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**Waterford Durant High School
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 2015-16 educational progress for Waterford Durant High School. 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 Craig Blomquist, Principal of Durant High School, for assistance.

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

The state has identified some schools with the status of Focus, Priority, or Reward. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. In 2014, Durant was identified as a Priority school. While we have not been re-identified since, we remain a part of a four-year cohort. It remains our mission at Durant to continue to promote both the proficiency growth of our students as well as to grow our graduation rate.

Students who come to Durant are significantly off-track for graduation. We have operated for the last several years as a credit recovery option for at-risk students and our focus has been on meeting State graduation requirements. While GAD rate reporting indicates that our graduation rate has been steadily increasing over the last several years, data from standardized assessments such as the PSAT, SAT, and MStep testing has indicated that our students are not yet meeting State proficiency

requirements in reading, writing, and math. Our staff and students have been actively engaged for the last three years in a reform and redesign plan that is targeting specific student needs. Our focus has been and will continue to be on using current data to identify instructional gaps and to develop plans to close those gaps while continuing to increase our graduation rate as well.

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

Durant High School is engaged in a four-year cohort in partnership with the State School Reform office. We have submitted a thorough transformation redesign plan and have now begun to implement that plan. This plan was developed with the support of the State, the Waterford Board of Education, the educational leadership team of the Waterford School District, and the staff of Waterford Durant High School.

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

- 1) All students will increase math proficiency.
- 2) All students will increase reading proficiency.
- 3) All students will increase writing proficiency.

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 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 www.waterford.k12.mi.us/curriculum/contact.htm. 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:

**Michigan Student Test of Educational Progress (M-STEP)
Second Year of Testing**

Proficiency Level 1 & 2	ELA	Math	Science	Social Studies
2016-11 th	36.84%	26.32%	34.55%	32.73%

**Michigan Student Test of Educational Progress (M-STEP)
First year of Testing**

Proficiency Level 1 & 2	ELA	Math	Science	Social Studies
2015-11 th	21%	17%	22%	27%

**Michigan Merit Exam (MME)
2 year Durant High School Comparison**

Proficiency Level 1 & 2	Reading	Writing	Math	Science	Social Studies
2014-11 th	20%	9%	0%	5%	16%
2013-11 th	23%	9%	2%	6%	22%

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

We hold parent conferences four times per year--one conference evening during each term. The percentage of parents has varied from 10% -25%.

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 0**
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): 0**
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): 0**
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:
0**

The staff members at Durant High School are confident that our intervention measures are having a positive impact on student learning. We celebrate that our graduation rate continues to grow every year and we have now developed a sustainable program that will help us to meet individual student proficiency needs as well. We continue to promote a strong academic culture at Durant with a focus on building academic skills as students work toward their diploma. We have expanded our transition services for both our graduating students as well as for those students who are struggling to meet the graduation requirements. We are monitoring and adjusting as needed our curriculum and instruction to match PSAT, SAT and College Board standards.

Sincerely,

Craig Blomquist, Principal
Waterford Durant High School