

Kenbrook Elementary School

32130 Bonnet Hill Road • Farmington Hills, Michigan 48334 • 248.489.3711

2010-2011 Annual Report

Principal

2010-2011 Arnie Rubin

About Our School

Kenbrook Elementary School serves 417 students (212 females, 205 males) in grades K-4. There are 25 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The Kenbrook community will provide a safe environment in which all members become reflective problem solvers and lifelong learners while developing pride in themselves and respect for each other, now and in the future.

MEAP Scores

For detailed MEAP information, [click here!](#)

Kenbrook School Improvement Goals

1. All Kenbrook students will become proficient in mathematical problem solving.
2. All Kenbrook students will be proficient in the writing trait of organization.
3. All students at Kenbrook will be proficient in reading comprehension.

Progress on School Improvement Goals

After closing four schools in the district and reconfiguring attendance areas, Kenbrook School received all students from Wooddale Elementary. A portion of the Kenbrook student attendance area was also moved to a different school. In addition, 60 percent of the staff was new this school year. We started our new school improvement team with many new members and used the same building goals and used the new data and test scores to reevaluate our goals and set priorities for the coming year. In addition, we tested all first through fourth grades using the Iowa Tests for reading and math that will drive our instruction in the fall of 2011.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports/index.php

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

Elementary School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program is in its second year of implementation. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

(NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners



Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total 417

Females 212; Males 205

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

*For detailed MI Access information, [click here!](#)

Learner Profile Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

School Accreditation at Kenbrook Elementary School

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title I is a federally funded program to aid and assist economically disadvantaged children to gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools include Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by this QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance - to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

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Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCHS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**2010-2011 graduation data was not available at press time.*

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Points of Pride

1. This was a great year developing a new school family as we merged two schools into one and at the same time merged staff from six schools into the new Kenbrook family.
2. We were proud that 100 percent of our fourth graders were successful in the Book Parade reading program.
3. We launched the new theme for our PBIS program using "Be Kind, Be Safe, and Be Responsible" as the Kenbrook Creed.
4. The third grade Post Office Project generated thousands of letters to students, staff, and parents as we wrote and responded in a terrific school-wide writing project.
5. Kenbrook's Green Team earned "Emerald" status from the Michigan Department of Education. The team worked hard to raise awareness and move our community to "live green" at home and at school.
6. The first ever student run credit union was launched this year, with forty employees and 100 new accounts were opened thanks to the Livingston Oakland Credit Union staff.
7. The Media Center was completely renovated and a grand reopening and dedication was held in the fall.
8. The Student Council spent the year addressing and working on community service projects for our school and our community.
9. Students participated in Math Olympiad, Math Pentathlon, Destination Imagination, Word Masters, and Junior Great Books clubs and teams.

Challenges We Face

Our goal this year was to work on becoming a cohesive school community and building new relationships for students, staff, and parents, after major changes in both student and staff populations. Because of school closings, there were 60 percent new staff and 50 percent new students attending Kenbrook this year. Our main emphasis was sharing memories from both schools and begin to build a new culture and history for everyone, and move forward together building a new culture, history, and memories.