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Waterford Durant High School Annual Education Report

April 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 [Waterford Durant Parent Dashboard](#), or you may review a copy in the main office at your student's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a CSI school for the 2017-2018 school year. Durant High School has operated for the last several years as a credit recovery option for at-risk students throughout the district. Our focus has been on meeting State graduation requirements and on helping our students pursue post-high school college and career opportunities. Most of our students arrive at Durant significantly off-track for graduation. Our students have struggled in their previous settings for several years before choosing to come to Durant. As such, one of our earliest challenges with all of our students is helping them to believe that they can be successful and that they can accomplish their goal of earning a high school diploma. We feel we have been highly successful in this area. We have shown steady and significant growth in our graduation every year for the last 6 years. Our students, our staff, and our community members are very proud of this accomplishment.

Unfortunately, data from standardized assessments such as the PSAT, SAT, and MStep testing has indicated that our students are not yet meeting State proficiency targets in the areas of reading, writing, and math. Our staff and students remain actively engaged in our reform and redesign plan which actively targets these proficiency gaps. 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 grow our graduation rate as well.

PROCESS FOR ASSIGNING PUPILS TO OUR SCHOOL

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. Students interested in attending Durant High School should contact their counselor at their current high school. We utilize a referral process to insure that our most at-risk students have first priority. Durant High School is currently open to Waterford School District residents only.

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.

STATUS OF OUR 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Durant High School has recently completed a four-year cohort in partnership with the State of Michigan School Reform Office. During this period, we implemented and monitored a thorough transformation and redesign 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 Durant High School.

As one of the responsibilities we have as a CSI school, we are in the process of completing a comprehensive needs assessment with the assistance of both the State Reform Office as well as our partners at Oakland Schools. We are confident that our needs assessment will help us identify further supports that may be available or needed as we pursue our three primary school improvement goals:

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

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.

ACCESSING THE CORE CURRICULUM

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

STUDENT PERFORMANCE ON STATE TESTS

Data provided below represents the percent of students meeting state academic standards (scoring "proficient" or "advanced") on state tests (M-STEP, MI-Access, SAT) where available.

Testing Year	ELA	Math	Science	Social Studies
2017-2018	5%	<5%	unavailable	13%
2016-2017	15%	<5%	12%	18%
2015-2016	14%	6%	12%	14%

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 varies from 15%-25% each term. Our highest rate during the 2017-2018 school year was 26%.

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. We have also added a goal of increasing the social and emotional support available to our students at Durant this year.

We are incredibly proud of the work that we are doing with our students to help them accomplish their most important goal: the completion of their high school diploma. We look forward to continuing to improve our instruction as well as provide academic support that our students need to accomplish this primary goal.

Sincerely,

Craig Blomquist. Principal
Waterford Durant High School