



Kenowa Hills Early Childhood Center

Kenowa Hills Public Schools

High levels of learning for each and every student

Kenowa Hills Early Childhood Center

Annual Education Report (AER) Cover Letter

Date posted: 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 educational progress for Kenowa Hills Early Childhood Center (KHECC). 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 KHECC Administrator, Daniel Brant for assistance. The AER is available for you to review electronically by visiting our district's website at <http://khps.org/?q=node/106>. You may also receive a hard copy from the office by contacting Daniel Brant at the KHECC.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

While we are pleased with the academic progress our students are making, we are continuously working to improve. Our staff is committed to utilizing best practices and differentiating instruction to meet the needs of individual learners. Ensuring that our students have a guaranteed and viable curriculum and a multi-tiered system of support are key strategies that will lead to higher levels of student performance. We appreciate the continued support of parents, staff and our community in our improvement efforts. By working as an educational team, we are confident that our school can become a Reward school.

Key Challenges-Key Initiatives

1. **Enrollment Trends-** This is the first year that the Early Childhood Center has offered all-day/every-day kindergarten programming. Previous years the ECC offered half-day programming or programs specifically for students expected to return to the same grade (i.e. Transition Kindergarten, Early Childhood Special Education, Etc.). With this being the case, the enrollment trend discussions will focus on research and not specific Early Childhood Center data. Unfortunately, the effects of declining enrollment impacts staffing. Because the ECC and frankly Kenowa Hills Public Schools is funded based on student enrollment and FTE, as the enrollment decreases, funding is lost which adds to the instability of financial resources. Personnel costs are the majority portion of the Early Childhood Center's budgets and 80-85% of a typical school budget is used to pay for salaries and benefits. We are fortunate that the kindergarten classrooms at

the ECC are new as of this year and there seems to be a continued interest in our current preschool parents in enrolling their students in the ECC Kindergarten classrooms for the 2013-2014 school-year. We are unique in the sense that if there are not enough student funds generated to continue to support the Kindergarten classrooms, the students will be absorbed by our other elementary schools in our district. Our recruitment of teaching staff as well as interventionists/paraprofessionals focuses first on highly qualified status and then on the specialized skills of educating young children in the areas of early literacy and math skills. As long as our enrollment continues to be the limited range of preschool and Kindergarten, this will be our practice. In addition, if in the even we have reduced enrollment in our Kindergarten classrooms to the extent that we do not need the current number of teachers, we will recruit the most qualified individuals for the respective position (i.e. Kindergarten teachers will meet the requirement of HQ status, with an emphasis on early childhood and literacy).

2. **Student Achievement-** There are several factors that contribute to declines in student achievement, specifically at the kindergarten level. We see a huge difference between students that have not had a strong early childhood experience (i.e. no preschool/poor involvement in early literacy/oral language experiences). Teachers also report that students are coming in with more emotional needs this year than they have experienced before. The student's behavioral and emotional needs at times outweigh their educational needs. In looking at both classroom-based assessment and NWEA MAP testing, there is a significant difference between Mathematics and Reading. The ECC Kindergarten students are performing better in the area of Mathematics than reading. Out of 53 Kindergarten students, (16) students were "at-risk" for Math, while (21) students were at "at-risk" for reading (i.e. 30% vs. 40% respectively). Some actions that will be taken to address student achievement challenges:
 - a. Ensure teachers are participating in Professional Learning Communities to focus on student data and ways to address concerns as a team
 - b. Provision of a Guaranteed and Viable Curriculum with good first teaching
 - c. Continue to implement a Multi-Tiered System of support that includes scientifically-based interventions
 - d. Continue to utilize best practices

3. Kindergarten data suggests that the diversity among both struggling learners and high achievers is not based on subgroup information. We have high achievers and struggling learners among all of the subgroups. Additionally we had a higher percentage of kindergarten students struggling in Mathematics at the beginning of the year than now. The largest number of struggling Kindergarten students at the ECC is in the area of reading. Initiatives that the KHECC staff will focus on in order to close the gap include:
 - a. increased support and classroom interventions for struggling learners
 - b. increased focus on best practices as it relates to interventions (i.e. S.I.O.P. training, Standards-based learning)
 - c. Increased understanding and involvement by staff in working as a Professional Learning Community
 - d. Staff focus on improvement goals
 - e. More targeted resource allocation
 - f. Increased focus on development of a unified Multi-Tiered System of Support
 - g. Increasing the viability of a horizontally and vertically aligned curriculum

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – KHECC assigns students to its school based on district geographic boundaries. The school also participates in the Kent Intermediate School District schools of choice program, the State of Michigan Section 105c schools of choice program, and Section 6 student transfer process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – KHECC participates in the Michigan Department of Education's continuous improvement process. The building has a representative stakeholder group responsible for various school improvement tasks throughout the school year. The status of KHECC's 3-5 year school improvement plan can be found at <http://khps.org/?q=node/2856>.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL – there are no specialized schools within KHECC. However, the building offers a variety of early childhood programs. For the 2012-2013 school-year the KHECC also developed and implemented a Title I program for reading and mathematics. Additionally, the KHECC housed the Early Childhood Special Education programs.
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL – KHECC is in the process of transitioning to the Common Core State Standards (CCSS) with regard to the Kindergarten curriculum. The CCSS are a set of national standards that aim to allow for more in-depth learning and a focus on skills and competencies demanded in the 21st Century. In this time of transition, learning targets are either aligned to Michigan's Grade Level Content Expectations or the CCSS. Copies of grade level's or department's curriculum are available on our district website or in the building's main office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS – A comprehensive overview of KHECC's student achievement data can be found at <http://www.khps.org/?q=node/6284>. This link includes the past years' School Data Profile Analysis which addresses local, state and nationally normed achievement data.
6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – During the 2012-2013 school year, The KHECC's fall parent-teacher conferences had 47 students represented by a parent/guardian (92% participation rate).

We are very proud of the efforts being made to improve the learning for each and every student at KHECC. Our community continues to play a vital role in the success of our school. We look forward to building upon the success we have had to impact student learning for all.

Your partner in education,

Daniel Brant, M. Ed.
Director of Early Childhood and Special Education

Education Dashboard

Kenowa Hills Early Childhood Center

| Culture of Learning | Prior | Current |
|---|-------|---------|
| Self-Reported Bullying on School Property | N/A | N/A |
| Free/Reduced Lunch Participation by Eligible Students | 24.6% | 27.3% |



Annual Education Report Kenowa Hills Early Childhood Center

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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|

No Data to Display



Annual Education Report Kenowa Hills Early Childhood Center

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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|

No Data to Display



Annual Education Report Kenowa Hills Early Childhood Center

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 |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|------------|-------|---------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|------------|-------|---------------|

No Data to Display

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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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display



Annual Education Report Kenowa Hills Early Childhood Center

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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display



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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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display

Annual Education Report Kenowa Hills Early Childhood Center

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 | 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% |

Annual Education Report Kenowa Hills Early Childhood Center

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|---------|--------------------------|----------------------------------|
| 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 | 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% |

Annual Education Report Kenowa Hills Early Childhood Center

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|----------------|--------------------------|----------------------------------|
| 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% |
| 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 | 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% |
| Asian | District | Social Studies | 100% | 50% |
| Hispanic of Any Race | District | Social Studies | 100% | 30% |

Annual Education Report Kenowa Hills Early Childhood Center

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|----------------|--------------------------|----------------------------------|
| 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 | 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% |
| 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% |

Annual Education Report Kenowa Hills Early Childhood Center

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 data based on students enrolled for a full academic year.

Annual Education Report
Kenowa Hills Early Childhood Center

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.*



08/22/2013

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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 |
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display



Annual Education Report Kenowa Hills Early Childhood Center

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 |
|---------------|-------------|----------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|-------------|----------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display

Annual Education Report Kenowa Hills Early Childhood Center

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 | 4 | 7 | 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% |

Annual Education Report Kenowa Hills Early Childhood Center

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 Early Childhood Center

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 | | ‡ | ‡ | ‡ | ‡ |
| 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 Early Childhood Center

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 Early Childhood Center

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 | | | | | |
| 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.

Annual Education Report
Kenowa Hills Early Childhood Center

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 |