



**Waterford
School
District**

District Profile

Waterford School District
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Table of Contents

Introduction	3-4
Mission, Vision, and Belief Statements	5
Continuous Improvement.....	6
District Information	7-8
Curriculum and Instruction	9-11
Student and Staff Demographics.....	12-14
Achievement Data	15-19
Unique Local Insights.....	20-23



September 2009

Community Characteristics

Waterford School District (WSD) is located at the center of Oakland County in southeast Michigan, a short commute northwest from Detroit. The district encompasses Waterford Township and portions of the surrounding townships of White Lake, West Bloomfield, Independence and the City of Lake Angelus.



Waterford Township is composed of a group of residential communities transected by major highways, giving residents access to metropolitan areas including Canada. Light industry and retailing are primary businesses. The Township also includes the Oakland International Airport.

The average Waterford resident commutes to work within a half hour drive. Housing is typical commuter spanning a wide range of values. Surrounding lakes, county parks, and proximity to metropolitan entertainment venues make the area attractive to potential residents. Our expanding township library, new town hall, and active senior citizen's center show the residents' commitment to their community. The history of millage elections demonstrates the residents' continuing support of local educational excellence.

The Waterford School District is Waterford Township's largest employer. The general fund budget is over \$108,000,000. Local revenues make up 7.97%, state money 82.86%, and federal money 9.35% of revenues.

The Waterford School District ranks 9th in Oakland County, out of 28 districts, in the percentage of dollars spent for basic instruction and instructional and pupil support services.

Location

- 36 Square Miles
- 20 Lakes - 2600 Acres
- 31 Miles to Detroit
- 32 Miles to Metro Airport
- 1 Mile to Oakland-Pontiac Airport

Demographics

- 2000 Population – 73,150
- 2000 Number of Households – 29,387
- 2000 Median Household Income - \$55,008

Parks & Recreation

- Carl Shell Park (13 acres)
- Jaycee Park (8.4 acres)
- Hess-Hathaway Park (160 acres)
- Elizabeth Lake Woods (130 acres)
- Haviland-Clinton (30 acres)
- Herrington Park (32 acres)
- Highland Park (4 acres)
- Optimist Park (10 acres)
- Lion Park (26 acres)

Land Use

- **Industrial**
 - 418 approximate acres developed
 - 225 approximate acres vacant
- **Office & Commercial**
 - 1,171 approximate acres developed
 - 289 approximate acres vacant
- **Single Family Residential**
 - 8,985 approximate acres developed
- **Multiple Family Residential**
 - 551 approximate acres developed

Economic Impact

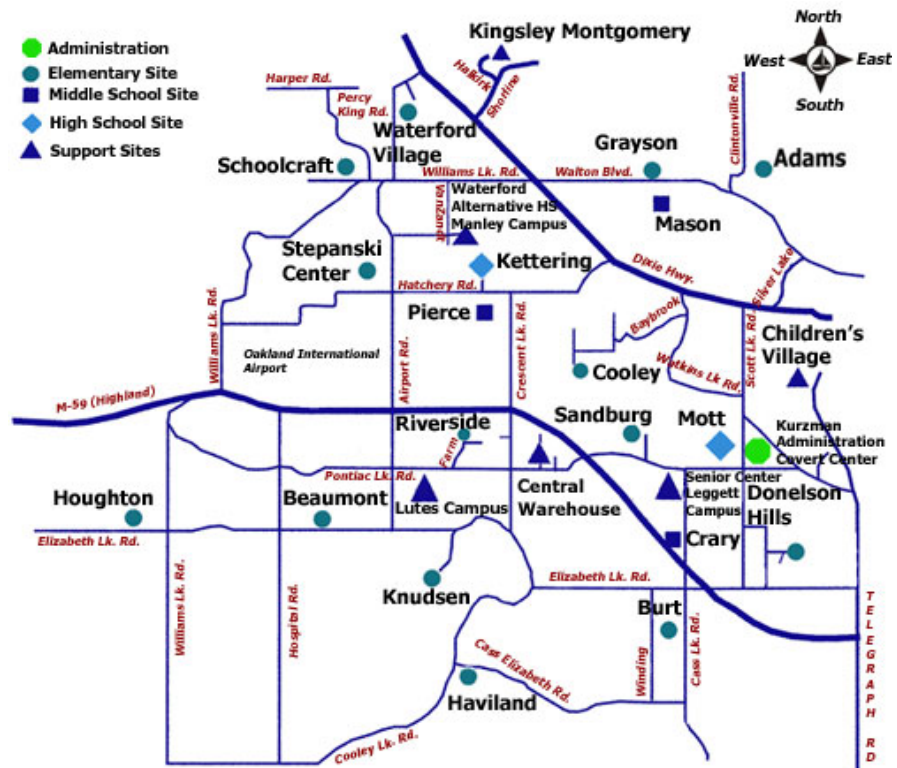
The School District and the region are battling a drastic economic downturn due to the well-publicized fiscal crisis in the state of Michigan, particularly in the areas surrounding Detroit. Waterford was originally built by General Motors as a “company town” in the 1950’s-1960’s, and to this day most of the families’ livelihoods depend on some aspect of the automotive industry. Recent layoffs and plant closures in this industry (and their repercussions) have led to financial crisis for many families.

The census poverty rate in Waterford is 11.47% (compared to a Michigan rate of 14%). The percent of students eligible for the Free/Reduced Price Lunch program has risen from 29% to 36% in just two years, with low-income students spread fairly evenly throughout the District (most schools are in the 30% F/R Lunch range). The number of homeless students has also risen sharply in the last year, from 17 in 2006-07 to over 60 for 2007-08 as of this writing. There were 691 foreclosures in Waterford in 2009.

The District is also experiencing a change in the ethnic background of its students. Although the population is still primarily White, this percentage has dropped 5% in the last five years (from 86.1% to 81%), with rapidly growing percentages of Hispanic (from 4% to 7%) and African American (from 3% to 7%) students. The shift in student demographics is providing new challenges to the schools.

District Map

The district consists of two (2) comprehensive high schools, one (1) alternative high school, three (3) middle schools and fourteen (14) elementary schools. The district also serves the District and Community through numerous programs, including an alternative high school, Adult Community Education, Waterford Career Center, child care, special education, and Waterford Senior Center.



Waterford School District Vision, Mission, Beliefs

Waterford staff and community revised the District Mission and Vision Statements in Winter 2008 by engaging stakeholder groups and establishing a community task force.

Vision

Inspire, educate and empower our students for their future!

Mission

*We provide exemplary education for all students
while developing the whole learner in a safe and caring environment.
Our students will thrive in a rapidly changing, interconnected and competitive world,
supported by collaborative relationships with staff, families and the community.*

Breakthrough Goal

We will create an environment where every person's behavior consistently ensures student success.

Core Beliefs

We believe:

- The District exists for the education of all students.
- All students are the priority in decision-making.
- All students can and want to learn.
- All students can be successful.
- We control the conditions for student success.
- The school community is a valuable resource in the educational process.
- Positive relationships that foster trust and respect promote individual success.
- Everyone possesses unique strengths and needs.
- High expectations powerfully impact achievement.
- We are responsible for our choices and actions.
- Learning is a life-long commitment.
- Embracing cultural and individual diversity promotes dignity, worth and value in everyone.



The actions of the school community in pursuing these beliefs will determine the integrity of the Waterford School District.

Continuous Improvement

Continuous Improvement Task Force

In the Fall of 2008, the Waterford School District began a continuous improvement planning process. Through a series of stakeholder forums, approximately 400 community members made up of staff, parents, students, administrators, and businesses provided input into what they identified as strengths of the District as well as areas in need of improvement. In the months to follow, the Planning Task Force, a smaller working group comprised of teachers, parents, administrators, community leaders and business partners, continued the comprehensive district analysis that enabled the District to take stock of our current reality and to look into the future. The year-long process resulted in a new vision statement, mission statement, breakthrough goal, core beliefs, indicators of success and five focus areas for continual improvement.

District Accreditation and School Improvement

The Waterford School District is committed to a Continuous Improvement process and is working with the quality assurance model designed by AdvancED, the largest school accreditation organization in the United States. While each building in the Waterford School District has been accredited for many years, we are taking the next step to provide the highest quality learning experiences for all students, which means engaging in the process that leads to accreditation district-wide. District accreditation for Waterford Schools has several advantages:

- Ensure system-wide coordination and alignment
- Support systemic, systematic & sustainable improvement
- Ensure that all people, processes, operations and functions of the district work in concert

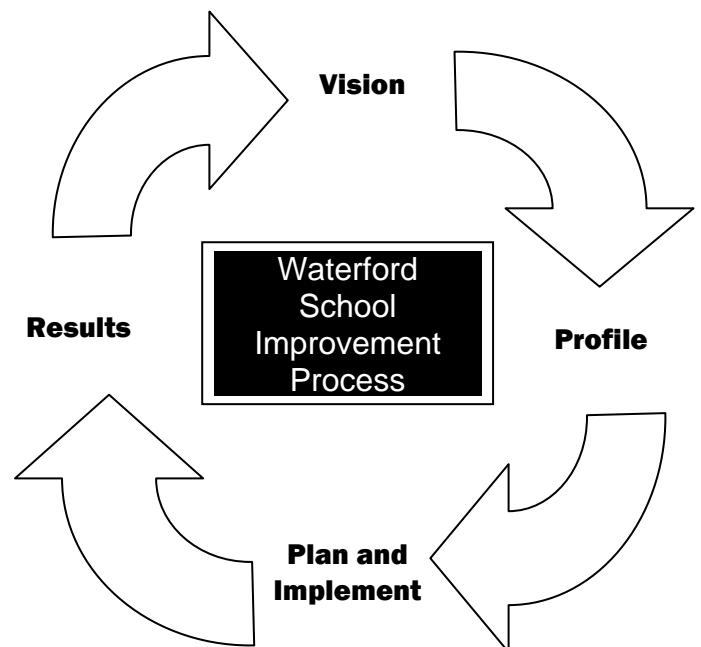
As a school district we are strategically linked to District North Central Accreditation as the vehicle to drive our continuous improvement process throughout the District. All improvement goals are tied back to the five focus areas determined by stakeholders in our district and community. Action points, measurement instruments, current status, standards of excellence and timelines are clearly stated for each focus area.

Within the District Accreditation model, schools engage in an aligned, supported school improvement process that includes establishing building-wide goals, developing coordinated team SMART goals, conducting a peer review and documenting results.

Schools follow a process of

1. Identifying Desired State (Vision)
2. Determining Current State (Profile)
3. Developing an Action Plan (Plan & Implement)
4. Documenting Outcomes (Results)

Within the Waterford School Improvement Process, schools utilize a professional learning community team approach to setting, implementing, and monitoring goals.



District Information

Schools

Waterford has 14 elementary sites, including the Stepanski Early Childhood Center. Each school offers expertise and experience in the areas of physical education, art, music, and computer technology. Students are both challenged and supported in a nurturing environment.

The three middle schools in Waterford – Crary, Mason, and Pierce – employ staff and teachers who are dedicated to making middle school a challenging and rewarding experience. Waterford is firmly committed to the middle school concept of education (grades 6-8).

Waterford has two comprehensive high schools – Kettering and Mott – and one alternative high school – Manley. Our high schools have a proud tradition of accomplishments and continue to educate a community of young men and women who make a lifelong contribution to our community, state, and country.

All Waterford schools are accredited by the North Central Association of Colleges and Schools and hold state accreditation.

Specialized Schools

Stepanski Early Childhood Center (SECC) provides a large selection of programming options to children with a variety of various educational needs. SECC is the home to 3 & 4 year old preschool, junior kindergarten, kindergarten, Head Start, First Families, Hand in Hand, and Preschool Enrichment Program (PEP). All District preschool programs, held in elementary schools throughout the District, are administered at Stepanski. The program is accredited by the National Association for the Education of Young Children. NAEYC administers the largest and most widely recognized national, voluntary, professionally sponsored accreditation system for all types of early childhood schools and child care centers. Early childhood programs accredited by the NAEYC have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with Criteria for High-Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria.

Kingsley Montgomery School (KMS) is a center-based special education facility, serving 17 Oakland County school districts, that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), and severe emotionally impaired (SEI) students. At KMS there are two SCI and four SXI classrooms, along with seven SEI classrooms. KMS also has three SXI classrooms located in three general education buildings. These classrooms are located at Grayson Elementary, Mason Middle, and Mott High Schools. SEI students are supported at Kingsley Montgomery School in our center-based Day Treatment Program. There is currently one elementary, two middle school, and four high school classrooms. Students are referred to the Day Treatment Program by their local school district from across Oakland County. Students who are accepted for the Day Treatment program typically stay full time for 18 months before the transition process begins to return the student to their local district. The Day Treatment Program works closely with the local district, Waterford Schools, Oakland Intermediate School District, and Havenwyck Hospital to provide support for students.

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 some also come from out-of-State students. The daily attendance in 2008-2009 was between 170 and 230 students. During the ten-month school year, the school served approximately 1,000 students. The male/female ratio is 73% male and 27% female. Students receive instruction in core curriculum classes of English/Language Arts, Science/Health, Social Studies, and Mathematics. As a result of the school's program, 98% earned credit toward graduation and 85% returned to their home school or other alternative educational programs. Ten students earned their General Education Diploma and one student graduated high school in the 2008-2009 school year.

Waterford Alternative High School at the Manley Campus is an educational program for students who prefer a small high school setting or who have not been successful in the general classroom environment. Two hundred and fifteen students attended Manley for the 2008-09 school year. Alternative High School students who fulfill Waterford School District graduation requirements earn a Waterford high school diploma. The Alternative High School promotes student success through small class sizes. Teachers identify individual student strengths and weaknesses and the teaching methods they use are often modified to meet individual student needs. Waterford Alternative High School teachers provide a supportive and positive environment through one on one instruction and frequent reinforcement. In addition to academic learning, staff strives to instill in students a positive attitude and the interpersonal skills needed to become productive citizens.

Curriculum and Instruction

All faculty are highly qualified and certified for their teaching positions. Probationary teachers complete annual Individual Development Plans (IDP's) and participate in a four-year induction program that provides training and support in the areas of climate, instruction and planning. The Waterford School District utilizes the *Framework for Effective Teaching* as the centerpiece of an exemplary Professional Growth and Evaluation System that differentiates the approach to teacher support and evaluation. Staff are provided a wide range of professional development opportunities related to the outcomes of the school, and are required to obtain a minimum of thirty hours of professional development per year.

The Waterford School District has taken several steps in recent years to improve student achievement in the core content areas and has shown steady improvement on standardized assessments (MEAP and MME). One of the major initiatives was making sure we had a guaranteed and viable curriculum. Last year (2008-09 school year), over 200 District teachers completed a curriculum audit to ensure a guaranteed and viable curriculum. This led to the development of pacing guides, essential learnings, and in supports to students to be successful with the more rigorous curricular expectations (common study guides for all assessments). Over the last three years, District teachers and administrators have developed common formative and summative assessments in core curricular areas that align our common curriculum. All curriculum and assessments are directly tied to Grade Level Content Expectations (GLCE's) and High School Content Expectations (HSCE's). Instructional resources are available for access in our Online Resource for Curriculum Assessment (ORCA), which became fully operational in the spring of 2009. Utilizing Microsoft SharePoint as its interface, all District curriculum and assessments are housed in electronic document libraries. Teachers have access to the most current lesson plans, pacing guides and assessments that are directly aligned to state grade level content expectations.

Elementary

Elementary classes are taught in self-contained classrooms wherein a general education teacher provides instruction in all core content areas. Teachers meet and plan collaboratively in grade level (PLC) teams. Our curriculum is based on current state Grade Level Content Expectations from which Essential Learnings are identified and common assessments measure individual student progress. Instruction is designed in units, which are created by teams of classroom teachers. Readers' and Writers' Workshop are the centerpiece of our elementary integrated language arts program. We monitor literacy progress using the Development Reading Assessment (DRA) and District-wide writing prompts. These assessments provide excellent data that shape classroom instruction and provide information useful to parents who wish to work with their students at home. The emphasis in mathematics is on students' ability to think, analyze and use math skills to solve problems. Elementary science curriculum is carefully articulated across the grade level units utilizing inquiry and sets of materials to provide an experience-based, "hands-on/minds-on" learning opportunity. The social studies curriculum follows an "expanding environments" pattern, content is based on five strands: geography, history, civics, economics, and inquiry.

Middle School

Crary, Pierce and Mason Middle Schools service 2,430 children in grades 6-8. Students are assigned to a teaching team for their core courses. The team-based approach allows time for teachers to develop curriculum, discuss and implement successful teaching strategies and to address individual student needs. All three middle schools provide a daily Student Resource

Time (SRT). The purpose of SRT is to ensure a dedicated time for both social and academic support.

A variety of elective courses are offered. Strong programming exists in performing and visual arts, physical education, and career and technical education classes. Moreover, eighth grade students have the opportunity to earn high school credit in Algebra I and Spanish I.

The extracurricular programs offer an array of activities for students. These include, but are not limited to, National Junior Honor Society, drama, talent show, concerts, athletics, intramural, yearbook, ambassadors and student council. Students in the 6th grade participate in an overnight camp experience, while 8th grade students visit Washington D.C. These programs engage students in meaningful activities that augment the school day and enrich learning experiences.

High School

Mott and Kettering High Schools operate with a modified block schedule where classes meet three times per week for 86 minutes. Two seminar periods are also scheduled during the week during which time students receive additional support or extend their learning as needed. Mott and Kettering High Schools enjoy an aligned daily schedule whereby the 3,100 students they serve can take classes at either campus, facilitated by a mid-day shuttle that runs between the campuses. Students also enjoy the learning opportunities offered off-site at the Oakland Schools Technical Campus Northwest.

The Waterford Alternative High School is located on the Manley Campus. Their success is promoted through small class sizes for the 215 students in grades 10-12. Teachers identify student strengths and weaknesses and the teaching methods they use are often modified to meet individual student needs.

High School programming is comprehensive featuring 214 courses, including 19 Advanced Placement courses, comprehensive performing and visual arts, physical education, and career and technical education classes. Virtual coursework can be taken through PLATO.

Students have multiple ways to earn college credit while in high school. Waterford School District has articulation agreements with Oakland Community College, Baker College, University of Northwestern Ohio, and Lawrence Technological University. Further, during the 08-09 school year, 5.5% of eligible students participated in dual enrollment courses. Students enrolled in a total of 128 post-secondary courses.

Departments and Programs

Performing and Visual Arts The Performing and Visual Arts (PAVA) Department provides both curricular and co-curricular opportunities in the arts for all Waterford students. We believe that the arts are fundamental to the development of a child's mind and spirit. Art, music, dance and theatre benefit students by cultivating the whole child, building literacy and developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Our PAVA students consistently excel through regional, state and national. Each year our visual arts students achieve many Gold Key and Portfolio awards at Scholastic Arts Exhibits, often having portfolios exhibited nationally in New York and Washington D.C. The performing arts students in band, choir and orchestra regularly receive Division I ratings at Michigan School Vocal Music Association and Michigan School Band & Orchestra Association

festivals. Last year, the Waterford Kettering Symphony Orchestra was one of only two orchestras asked to perform at the prestigious Michigan Music Conference, and both the Mott and Kettering Jazz Bands have been featured at the Montreaux Detroit Jazz Festival. The L-12 performing and visual arts curriculum is extensive and is drawn from the Disciplined-Based Arts/Music Education models. Frequent workshops and special training opportunities with professionals are often available. Many of the Performing and Visual Arts staff members are themselves working artists and contribute their talents to commercials, big bands, gallery openings, operas, and national conferences. District-wide events, such as the Summer Repertory Theatre Festival, Elementary Chorale Festival at Oakland University and the All-District Band & Orchestra Festivals are just some of the opportunities available to our students. Waterford was recognized by the American Music Conference as one of the Best 100 Communities for Music Education in America for three consecutive years from 2005-2007.

Physical Education The primary focus of the Waterford Physical Education curriculum is to equip students with the fundamental skills, attitudes, and behaviors essential to safe, effective movement. The curriculum is designed to develop fitness behaviors, help students acquire the skills necessary for effective self-management of health-related fitness indicators, and facilitate the development of patterns of regular physical activity. Waterford's Physical Education Department has achieved level 8 the highest possible level of the Michigan Governor's Council on Physical Fitness, Health and Sports' Exemplary Physical Education Awards Program. As part of continuous program improvement, PE teachers regularly collect data to help improve their teaching and to allow students to set goals for improvement.

Athletics The role of interscholastic athletics in the Waterford School District is to provide educational experiences in the framework of competitive athletics. By focusing on educational outcomes and student learning, athletics provides avenues for physical, emotional, social, and intellectual growth. Our athletics and teams have received many divisional, regional, and state titles over the years.

Special Education The Waterford School District provides supports and services to approximately 1600 students through Individualized Education Plans (IEP's). Students' ages are from birth to 26 years. Services for identified special education students range from speech/language support to specialized classroom settings. Special Education programs are designed to support a wide range of emotional, cognitive and autism spectrum disorders. The staff of the department includes, special education teachers, school psychologists, school social workers, speech and language pathologists, occupational and physical therapists and classroom assistants. Each staff member is responsible to deliver services and support in a wide variety of educational settings.

Career and Technical Education Waterford Schools Career and Technical Education (CTE) programs provide high school students with classroom, laboratory and work-based learning experiences that bridge the gap between education and the world of work. Supported by strong partnerships with our business community and curriculum aligned to industry standards, these programs increase student options for occupational choice in the pursuit of careers or post-secondary training. Middle school students may enroll in exploratory classes which provide foundational skills to be built upon in the high school programs. A primary goal of the Waterford School District is to ensure that every student graduating from our high schools will have a realistic career goal and a plan for achieving that goal.

Staff Demographics

There are 1,415 employees in the Waterford School District, making the District the largest employer in Waterford. Employees are also residents, with 68% of non-certified and non-instructional staff also Waterford residents. District staff tends to remain in Waterford, with 54% of all staff working in the District for 10 years or more. 63% of teachers have worked in Waterford 5 or more years.

Eighty-seven percent of teaching staff have earned graduate hours beyond their Bachelor degree, with 67% having advanced degrees (Masters or higher). Waterford teachers are graduates of 25 different universities, with local Oakland University providing 25% of District instructors.

Student Demographics

The 2008-2009 student enrollment was 11,587 students. Enrollment remains somewhat steady, with just enough fluctuation between levels to require the adjustment of staff as needed to keep class sizes at desirable levels. School of Choice students, who enrolled in Waterford in 1996 for the first time, have helped to maintain stable enrollment numbers. There were 825 School of Choice students, including center-based Kingsley Montgomery School, attending Waterford Schools in the 2008-2009 school year.

In 2008-2009 the State of Michigan adopted a new formula to calculate graduation rates which counts only students who completed a regular diploma in four years as on-time graduates. Alternative high schools are included in the district calculation for the first time and both the graduation and dropout rates more accurately account for students who transfer-in and transfer-out of the district. The four year on-time graduation rate for 2008 is 72.01%. This graduation rate calculates on-time graduates of Kingsley Montgomery, Children's Village, Waterford Alternative High School, Kettering High School and Mott High School. Waterford School District's four year dropout rate is 15.93%.

While individual schools in the District range from 19% to 70% of students qualifying for free or reduced price lunch, the District's proportion of students who receive free or reduced-price lunch is 36%. (The Michigan average is 40%.) The community's median household income of \$55,008 is above the state average of \$47,931. Slightly over 9% of households are headed by single parents. The proportion of adult residents in the community with at least a bachelor's degree is estimated to be 24% compared to the Michigan state average of 21%.

Demographic trends among Waterford's student population are reflective of the national trends. Eighty-one percent of Waterford students are identified as White. Other ethnicity data indicates 9% Black/African-American, 8% Hispanic/Latino, and 2% Asian/American. Waterford has seen an increase in the number of English as Second Language residents as Oakland County is Michigan's leading center for international commercial activity with 629 companies representing 24 countries doing business in the county. The 2008-2009 count for Limited English Proficiency (LEP) students was 528. 31 different languages are spoken in the District. Of the LEP population approximately 50% speak Spanish. 2% speak Vietnamese, 2% Hmong and the rest is 1% between the other languages.

District Response to Data

Continuum of Academic Support

Our academic support model emphasizes early intervening services placing 19 certified literacy interventionists in our 13 elementary buildings. The interventionists are assigned based on the student needs in the building. This support model also finds ways to extend the school day for struggling students by flexing the daily schedule of the interventionists and extends the school year by offering an intensive summer school experience for identified students in August. Schools use a variety of processes and tools to monitor progress of at risk students, from individual slope charts recording progress throughout the year, to “data walls” that capture the status of all students’ progress within a school.

The comprehensive support model is continued into the middle school level for identified students and is highlighted by our math and reading labs. These support hours for students are standardized across all three middle schools and provide students an additional hour each day to focus on reading or math. These classes are in addition to a regular language arts or math class and curriculum is aligned to what the students are learning in their regular math and reading courses. The lab environment includes elements of skill building for students, which enables learning gaps from previous years to be filled. The lab class also emphasizes pre-teaching of material students will learn in their regular math/reading class. This has proven to be highly successful for students to ensure they remain at grade level in their math/ELA class.

Our comprehensive support models continue into our high schools to ensure student success. Seminar time is built into the students’ weekly schedule twice a week where students can travel to different teachers to get additional support, retake assessments and make-up missing assignments. We have also built in ways for students to recover lost credit. Students are able to access PLATO (an online credit recovery program) throughout the school day and from home twenty four hours a day.

All Day Every Day Kindergarten

Beginning in the fall of 2008, kindergarteners were provided with an all day, every day Kindergarten experience. Students and teachers are now able to implement the existing rigorous Kindergarten curriculum with integrity, and provide multiple opportunities for students to learn, as well as to have opportunities for students to “linger over learning”.

Summer School

Elementary students in need of extra time and support are provided a 3 week summer learning experience in one of two programs, Summer SLAM or Summer Academy. The children attend class for 2 ½ to 3 ½ hours each day, five days a week. Through various engaging learning activities, the children hone skills they’ll need to start the new school year. There is one teacher for every six students, which allows children to receive more personal attention than is possible in the traditional classroom setting. In 2009, 269 elementary students participated in the summer programs. This year, SLAM students were offered free transportation from their home school to the program site. Transportation and Summer SLAM program costs are paid for with Federal Title I Funds. Summer Academy costs are paid for by a combination of tuition, Youth Assistance scholarships and Federal stimulus money.

Middle school participation in Summer Success Academy has increased from 40 students in 2006 to 181 students in 2009. Many students are able to attend the tuition-based program through state at-risk fund scholarships.

High school students are offered summer school opportunities in either a traditional course or through PLATO, an online credit recovery program. Participation has continually increased in the secondary program from 162 students in 2006 to 419 students in 2009, with 40% of those students participating in PLATO.

Seat Time Waiver Waterford School District is very proud to have received a seat-time waiver from the State of Michigan so that we can offer students who struggle within the standard school setting an opportunity to learn the same content on-line under a different structure than the traditional school setting. The purpose of the Seat Time Waiver is to raise the graduation rate of Waterford students through the implementation of alternative learning options and accessibility to students. The emphasis on the program is technology-based with a robust supportive mentoring infrastructure. To date, there are 28 Seat Time Waiver students. The group is made up of suspended or expelled students, two students who had previously dropped out, August graduates, medically challenged students and those with a learning style preference best suited for virtual classes.

Achievement Data

The Waterford School District met Adequate Yearly Progress criteria in 2009. On the Michigan Department of Education School Report Card, 13 Waterford Schools received a letter grade of "A", and the other five received a letter grade of "B".

Children's Village School facility is owned by Oakland County and operated by the Waterford School District. The school serves children who have been adjudicated via the Probate Court for delinquency, neglect, truancy at home/school, or incorrigibility at home/school.

Kingsley Montgomery School (KMS) is a center-based special education facility, serving 17 Oakland County school districts, that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), and severe emotionally impaired (SEI) students.

Waterford Alternative High School at the Manley Campus is an educational program for students who prefer a small high school setting or who have not been successful in the general classroom environment.

School	Grades Tested	Ed Yes! Grade 2008-09	School AYP Status 2008-09	School Phase 2008-09
Adams Elementary School	3 - 6	A	Met AYP	0
Beaumont Elementary School	3 - 6	A	Met AYP	0
Burt Elementary School	3 - 6	A	Met AYP	0
Children's Village School	6 - 11	No Grade	Did Not Make AYP	2
Cooley Elementary School	3 - 6	A	Met AYP	0
Crary Middle School	6 - 8	B	Met AYP	0
Donelson Hills Elementary School	3 - 6	A	Met AYP	0
Grayson Elementary School	3 - 6	A	Met AYP	0
Haviland Elementary School	3 - 6	A	Met AYP	0
Houghton Elementary School	3 - 6	A	Met AYP	0
Kingsley Montgomery School	3 - 11	No Grade	Did Not Make AYP	2
Knudsen Elementary School	3 - 6	B	Met AYP	0
Mason Middle School	6 - 8	A	Met AYP	0
Pierce Middle School	6 - 8	A	Met AYP	0
Riverside Elementary School	3 - 6	A	Met AYP	0
Sandburg Elementary School	3 - 6	B	Met AYP	0
Schoolcraft Elementary School	3 - 6	A	Met AYP	0
Waterford Alternative High School - Manley Campus	11	D-Alert	Did Not Make AYP	1
Waterford Kettering High School	11	B	Met AYP	1
Waterford Mott High School	11	B	Did Not Make AYP	2
Waterford Village Elementary School	3 - 6	A	Met AYP	0

Overall, data indicates student achievement is trending upward since 2005-2006 school year. State assessment data, as evidenced by the Michigan Educational Assessment Program (MEAP) for grades 3-8, and the Michigan Merit Exam (MME) for grade 10 are at or above state average in most content areas.

An example is the MEAP Trend Chart 1 (shown below) which shows that Waterford students have gained and outpaced both the state and county averages. Similarly, the MME results for the Social Studies test shown Chart 2 indicate that Waterford students meet or exceed averages of both the state and county.

Chart 1 - Math

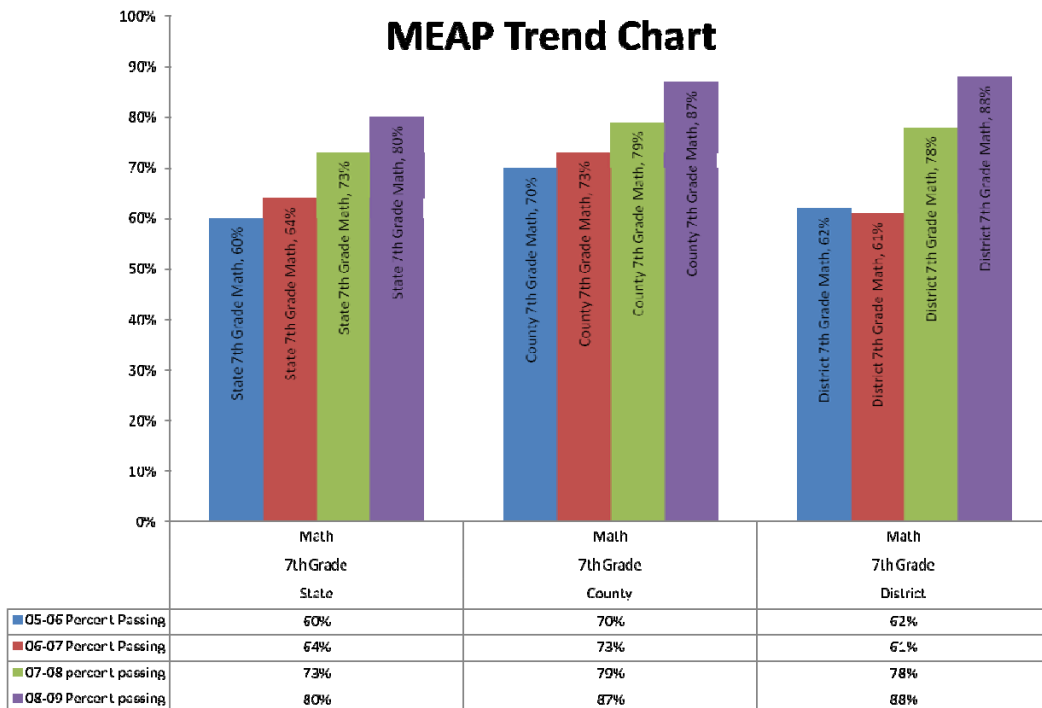
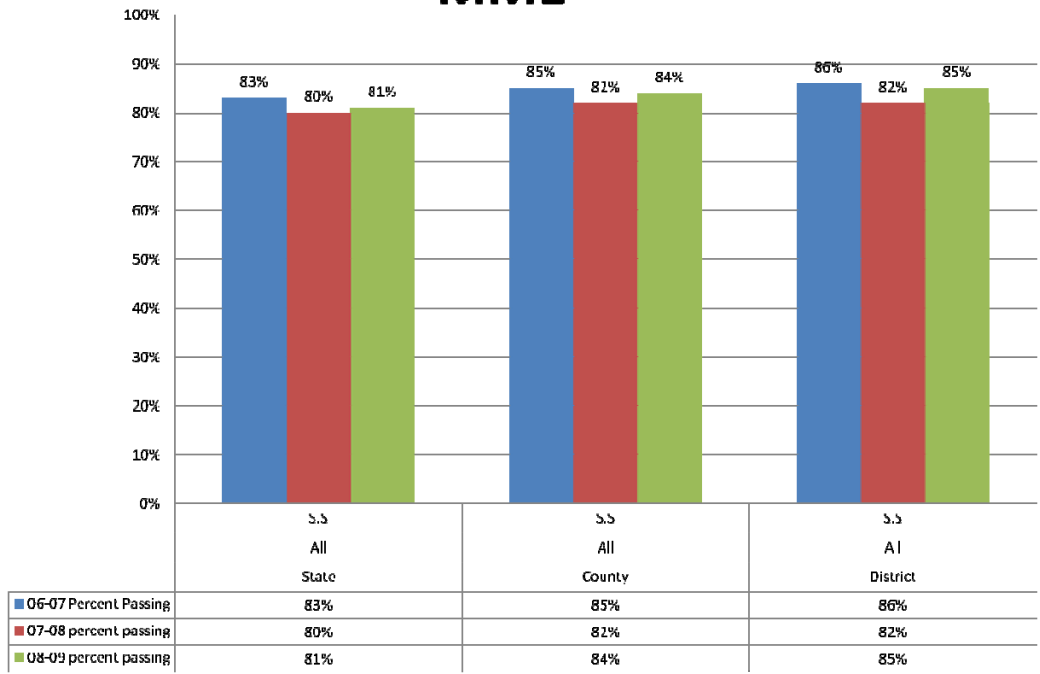
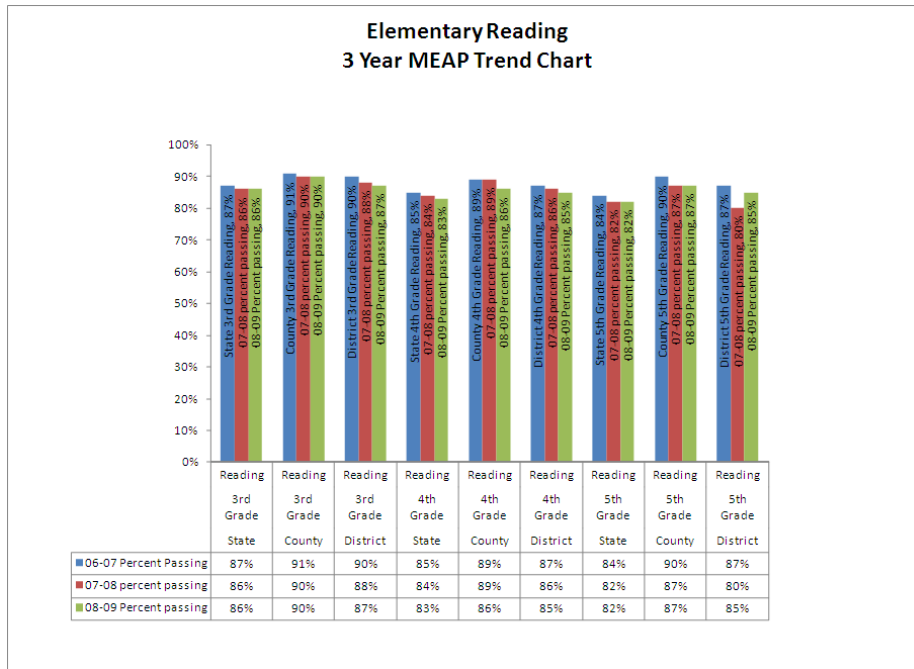


Chart 2 – Social Studies

MME

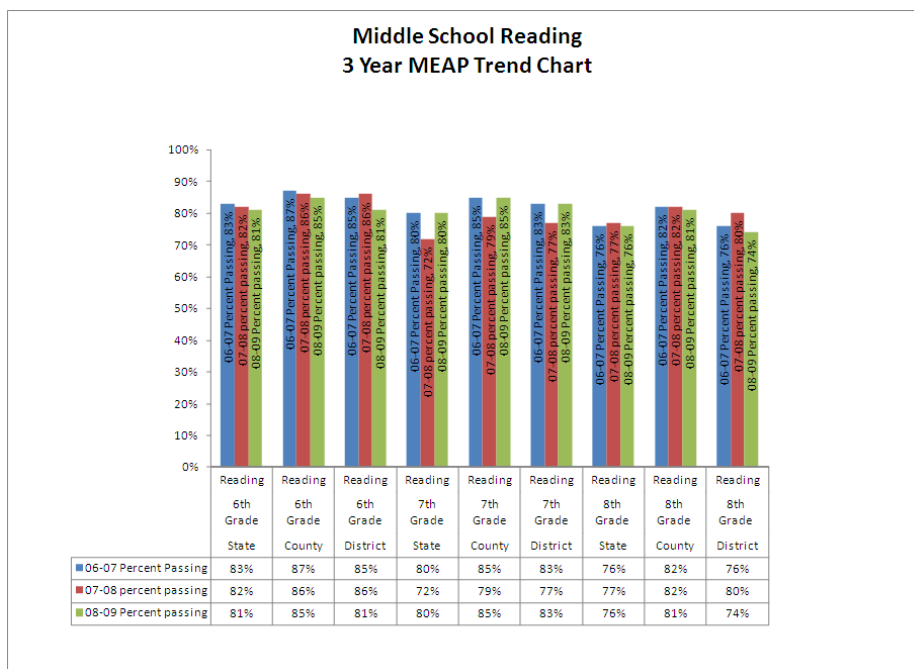


08-09 Elementary MEAP Trends



WSD Elementary reading MEAP scores have consistently been at or above the state averages for the last three years, while performing just below the county average.

08-09 Middle School MEAP Trends



WSD Middle School reading scores have been very close to State averages- sometimes a few points above and sometimes a few points below-and have consistently been below the County average.

An analysis of current student achievement data also shows gaps in the achievement of District students between buildings and within subgroups on standardized assessments. Waterford students are performing seven percentage points under the state average on the Michigan Merit Exam in mathematics. On the writing portion of the MME, 43% of Waterford students scored in the proficient range, while, deeper analysis of these scores indicates a wide range of proficiency levels among subgroups. For instance, special education students had a proficiency rate of 10% on the MME writing exam while general education students were 47% proficient. These gaps in student achievement are not only evident between subgroups, but also between buildings. Students at Kettering High School scored 53%; students at Mott High School scored 42% on the math portion of the MME. A similar gap appeared in writing; Kettering students scoring at a 52% proficiency rate, Mott students at 44%.

Analyzing MEAP results, these similar gaps in achievement exist between subgroups and buildings. Third grade general education students in Waterford scored three percentage points below the county average; third grade special education students in Waterford scored 18% points below their county peers in special education. The data comparing the highest and lowest achieving buildings on the third grade reading MEAP shows a 23% difference in proficiency levels between these buildings.

Unique Local Insights

Collaborative Relationships

During these challenging economic times our partnerships play an increasingly important role to the Waterford community as we continue to meet our students' needs by providing quality programming and services. We are fortunate to have a variety of partners from local and national business, government and the educational sector including public and private school systems and local colleges and universities. These partnerships realize significant dollar savings for our District annually.

We collaborate with the:

- Waterford Foundation for Public Education to provide support for unique and critical programs throughout the District, including Teacher of the Year, Mini-grants to teachers, and a variety of support and recognition activities. The Waterford Foundation is a premier educational foundation in southeastern Michigan, and has consulted with many other educational foundations who wish to achieve the success of the Waterford Foundation.
- Waterford Chamber of Commerce on numerous community promotion events that includes the production of the Waterford Township "Moving Forward Together" video.
- Waterford Township on many levels including the use of the Township Hall, sharing library services, assisting in Township Parks and Recreation programs, the Waterford Senior Center, and many safety initiatives that have procured over \$7 million in grants along with providing police liaisons within our high schools.
- Oakland County Health Department, Oakland County Mental Health Department, and the Waterford Township Police and Fire Departments, to successfully procure several Emergency Response and Crisis Management Grants from the U.S. Department of Education.
- Higher education institutions in our area (such as Oakland Community College and Oakland University) to provide our students with access to college coursework that earn them college credits while still in high school.
- Our K-12 school partnerships throughout the State allow our District to purchase electricity, natural gas, food commodities, waste management, and risk management insurance coverage for an extremely competitive price.
- Oakland County Cruisers, a member of the Independent Frontier Professional Baseball League to utilize for high school sports and special events the Cruisers new Summit Sports and Entertainment Center to be constructed on the Summit Place Mall property by Spring of 2011.
- WSD provides teachers to St. Stephens Lutheran School and Waterford Our Lady of the Lakes to deliver elective course instruction while generating revenue for our District.
- The Waterford School District's Pool and Fitness Centers and Performing Arts Centers have become destinations for thousands of people throughout the region to be visitors and consumers in our community each year.
- We are committed to continuing and building even stronger relationships throughout the course of the 2009-2010 school year.

Quality Facilities Waterford voters approved a \$100 million bond proposal in 2003 that includes capital improvements such as remodeling existing facilities, additional classrooms and pool & fitness centers at each of the District's high schools. The bond proposal will also allow the District to further enhance instructional technology. The \$100 million bond approval, to be sold in a series beginning in 2004 through 2014, will allow the District to continue to move

forward in providing quality facilities for our students and community. The District has already realized \$45 million in improvements and still has \$55 million in improvements yet to be completed by 2014. New pool & fitness centers have been constructed, new classrooms at the middle schools and high schools are being utilized by students, and expansion of instructional technology for our students are but a few of the enhancements realized due to community support of our schools.

In May of 2007, the District approved \$12 million in Energy Conservation Improvements. These improvements include new ceilings, new lighting, replacement boilers and other conservation measures throughout the District. These Energy Conservation Improvements are financed through the sale of bonds that are paid for through energy savings from the improvements.

In 2008, the Oakland Intermediate School District approved the District's application for funding to renovate the District's Kingsley Montgomery School. The Kingsley Montgomery School houses center programs for students throughout the county serving severely cognitively impaired, severely multiply impaired, and severely emotionally impaired students. These programs are provided by the Waterford School District. This funding for this \$11.8 million project is made possible through the PA18 Oakland County Special Education Millage. Completion of this 12-month construction project is slated for the beginning of the 2010-2011 school year.

Waterford School District has consistently received overwhelming support from its community. The District, since 1994 has received voter support for almost \$200 million worth of bonds that have made it possible for our district to provide the very best facilities for our students and community.

Safety and Security Plans

The Waterford School District continues to take proactive measures to protect the safety of all our students and staff members. District personnel meet regularly with local police and fire responders who help plan our community's response to potential threats. Our plans are made in concert with other local emergency preparedness plans. The School District and all school facilities have crisis management plans. The plans have been designed with the help of school security, as well as local law enforcement, emergency management, and public health officials. Plans are regularly reviewed and updated. These plans include procedures to respond to critical incidents, such as fire or tornado, and school crisis teams practice these drills regularly.

In addition, the following is a list of the measures taken & improvements made in the Waterford School District :

- Awarded the 2004 & 2006 Emergency Response & Crisis Management Federal Grant.
- Awarded the Homeland Security Grant from the State of Michigan.
- Implemented a District Incident Command System that establishes roles and responsibilities in accordance with National Incident Management System (NIMS) guidelines
- Purchased first-aid kits for every classroom throughout the District.
- Delivered ongoing CPR training and re-certification training for District employees.
- Conducted evacuation exercise with Waterford Police & Fire Departments.
- Installed AEDs (automated external defibrillators) in every District building.
- Installed security cameras in all secondary school buildings.
- Purchased mobile AED (automated external defibrillators) for athletic event use.

- Revised the Waterford School District Code of Conduct.
- Enhanced evening security at school buildings.
- Revised emergency maps for all school and support buildings throughout the District.
- Developed student health care plans and updated student immunization records.

Waterford Senior Center

The Senior Center is a division of the Waterford School District but works very closely with Waterford Township, United Way of Southeastern Michigan, Area Agency on Aging 1B, and its members. The mission of the Waterford Senior Center is to provide a focal point in the Waterford community for services, programs and activities associated with vital aging. The Senior Center facility also houses a Waterford Township branch library.

District “Points of Pride”

- **MEAP Scores Exceed State** Our students continually score above State MEAP score averages.
- **Accelerated Learning Opportunities** Articulation agreements exist with Oakland Community College, Baker College, and the University of Northwestern Ohio
- **Nationally Accredited Preschool Programs** NAEYC accredited preschool programs at the Stepanski Early Childhood Center
- **Exemplary Blue Ribbon Schools** Award winning schools were named state and national “Exemplary Blue Ribbon” Schools by the Michigan & United States Departments of Education
- **Award Winning Performing & Visual Arts Programs** State and National award-winning performing & visual arts programs and the District was named the Top 100 Communities in America for Music Education for three years in a row
- **Accredited Schools** All elementary, middle, and high schools are fully accredited by North Central Association of Colleges and Schools (NCA)
- **Athletic Champions** Waterford athletic teams earned divisional, regional, and state championship with many students named scholar-athletes
- **Exemplary Physical Education Program** The Waterford School District physical education program was awarded Michigan Governor’s Council Physical Fitness, Health, and Sports Exemplary Physical Education Award
- **Student Success** Ninety-two percent of all graduating seniors pursue post-secondary education

Grants Awarded

Since 2004, the Waterford School District has been awarded over \$8.4 million in local, State and Federal grants to initiate or support innovative programming in the District. Within the last year, the District was awarded the following grants:

Safe Schools/Healthy Students Grant - \$5,745,460 The U.S. Departments of Education, Justice, and Health and Human Services awarded the Waterford School District this grant for 5.7million dollars over 4 years. This award provides funds to respond to the District’s existing needs, gaps, or weaknesses in areas related to the following five elements: 1) Safe School

Environments and Violence Prevention Activities, 2) Alcohol, Tobacco, and Other Drug Prevention Activities, 3) Student Behavioral, Social, and Emotional Supports, 4) Mental Health Services, 5) Early Childhood Social and Emotional Learning Programs. Partners in the project include Waterford Police Department, Oakland County Community Mental Health, Oakland County Circuit Court/Waterford Youth Assistance, Waterford Coalition for Youth, Oakland Livingston Human Services Agency, Catholic Social Services/Hispanic Outreach, and Oakland University.

COPS Secure Our Schools Grant - \$267,410 The U.S. Department of Justice Office of Community Oriented Policing Services (COPS) awarded the Waterford Police Department and Waterford School District the COPS Secure Our Schools Grant. This award provides funds to improve security throughout the Waterford School District.

Education for Homeless Children Grant - \$10,000 The Michigan Department of Education awarded the Waterford School District the Education for Homeless Children Grant. The purpose of the grant is to provide a centralized “supply closet” for homeless students with a variety of school supplies and personal hygiene/toiletry supplies as well as basic clothing items. For clothing needs not included in the supply closet, students may also request gift cards from local department stores. Providing these items will eliminate a significant barrier to students’ academic success (school supplies) and attendance (clothing and toiletries).

Building Healthy Communities Grant - \$13,839 Blue Cross Blue Shield of Michigan awarded the Waterford School District and Sandburg Elementary School the Building Healthy Communities Grant. The purpose of this grant is to increase student knowledge about nutrition and increase student consumption of fruits.

Love Your Veggies Grant - \$14,750 The Waterford School District is the recipient of a Love Your Veggies™ school grant, sponsored by the makers of Hidden Valley® Salad Dressings in partnership with School Nutrition Foundation (SNF) and supported by Produce for Better Health Foundation (PBH). The nutrition grant will allow Waterford Village Elementary School access to, and consumption of, fresh vegetables

Teaching American History Grant - \$499,689 The Waterford School District is the recipient of the Teaching American History Grant, awarded by the U.S. Department of Education. The Teaching American History Grant is designed to improve student achievement by enhancing teachers’ knowledge of traditional American history through intensive ongoing professional development in both content and research-based teaching strategies. Grants fund projects for up to five years, and grantees must partner with one or more organizations that have extensive knowledge of American history, including libraries, museums, nonprofit history or humanities organizations and higher education institutions.

Youth Wellness Mini Grant - \$2,000 The Youth Wellness Mini Grant, awarded by the Michigan Department of Education, was given to Sandburg Elementary to assist in improving the school’s health environment by engaging students and adopting campus wide nutrition standards.