



WATERFORD KETTERING HIGH SCHOOL

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2015-2016 School Annual Education Report

March 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015 - 2016 educational progress for Waterford Kettering High School. Data points for the current school year are updated in the spring of each year. 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 Jeff Frankowiak, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/NewAer2/CombinedReport2.aspx> or you may review a copy in the principal's office at your child's school.

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 other 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 identified as a one of these labels by the State of Michigan.

At Waterford Kettering High School we have been striving for continuous improvement in delivering instruction to students. This year we renewed our commitment to several initiatives that have been designed to bridge achievement gaps and to provide opportunities for all students to learn. These initiatives include the Professional Learning Community (PLC) process, and the Data Team process for monitoring student achievement.

The PLC process is facilitated among teachers who instruct the same content (i.e. all Language Arts 1 teachers). These collaborative teams have dedicated time at least once a week to meet and discuss the following questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do if they do not learn it?
- What will we do if they already know it?

The Data Teams process is embedded within the PLC concept. PLC teams will utilize the six stages of the Data Team process to measure the academic growth and development of the students in a specific content area. Additionally this process

allows our faculty to identify students who need a variety of interventions in order to be successful in mastering the benchmarks of the course.

We continue to utilize the mentoring and intervention opportunities in the Academic Center, which is structured time for students to receive supplemental assistance in their coursework.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

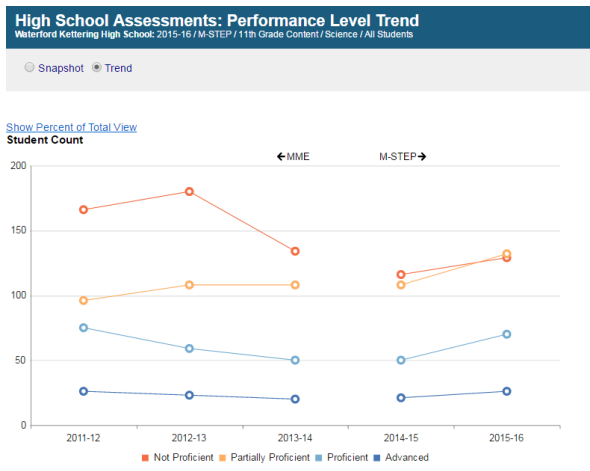
Students are assigned to their elementary, middle and high school buildings based upon established geographical boundaries at each level. Students from outside of the district are admitted through a School of Choice process in kindergarten and are placed at buildings based upon space available.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

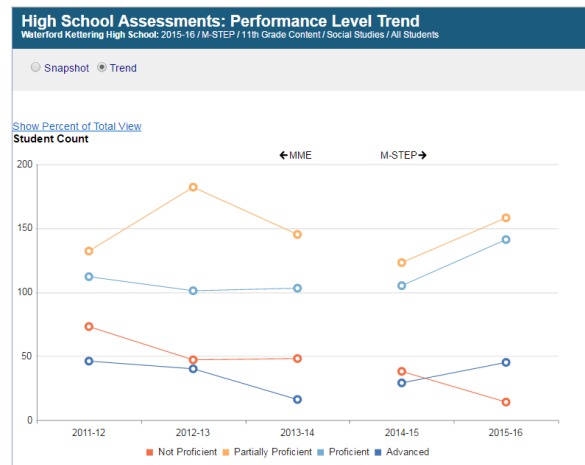
Waterford Kettering High School participated in the AdvancEd External Review process to renew the school’s accreditation. The External Review team has continued Kettering’s accreditation for a renewal period of 5 years.

Waterford Kettering High School will continue to focus on the following school improvement goals:

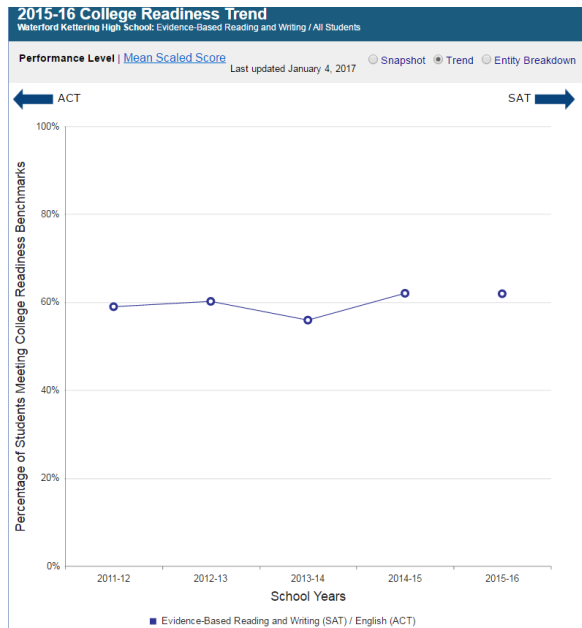
- Goal 1:** Students will increase their mathematics proficiency.
- Goal 2:** All students will increase their proficiency in writing.
- Goal 3:** All students will improve reading achievement.
- Goal 4:** Establish a culture and school climate that fosters academic growth and social justice.



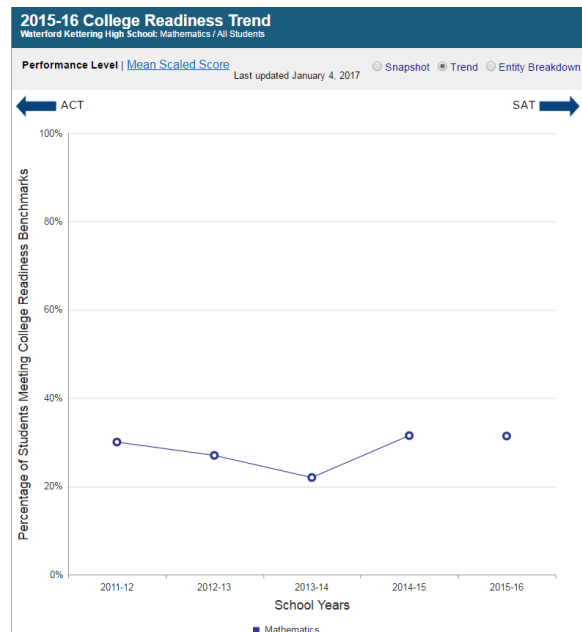
Source: MiSchoolData.Org



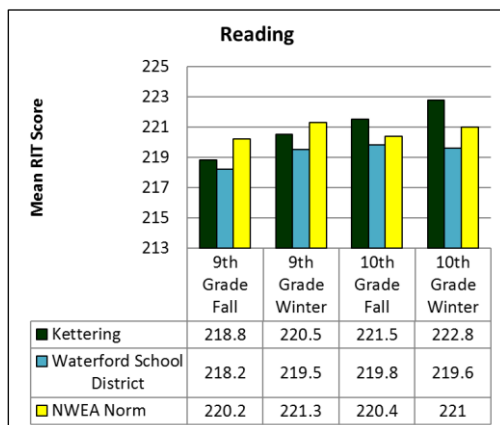
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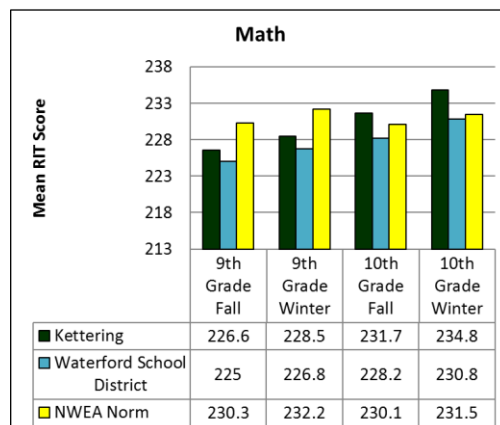
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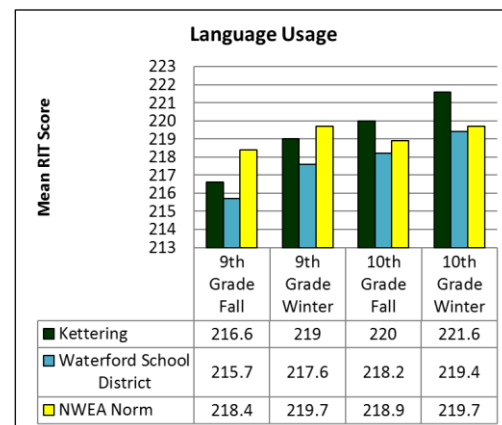
Source: MiSchoolData.Org



Source: NWEA.Org



Source: NWEA.Org



Source: NWEA.Org

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Kingsley Montgomery School (KMS), formerly known as Montgomery Developmental Training Center, is a segregated special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), post-secondary cognitive impaired (MoCI), and severe emotionally impaired (SEI) students. Kingsley Montgomery School has been providing special education services since January 1979, starting with SXI and SCI students. Students and staff from the Waterford Training Institute merged with Montgomery Developmental Training Center in the 1997-98 school year and the center was renamed Kingsley Montgomery School. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 26 years of age. KMS currently has three SXI classrooms located in three general education buildings. These classrooms are located at Grayson Elementary, Mason Middle, and Mott High Schools. At KMS there are two SCI and four SXI classrooms, along with seven SEI classrooms.

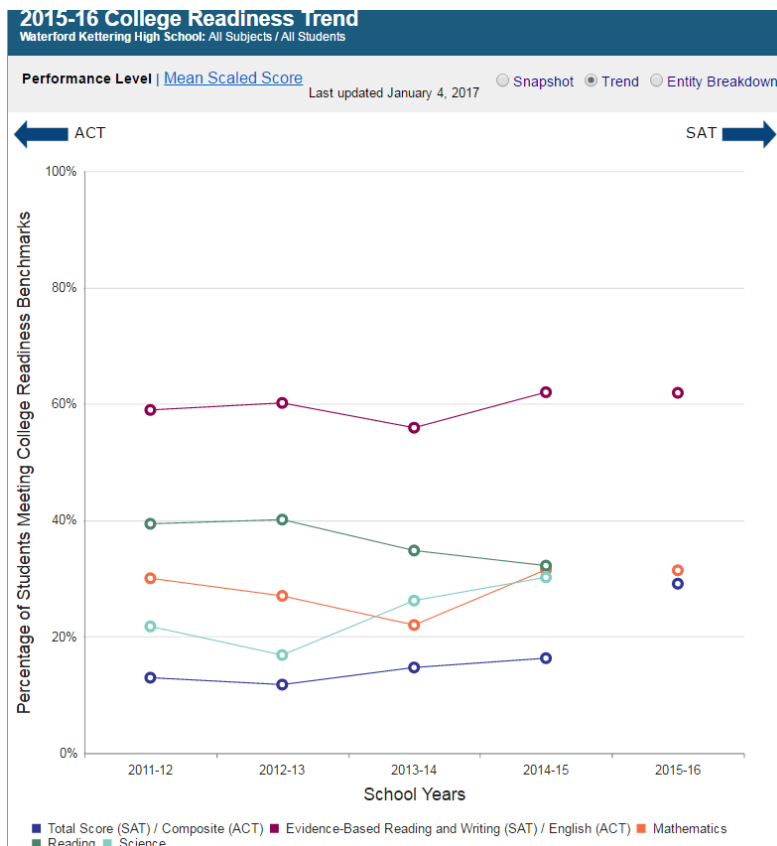
Children’s Village School is a North Central Association accredited facility owned by Oakland County and operated by the Waterford School District. The school serves children in grades K-12 who have been adjudicated via the Probate Court for delinquency, neglect, truancy at home/school, or incorrigibility at home/school. These students come from all 28 school districts in Oakland County, other counties within the State of Michigan and also some out-of-State students.

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:

The core curriculum can be assessed through the district website at <http://www.waterford.k12.mi.us/pages/50968/high-school-course-catalog>. It was implemented in alignment with the State of Michigan which has a comprehensive curriculum for all grade levels. There are no variances from the state’s model.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

The nationally normed achievement test that students take at Waterford Kettering High School is the ACT which is facilitated in the Spring of their junior year. The following charts illustrate how our students have performed on the ACT over the past five years.



Source: MiSchoolData.Org

Parent-Teacher Conferences:

Waterford Kettering High School hosts two sets of Parent-Teacher Conferences per semester every school year. Parents are notified through mailings, e-mail messages and through the posted Waterford School District calendar. The following chart illustrates the attendance for the past three school years at Waterford Kettering High School:

Semester	2013-2014 School Year	2014-15 School Year	2015-16 School Year
Fall	796/1472 (53.3%)	788/1428 (55.2%)	782/1439 (54.3%)
Spring	713/1472 (48.4%)	701/1428 (49.1%)	621/1439 (43.2%)

Postsecondary/Dual Enrollment Experiences:

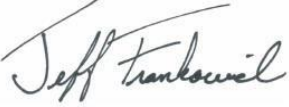
During the 2015-16 school year we have 15 students who have enrolled for post-secondary experiences (1.0 of the student body). Currently in the 2016-17 school year we have 42 students participating in post-secondary opportunities (3% of the student body). These students have the opportunity to take courses as a postsecondary accredited institution to participate in courses not offered at Waterford Kettering High School.

College Equivalent Courses (AP/IB)

Course	2014-15 Enrollment	2015-16 Enrollment	2016-17 Enrollment
AP American Civics	24	24	53
AP Biology	26	25	21
AP Calculus	44	42	43
AP Chemistry	27	48	49
AP Computer Science	2	10	23
AP ELA Composition	87	97	79
AP ELA Literature	84	87	68
AP German	N/A	5	
AP Physics	21	21	16
AP Psychology	20	N/A	23
AP Spanish	N/A	4	N/A
AP Statistics	N/A	49	54
AP Studio Portfolio	13	14	20
AP US History	N/A	9	25
AP World History	32	54	74

For 2016-2017 Waterford Kettering High School will continue to build on successes that have come from our focus on continuous improvement. This year will be able to expand upon our initial work of the PLC and Data Team processes along with fully utilizing the benefits of the Academic Center. It is also our commitment at Waterford Kettering to not only provide a rigorous and enriched education for our students but to foster a healthy and positive student culture that promotes identity development.

Sincerely,

A handwritten signature in cursive script that reads "Jeff Frankowiak". The signature is written in black ink and is positioned above the printed name.

Jeffrey Frankowiak Ed.S.
Principal
Waterford Kettering High School