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May 2018

Waterford Mott High School School Annual Education Report

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Waterford Mott 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 Principal Jason Riggs for assistance.

The AER is available for you to review electronically by visiting the following web site [Waterford Mott High School Parent Dashboard](#), or you may review a copy in the main office at your child's school.

The Michigan Department of Education has revised their school designation system. A school can receive no designation, or it can receive one of the three designations described below.

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
<ul style="list-style-type: none">• Lowest performing schools (Schools with an overall index value in the bottom 5%)• High schools with graduation rates at or below 67%• Additional Targeted Support Schools not exiting that status within 3 years	<ul style="list-style-type: none">• Schools with 1-2 student subgroups* performing at the level of a CSI School	<ul style="list-style-type: none">• Schools with 3 or more student subgroups* performing at the level of a CSI school

For the results from the 2016-17 school year, our school has not received a designation.

At Waterford Mott High School, we place an emphasis on designing and delivering quality and research-based instruction to students. This year we'll continue to offer several initiatives that have been designed to bridge achievement gaps and to provide opportunities for all students to learn. These initiatives include a systemic approach to collaboration and student growth through our weekly Professional Learning Community (PLC) process, a Data Team process for monitoring student achievement, and we offer more academic enrichment through implementing our AARI (Adolescent Accelerated Reading Initiative) program, our Math Lab classes which add additional Math classes for identified students in

needs, and our after-school Math support program. In addition, we have a valuable after-school, summer enrichment, and dual enrollment opportunities through our collaborative partnership with Wayne State University. These offerings focus on college readiness preparation while integrating numerous supports and extensions of math, science, and technology objectives.

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 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 expected for learning within each course.

AARI was brought to us through a county-wide initiative focused on academic literacy. The primary goal of this targeted intervention is to bring students to their grade level quickly in relation to the reading levels. Students are identified through various assessments. These assessments show if a student will benefit from being placed in our AARI class for a semester of learning. All of our student data after the intervention was implemented showed significant growth in their reading levels.

In the Waterford School District, students are assigned to a school based on their home residence. Parents who wish to have their child(ren) attend a school other than their home school can request that option through our school selection process. Children's Village School services children who have been adjudicated there through the court system. Students are assigned to Kingsley Montgomery School from around the county through an Individual Educational Plan process.

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

The District received accreditation through the North Central Association starting in the 2009-2010 school year. This process placed district in the top 5% of districts across the country that have been designated as being nationally recognized. Waterford Mott High School continues to utilize the accreditation process and we were re-accredited as a high school during the 2015 school year. The AdvancED External Review Team examined student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. Through their examination of evidence provided through classroom visits and document analysis, the school was earned the distinction of accreditation by AdvancED for a five-year term that expires June 30, 2020.

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

Goal 1: All students at Mott High School will become proficient in Mathematics.

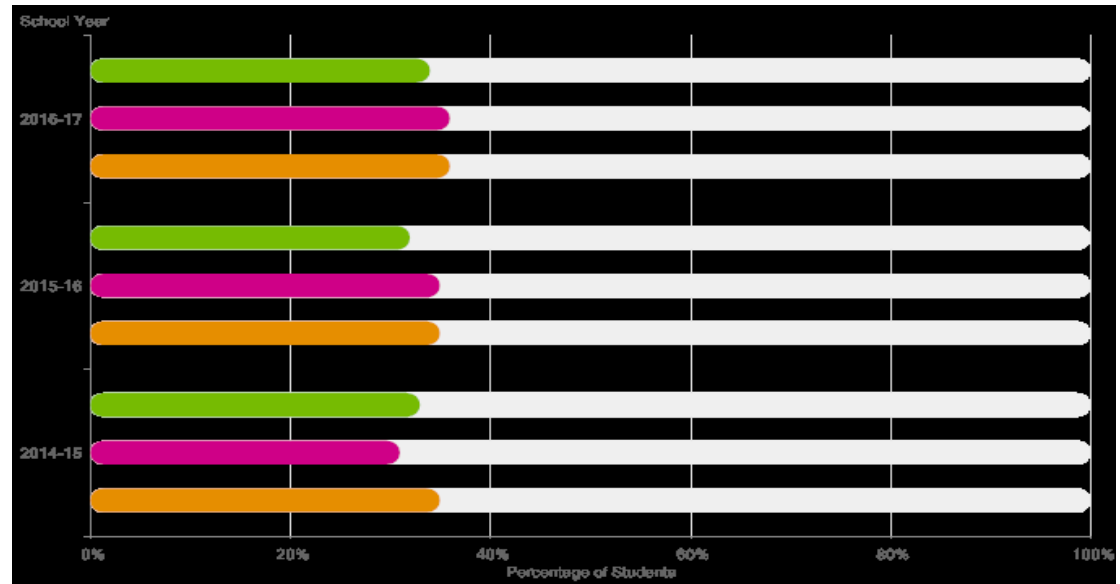
- Goal 2: All Students at Mott High School will become proficient readers.
- Goal 3: All students at Mott High School will improve writing proficiency.
- Goal 4: All students at Mott High School will be engaged in their education and confident in their ability to be successful.

We implement numerous strategies and activities throughout the year to achieve these goals. Some of the data points we use to measure or monitor our progress is through local assessments, NWEA assessments, PSAT assessments, SAT assessments, and the M-STEP assessments for 11th grade students.

- 59% of AARI students met or exceeded their growth target.
- Algebra 1 Math Lab – 65 % of the 40 Math lab students met or exceeded growth targets on NWEA.
- Geo Math Lab – 65% of the 20 lab students met or exceeded growth targets on NWEA
- STEM 9th Grade: RIT Growth exceeded the building average.
- 14-15 to 15-16 Math: (9th fall to 10th spring cohort): 220.2 to 228.5 RIT growth.
- 15-16 to 16-17 Math: (Cohort) – 221.6 to 229.7 RIT growth
- 14-15 to 15-16 Reading: Cohort – 215 to 220.1 RIT growth
- 15-16 to 16-17 Reading: Cohort – 216.9 to 218.1 RIT growth
- 14-15 to 15-16 Language Usage: Cohort – 212.4 to 215.3 RIT growth
- 15-16 to 16-17 Language Usage: Cohort – 210.3 to 217.9 RIT growth

Student Performance on State Tests - All Students & All Subject Areas Combined

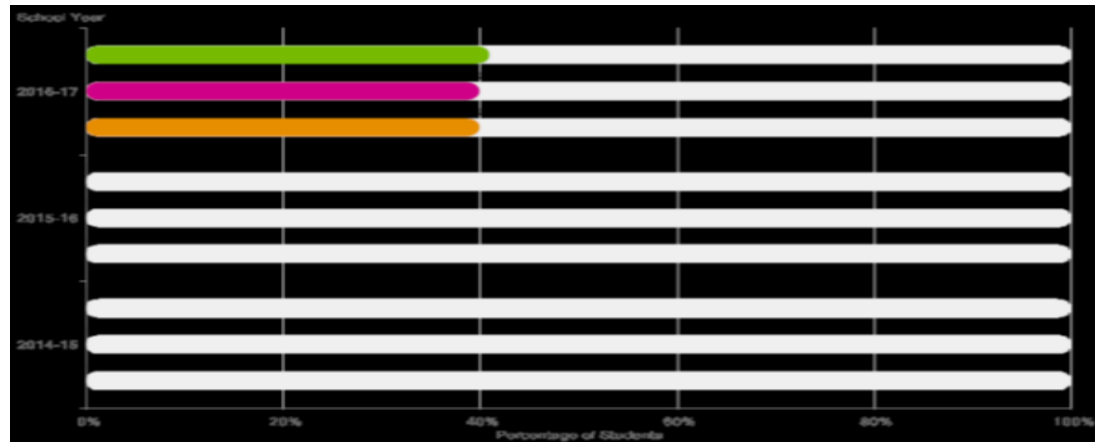
The percent of students meeting state academic standards (scoring “proficient” or “advanced”) on state tests (M-STEP, MI-Access, SAT) where available.



The graphs above shows our school vs two other sources of data over a 3 school year period:

Waterford Mott High School (top bar - green)
Average of Similar Schools by Demographic (middle bar - purple)
State of Michigan Average (bottom bar - orange)

In relation to academic achievement, Mott's progress in all content areas, as assessed by the state of Michigan, shows that we met and exceeded our growth target during the 2016-17 school year (see chart below).



Students on track to becoming proficient within three years and proficient students that continue to score higher on state tests are making academic progress. This graph shows the percent of students demonstrating progress on state tests for the school, similar schools, and state for each of the three most recent school years. This is the first year that this data set is available to us.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Kingsley Montgomery School (KMS), is a special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI) and severe emotionally impaired (SEI) students. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 18 years of age.

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.

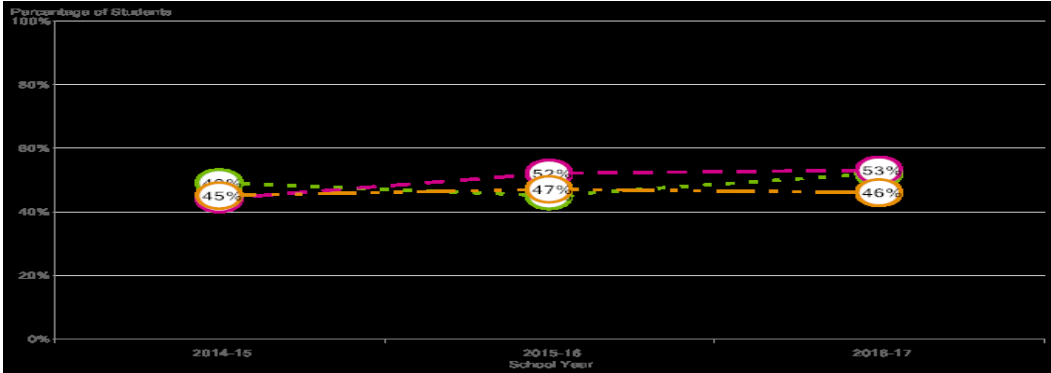
IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

The core curriculum for all of our schools can be assessed through the district website at <http://www.waterford.k12.mi.us/pages/50989/curriculum>. It is 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.

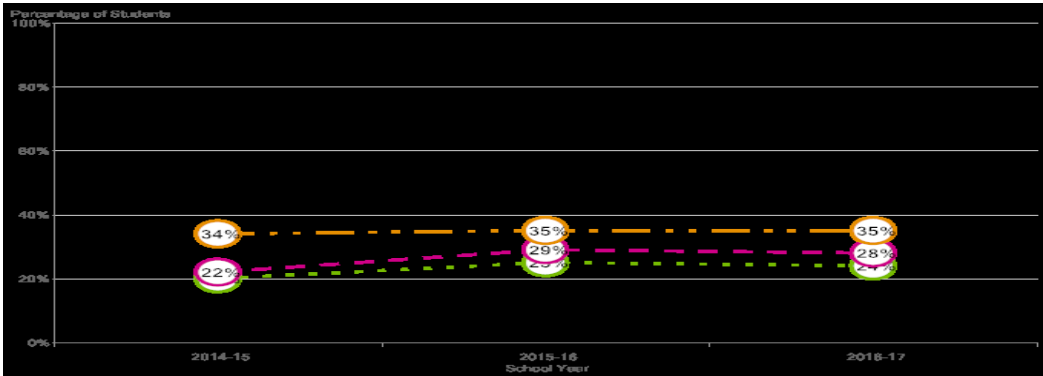
THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

The nationally normed achievement test that students take at Waterford Mott High School is the SAT and M-STEP assessments, which are facilitated in the spring of their junior year. The following charts illustrate how our students have performed in each subjects over the past years of this assessment compared to similar schools by demographic and the state average.

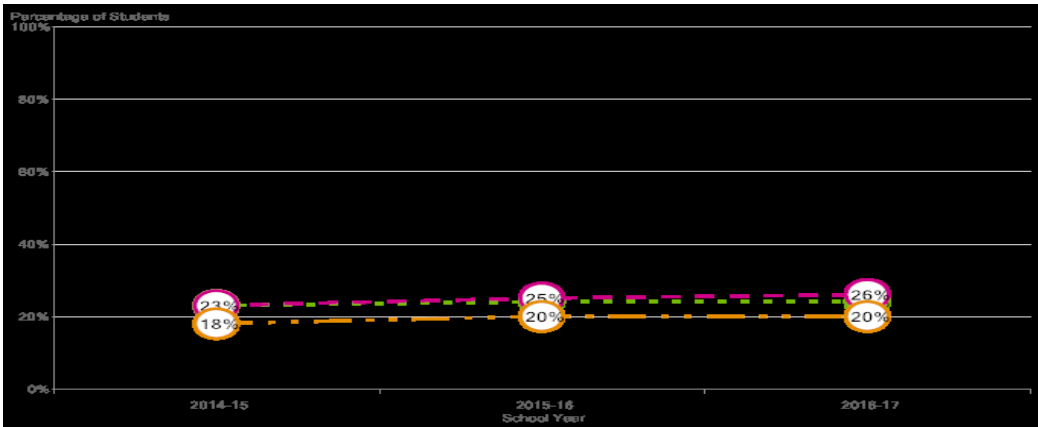
English Language Arts



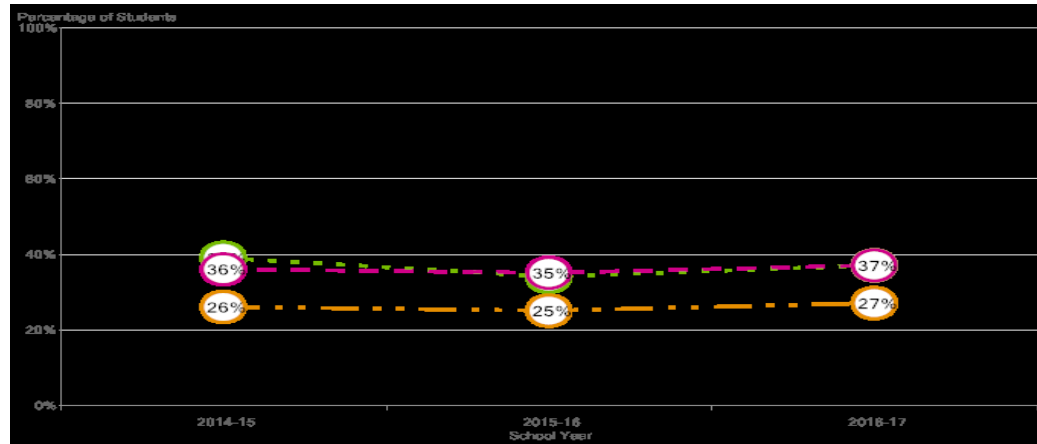
Mathematics



Science



Social Studies



For the subject area comparisons, the following details correlate to each color in the line graphs:

- Waterford Mott High School (Green bar)
- Average of Similar Schools by Demographic (Purple bar)
- State of Michigan Average (Orange bar)

Parent-Teacher Conferences:

Waterford Mott 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 two school years at Waterford Mott High School:

	2015-2016 School Year	2016-2017 School Year
Fall	602 (39%)	615 (41%)
Spring	310 (21%)	300 (20%)

Postsecondary/Dual Enrollment Experiences:

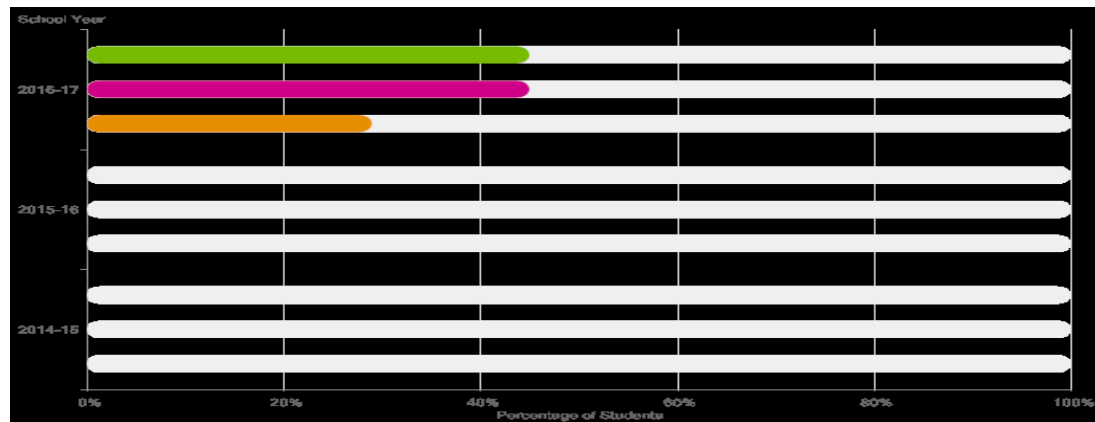
For the 2015-16 school year, Waterford Mott High School had 15 students participate in postsecondary experiences (Dual Enrollment). For the 2016-17 school year, 8 students enrolled in postsecondary experiences. These students have the opportunity to take courses at a postsecondary accredited institution to participate in courses not offered at Waterford Mott High School. Through our partnership with Wayne State University, some of the dual enrollment offerings are provided at Waterford Mott High School with an instructor provided by WSU.

College Equivalent Courses Offered at Mott High School (AP/IB)

Course	2015-2016 Enrollment	2016-2017 Enrollment
AP Government	23	44
AP Biology	26	26
AP Calculus	40	33
AP Chemistry	26	38

AP Computer Science	13	8
AP ELA Composition	42	52
AP ELA Literature	31	44
AP Physics	19	17
AP Psychology	24	22
AP Studio Portfolio	10	8
AP World History	79	64
AP Environmental Science	42	29
AP Economics	22	18
AP Statistics	63	84
AP Human Geography		17

In 2016-2017, students at Waterford Mott took 261 Advanced Placement exams. 34% of our students earned a 3 or higher on these tests. Depending on which higher education institution a student chooses to attend, a score of 3 is the minimum to earn college credit.



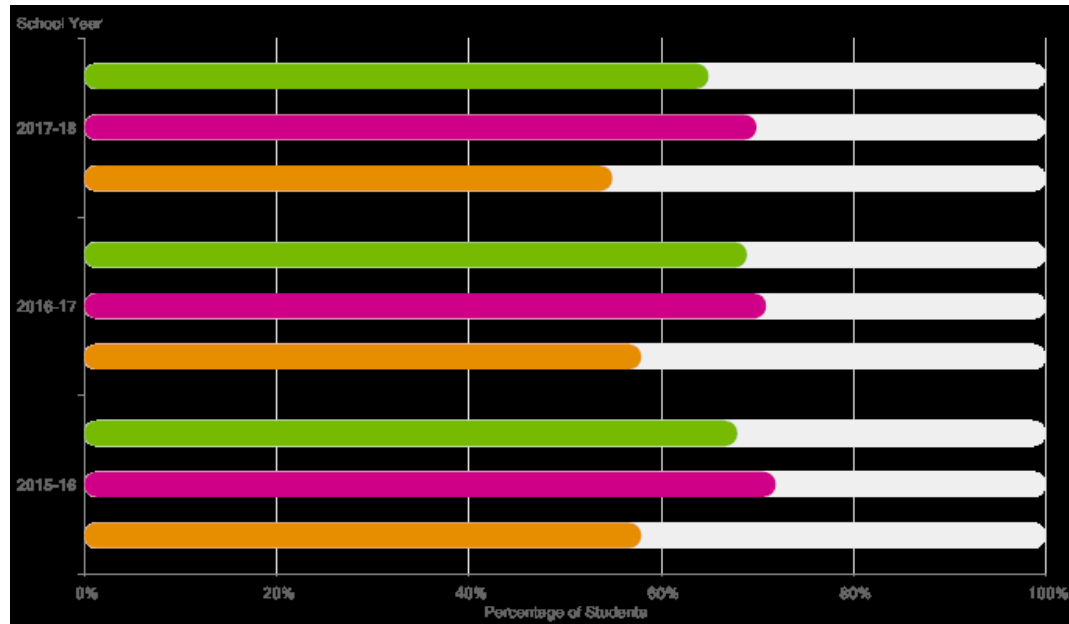
The graphs above shows our school vs two other sources of data over a 3 school year period (this data set is new from the state for the 16-17 school year):

- Waterford Mott High School (Green bar – top)
- Average of Similar Schools by Demographic (Purple bar – middle)
- State of Michigan Average (Orange bar – bottom)

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):

Although a small percentage of Mott students seek dual enrollment offerings, our students are well above the state average for seeking postsecondary enrollment after graduation.

This graph shows students who have enrolled in a two- or four-year college after attending this school, similar school, and the state in each of the most recent three years. Students who enroll in a college within 12 months of high school graduation are included in these numbers.



The graphs above shows Mott High School vs two other sources of data over a 3 school year period:

Waterford Mott High School (Green bar – top)

Average of Similar Schools by Demographic (Purple bar – middle)

State of Michigan Average (Orange bar – bottom)

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB):

Waterford Mott High School offered 22 total Advanced Placement courses during the school day.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):

Waterford Mott students combined for 512 total enrollments in Advanced Placement classes at Mott High School.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

During the 2016-17 school year, students attempted 261 Advanced Placement exams. 34% of these assessments scored a '3' or higher to potentially earn college credit.

For the 2017-2018 school year, Waterford Mott High School continued to build on successes that have come from our focus on continuous improvement. This year, we continue to expand upon our work of the PLC/Data Team processes along with expansion of our enrichment programs and interventions utilizing a grant from Wayne State University. This particular grant is a long-term commitment from Wayne State University to work with our students through after school programs, weekend programs and summer offerings. This particular program will offer skills and supports to all of our students. This is our fourth year working in partnership

with WSU for the C2 Pipeline program. We are also excited to continue the district S.T.E.M. (Science Technology Engineering & Math) program during this school year for 9th-12th grade students, working in 3-hour cohorts. Our district expanded this project-based program to all high school levels during this past school year. We continue to see growth from our students as we measure their success over time. Our commitment at Waterford Mott is to provide a rigorous and enriched education for our students while fostering a healthy and positive student culture that creates college and career ready citizens.

Sincerely,

Jason Riggs, Principal
Waterford Mott High School