

East Middle School

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2010-2011 Annual Report

Principal

Kenneth Sanders

About Our School

East Middle School serves 933 students (458 females, 475 males) in grades 7-8. There are 54 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

We, the East Middle School Community, will provide a safe and nurturing environment with quality learning experiences, empowering all students to be enriched socially and culturally.

MEAP Scores

For detailed MEAP information, [click here!](#)

East School Improvement Goals

1. All students will improve their mathematical skills including critical thinking, math reasoning and problem solving in real world applications.
2. All students will improve their writing skills across the curriculum.
3. All students will improve their ability to read and comprehend a variety of printed materials across all curriculum areas

Progress on School Improvement Goals

This year was a year of transition for East. With the new 7-8 configuration, half the students were new. We also had a 33% turn over of staff. Because of this, we focused on building school culture, along with our academic goals.

Reading and Math intervention classes are in place to assist students that are not being successful meeting the goals. Close monitoring of progress was kept to be sure that instruction matched the need of the student. Title 1 grant money was used to fund assistance for these targeted students. Teachers meet regularly with students before and after school and during lunch that need assistance.

Writing is emphasized in all content areas. Readers and Writers workshop format is used in all of our Language Arts classes to better meet each student's learning needs. Inquiry-based programs in math and science put a stronger focus on student writing for learning and assessing in those content areas.

Although we did not successfully achieve AYP status for the 2010-2011 school year, due to Special Education achievement, East showed school-wide academic achievement. Our MEAP scores across all grade levels and subjects showed a general trend of improvement.

For detailed information, go to: 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.

Middle School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.



Parent Participation

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

2010-2011 Total 933

Females 458; Males 475

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

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.

School Accreditation at East Middle School

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title 1 is a federally funded program to aid and assist economically disadvantaged children gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools included Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

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:

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

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

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.

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Points of Pride

1. Even with the changes and challenges that the school faced this year, students scored well on the MEAP, Iowa and ACT Explore tests. Enrollment in advanced math classes continues to rise.
2. In an effort to ease the transition into our new configuration East had many activities designed to provide information and receive input from parents and students from our new community. As a result, the school community was satisfied with the way the school year proceeded as evidenced by student, teacher, parent and community surveys.
3. As part of the transition from middle to high school, East 8th grade students took part in the seventh annual "May Day: A Call for Help" Adolescent Conference. Students heard community speakers discuss topics that will be affecting their lives in the future.
4. Our band, orchestra and choir, of which over 60% of the student body participate, all received outstanding ratings at the respective festival competitions. Students also earned outstanding ratings in the Solo & Ensemble competitions. An 8th grade student was selected to the MSBOA All-State Orchestra and another won the Farmington Musicales Scholarship. The East Theater Department produced "Guys and Dolls" in the spring with over 100 students participating
5. Our community partnerships remain strong. The East Credit Union, in its 16th year of operation, continues to grow with many students opening savings accounts to save their money. East maintains a positive relationship with the LOC Federal Credit Union and many local businesses, such as restaurants, car washes, bowling alleys, movie theaters, hair salons, fitness centers, auto dealerships, and corporations, continue to generously donate items or services for our savings promotions.
6. The students and staff took part in a number of charitable fundraisers. Food, clothing and money were raised for individuals in need in the Farmington/Farmington Hills area as well as for needy children around the world.
7. Students took part in a number of different extra-curricular academic activities. Students from East finished well in the State Geography Bee, Farmington Optimist Oratorical Competition, Technology Bot-Battle and the Farmington Battle of the Books competition.

Challenges We Face

1. We continue to recognize the various ethnic cultures in our student population. Our hope is to have students appreciate and respect each other as human beings, as well as celebrating their diversity. We will regularly improve programs and activities that promote multicultural appreciation and mutual respect. As our population changes and grows for next year we will focus on fostering this togetherness.
2. We continue to look at strategies to align the curriculum with current MEAP expectations in order to improve student achievement. We have incorporated interventions for students that are experiencing difficulty finding success.
3. We will continue to integrate technology across the curriculum, including networking of computer stations and the expanded use of multimedia innovations. New district technological initiatives will help streamline technology use in the classroom. The addition of 8 interactive white boards will aide in this goal.
4. We continue to address concerns that make learning difficult for all students. These concerns include social, emotional, physical, nutritional and economic factors which extend themselves from home to school. We also continue to look at ways of better meeting the needs of those students with special gifts and talents. Our goal is to create programs that will allow every student to reach their potential academically, artistically and socially. We will take advantage of Title 1 grant funding when appropriate.
5. We will continue to look at ways of arranging our schedule to meet the ever-changing needs of our students and the continual tightening of the budget. We will focus on providing time for staff to collaborate.
6. We have implemented a Positive Behavior Intervention Support (PBIS) system to help address the level of discipline referrals. Common language is important when developing expectations for student behavior, and PBIS will assist with this. The goal of PBIS is to have discipline referrals decrease and that the students receiving discipline mirror the diversity of the school.