

Waterford Mott High School
Annual Report to the Community
2009-2010

September 1, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Craig Blomquist for assistance.

The AER is available for you to review electronically by visiting the following web site www.waterford.k12.mi.us or you may review a copy from the Main Office at your child's school.

For 2009-2010, Waterford Mott High School did not make Adequate Yearly Progress (AYP) because:

- We did not attain target achievement goals in English language arts.
- We did not attain target achievement goals in mathematics.
- We did not attain target achievement goals for all subgroups of students in mathematics.
- We did not attain target achievement goals for all subgroups of students in English language arts.

As a result, the school is engaging in several academic initiatives including an afterschool homework and tutoring program, a curriculum re-alignment process, and a system of interventions for all students particularly in the areas of mathematics and language arts. Additionally, we will be putting in place a specific intervention program for our various subgroups.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

- a. 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 only and are placed at buildings based upon space available.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a. The District received accreditation through the North Central Association starting in the 2009-2010 school year. This process placed the district in the top 5% of districts across the country who have been designated as being nationally accredited.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. 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.

- b. 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.
4. 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
 - a. The core curriculum can be accessed through the district website at <http://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.
5. THE AGGREGATE STUDENT ACHEIVEMENT RESULTS FOR ANY LOCAL COMPENTENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TEST

MME Reading	59% Proficient/Advanced
MME Writing	28% Proficient/Advanced
MME Mathematics	33% Proficient/Advanced
MME Science	53% Proficient/Advanced
MME Social Studies	77% Proficient/Advanced

ACT English	18.5
ACT Mathematics	18.6
ACT Reading	19.3
ACT Science	19.1
ACT Composite	19.1

(All ACT reported scores are from the graduating class of 2010)

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

353 students were represented at our fall conferences. This represents approximately 22% of the overall student population.

193 students were represented at our spring conferences. This represents approximately 12% of the overall student population.

In addition, the counseling and teaching staff conduct regular meetings with parents regarding their individual student's progress.

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - i. 6 students/1%
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. 13 courses
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. 249 students/15%
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
 - i. Colleges and universities often have different standards for eligibility for credit. Generally, the accepted scores range from a 3 to a 5. In the 2009-2010 school year, 119 students took 192 AP exams. Of those, 95 students (50%) earned a score ranging from a 3-5.

We continue to address the needs of all students at Waterford Mott High School. While we are pleased with the growth achieved this year on the ACT, we do continue to strive for improvement in other areas of student achievement. We are fully engaged in a comprehensive school improvement plan. We are pleased to share the commitment of our staff towards our professional learning communities and we are grateful for the support of our parents and our community.

Sincerely,

Craig Blomquist

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Waterford School District, Waterford Mott High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 11									
All Students	2008-09	95.8%	59.9%	60%	60.8%	1.8%	59%	25.1%	14.2%
All Students	2009-10	99.3%	65.2%	58.6%	59.9%	1%	58.9%	23.1%	17.1%
Female	2008-09	97.3%	64.2%	65.4%	69.5%	3.4%	66.1%	21.5%	9%
Female	2009-10	99.1%	68%	62.2%	63.4%	0.4%	62.9%	22.8%	13.8%
Male	2008-09	94.2%	55.5%	54.7%	51.2%	0%	51.2%	29%	19.8%
Male	2009-10	99.5%	62.3%	55%	55.7%	1.6%	54.2%	23.4%	20.8%
Black or African American	2008-09	96.8%	33.4%	25%	23.3%	0%	23.3%	53.3%	23.3%
Black or African American	2009-10	100%	37.5%	34%	37.5%	0%	37.5%	30.4%	32.1%
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	67.2%	55%	40%	0%	40%	40%	20%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	61.1%	54.5%	0%	54.5%	18.2%	27.3%
Hispanic or Latino	2008-09	93.8%	44.5%	50%	40%	6.7%	33.3%	26.7%	33.3%
Hispanic or Latino	2009-10	100%	50.7%	44%	34.5%	3.4%	31%	37.9%	27.6%
White	2008-09	95.6%	66.1%	64.1%	66.5%	1.8%	64.8%	21.4%	12.1%
White	2009-10	99.1%	71.5%	63.3%	66%	0.9%	65.1%	20.8%	13.2%
Limited English Proficient	2008-09	<10	18.6%	18.2%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	22.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	97.2%	23.5%	29%	25.7%	0%	25.7%	42.9%	31.4%
Students with Disabilities	2009-10	100%	23.6%	18%	18%	0%	18%	22%	60%
Economically Disadvantaged	2008-09	93%	42.4%	45.4%	50.5%	0%	50.5%	29.9%	19.6%
Economically Disadvantaged	2009-10	100%	48.5%	50.5%	46.2%	0%	46.2%	28.7%	25.1%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 11									
All Students	2008-09	94.9%	49.3%	42.2%	42.3%	8.6%	33.6%	17.3%	40.5%
All Students	2009-10	99%	50.4%	37%	35.9%	4.6%	31.3%	17.8%	46.3%
Female	2008-09	96.2%	47.2%	40.3%	40%	8.6%	31.4%	17.1%	42.9%
Female	2009-10	98.7%	48.3%	35.6%	33.6%	4.5%	29.1%	17.9%	48.4%
Male	2008-09	93.6%	51.5%	44.2%	44.7%	8.7%	36%	17.4%	37.9%
Male	2009-10	99.5%	52.5%	38.5%	38.5%	4.7%	33.9%	17.7%	43.8%
Black or African American	2008-09	90.3%	16.4%	17.2%	21.4%	3.6%	17.9%	7.1%	71.4%
Black or African American	2009-10	100%	16.4%	11.5%	8.9%	0%	8.9%	14.3%	76.8%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Asian, Native	2008-09	100%	72.3%	55%	50%	30%	20%	30%	20%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	33.3%	36.4%	0%	36.4%	27.3%	36.4%
Hispanic or Latino	2008-09	93.8%	32.4%	34.4%	40%	6.7%	33.3%	13.3%	46.7%
Hispanic or Latino	2009-10	100%	33.8%	30%	6.9%	0%	6.9%	13.8%	79.3%
White	2008-09	95.2%	56.5%	44.6%	44.3%	8.6%	35.7%	17.9%	37.9%
White	2009-10	98.8%	57.9%	41.3%	42.9%	6%	36.9%	18.6%	38.5%
Limited English Proficient	2008-09	<10	20.2%	45.5%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	17.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	97.2%	10.2%	4.3%	2.9%	0%	2.9%	8.6%	88.6%
Students with Disabilities	2009-10	100%	11.2%	5.3%	4%	0%	4%	2%	94%
Economically Disadvantaged	2008-09	92.2%	28.9%	27.6%	27.4%	3.8%	23.6%	17.9%	54.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Economically Disadvantaged	2009-10	99.4%	30.4%	28.4%	22.4%	1.2%	21.2%	17.1%	60.6%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	90.9%	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2008-09	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	90.9%	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	100%	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	100%	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	90.9%	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2009-10	<10	78.6%	90.9%	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	74.4%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
White	2008-09	<10	75.6%	<10	<10	<10	<10	<10
White	2009-10	<10	74.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	77.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	75.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	73.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	86%	<10	<10	<10	<10	<10
White	2008-09	<10	74.4%	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	76.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2008-09	<10	77.8%	<10	<10	<10	<10	<10
White	2009-10	<10	77.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	81.5%	<10	<10	<10	<10	<10

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	63.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	68.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	56.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	61.5%	<10	<10	<10	<10	<10
White	2008-09	<10	65.6%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	50.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	41.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.7%	<10	<10	<10	<10	<10
White	2008-09	<10	50.5%	<10	<10	<10	<10	<10
White	2009-10	<10	55.4%	<10	<10	<10	<10	<10
Science								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 11								
All Students	2008-09	<10	46.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	38.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
White	2008-09	<10	48.2%	<10	<10	<10	<10	<10
White	2009-10	<10	46%	<10	<10	<10	<10	<10

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting

for Oakland Schools, Waterford School District, Waterford Mott High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99%	94.5%
Mathematics	98.8%	92.8%
School		
English Language Arts / Reading	97.4%	88.3%
Mathematics	97.2%	73.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	97.4%	88%
District		
English Language Arts / Reading	96.7%	89%
Mathematics	96.3%	86.4%
School		
English Language Arts / Reading	93.3%	78%
Mathematics	93.3%	61%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	102.8%	92%
Mathematics	94.4%	88%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	100%	94.5%
Mathematics	100%	95.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	99.1%	92.1%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	98.5%	89%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.3%	95.2%
Mathematics	99.1%	93.7%
School		
English Language Arts / Reading	98.2%	91%
Mathematics	97.9%	77.7%
Multiracial		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	105.1%	92.6%
Mathematics	108.8%	91.2%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	113.9%	69%
Mathematics	113.4%	66%
School		
English Language Arts / Reading	100%	52.9%
Mathematics	100%	21.6%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	102.6%	91.6%
Mathematics	102.5%	90%
School		
English Language Arts / Reading	96.6%	79.9%
Mathematics	96.1%	59.4%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	75.42%
School	
	82.46%
Black or African American	
State	
	56.59%
District	
	64.52%
School	

Graduation Rate (High Schools only)
(Goal 80%)

78.57%

American Indian or Alaska Native

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

87.5%

School

>95%

Hispanic or Latino

Graduation Rate (High Schools only)
(Goal 80%)

State

59.94%

District

60.32%

School

67.74%

White

State

81.85%

District

77.28%

School

83.86%

Multiracial

Graduation Rate (High Schools only)
(Goal 80%)

State

71.12%

Limited English Proficient

State

65.51%

District

56.25%

School

<10

Students with Disabilities

State

57.61%

District

56.76%

Graduation Rate (High Schools only)
(Goal 80%)

School

56%

Economically Disadvantaged

State

59.8%

District

59.54%

School

68.67%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

Attendance Rate (Goal 90%)	
	95.5%
School	
	95.4%
Black or African American	
State	
	91%
District	
	95%
School	
	94.4%
American Indian or Alaska Native	
State	
	93.7%
District	

Attendance Rate (Goal 90%)	
	93.6%
School	
	94.6%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.2%
School	
	98%
Hispanic or Latino	
State	
	94.1%
District	

Attendance Rate (Goal 90%)	
	95.1%
School	
	94.3%
White	
State	
	95.7%
District	
	95.5%
School	
	95.5%
Multiracial	
State	
	94.8%
Limited English Proficient	

**Attendance Rate
(Goal 90%)**

State

94.6%

District

95.9%

School

96.2%

Students with Disabilities

State

93.5%

District

94.6%

School

93.2%

Economically Disadvantaged

Attendance Rate (Goal 90%)	
State	94.8%
District	95.6%
School	95.8%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---.00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%

2009-10 School-Level Accountability (AYP) Status Reporting for Oakland Schools, Waterford School District, Waterford Mott High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Not Met	Not Met	Not Met	C	Corrective Action	3

December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Waterford School District, Waterford Mott High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	38	73	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	5.3%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505