4%	< 30%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	< 30%
Students With Disabilities	Statewide	Social Studies	91.9%	< 30%
All Students	District	Social Studies	98.3%	59.8%
Bottom 30%	District	Social Studies		< 30%
African American	District	Social Studies	100%	< 30%
American Indian	District	Social Studies	100%	71.4%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	District	Social Studies	100%	50%
Hispanic of Any Race	District	Social Studies	100%	30%
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	100%	53.9%
White	District	Social Studies	97.9%	64.9%
Economically Disadvantaged	District	Social Studies	98.1%	45.4%
English Language Learners	District	Social Studies	100%	< 30%
Students With Disabilities	District	Social Studies	94.7%	< 30%
All Students	School	Social Studies	97.9%	70.6%
Bottom 30%	School	Social Studies		< 30%
African American	School	Social Studies	100%	33.3%
American Indian	School	Social Studies	100%	100%
Asian	School	Social Studies	100%	50%
Hispanic of Any Race	School	Social Studies	100%	53.3%
Two or More Races	School	Social Studies	100%	50%
White	School	Social Studies	97.5%	73.1%
Economically Disadvantaged	School	Social Studies	97.2%	63.8%
English Language Learners	School	Social Studies	100%	33.3%
Students With Disabilities	School	Social Studies	94.6%	< 30%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		< 30%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	Statewide	Writing	96.6%	< 30%
All Students	District	Writing	99.2%	68.8%
Bottom 30%	District	Writing		< 30%
African American	District	Writing	100%	77.8%
American Indian	District	Writing	100%	< 30%
Asian	District	Writing	100%	66.7%
Hispanic of Any Race	District	Writing	100%	50%
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	100%	47.6%
White	District	Writing	99%	71.5%
Economically Disadvantaged	District	Writing	99.4%	57.4%
English Language Learners	District	Writing	100%	30%
Students With Disabilities	District	Writing	100%	< 30%
All Students	School	Writing	97.8%	65.2%
Bottom 30%	School	Writing		< 30%
African American	School	Writing	100%	33.3%
American Indian	School	Writing	100%	< 30%
Asian	School	Writing	100%	50%
Hispanic of Any Race	School	Writing	100%	33.3%
Two or More Races	School	Writing	100%	50%
White	School	Writing	97.5%	68.8%
Economically Disadvantaged	School	Writing	98.2%	46.9%
English Language Learners	School	Writing	100%	< 30%
Students With Disabilities	School	Writing	100%	< 30%

Annual Education Report Kenowa Hills High School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	86.7%
White	District	88.8%
Economically Disadvantaged	District	77.2%
All Students	School	88.4%
White	School	89.6%
Economically Disadvantaged	School	81.3%

* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%
All Students	School	97%

** All data based on students enrolled for a full academic year.*



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Kenowa Hills Public Schools	Kenowa Hills High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	38

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	16	52	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Kenowa Hills High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Kenowa Hills High School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	0	‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report Kenowa Hills High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5