

# Cloverdale School

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## 2010-2011 Annual Report

### Principal

Bobbie Hayes Goodrum

### About Our School

Cloverdale School serves 59 students (27 females, 32 males) in grades preK-Post Secondary. There are nine professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

The mission of Cloverdale School, in collaboration with parents and caregivers, is to provide educational and therapeutic experiences to meet the evolving needs of each student, which allows him/her to become as functionally independent as possible within the school, home, and community.

### Cloverdale School Improvement Goals

1. Students at Cloverdale will increase their proficiency by 7% (to 79%) on the ELA MI-Access assessments
2. Students at Cloverdale will increase their proficiency by 7% (to 59%) on the Math MI-Access assessments
3. Students at Cloverdale will increase their proficiency by 7% (to 61%) on the Science MI-Access assessments

### Progress on School Improvement Goals

1. 91% of Cloverdale students scored proficient on the ELA MI-Access
2. 84% of Cloverdale students scored proficient on the Math MI-Access
3. 83% of Cloverdale students scored proficient on the Science MI-Access

For detailed information, go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

### District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

### National Education Legislation

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners.

## Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total 59

Females 27; Males 32

## Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School\*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

\*For detailed MI Access information, [click here!](#)

## Learner Profile

### Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

## Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance – to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

## District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

For detailed information go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

## Points of Pride

1. Cloverdale Bookathon – 60 students read (or had read to them) more than 1600 books!
2. Cloverdale held our first science fair. All of the projects were interactive and many parents and District guests came to participate in the fair.
3. Curriculum Nights and Instructional Walk-throughs: Cloverdale staff have set up their classrooms for instruction and have had videos of students engaged in the instruction while parents and staff go from room to room to hear about the instruction that is taking place, as well as the data collection processes and instructional modification.
4. We continue to receive support from groups and agencies that provide resources to continue our community-based instruction and swimming programs. Our parent group, Parent Energy Partnership (PEP) sponsors a golf outing to benefit our students. We also receive support from Ekstrom, Inc., Foster Grandparents, Knights of Columbus, and the Farmington Area Lions Club.
5. We continue to provide interactive learning opportunities between our students and their non-disabled peers. Shared experiences with volunteers, programs provided by students from local schools, experiences out in the community, along with family supports during special events greatly enrich the learning opportunities for our students

## Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010\* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCHS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information, go to: [www.farmington.k12.mi.us/schools/annualreports](http://www.farmington.k12.mi.us/schools/annualreports)

*\*2010-2011 graduation data was not available at press time.*

## Challenges We Face

1. We are challenged to continue to provide appropriate specialized programming that meets the unique and changing needs of every student and operates effectively within the space parameters of our building, our available human and fiscal resources, and the special education rules that impact service to students.
2. We are challenged to meet the increasingly complex medical issues that impact the lives of our students, their families and caregivers with respect to safety, health, education and therapy needs.
3. We are challenged to prepare our students and their families for post education programs provided through other agencies, in light of ever changing service delivery systems and resources of the agencies involved in the provision of these services for students who exit our program.
4. We are challenged in helping parents to determine appropriate program options and adapting our program parameters as many local school districts expand their efforts to provide local programs for students with complex multiple needs.
5. We are challenged in developing capacity in staff development opportunities that address mandated curriculum changes, as well as the changing needs of our students both in terms of behavioral strategies and instructional strategies