

FARMINGTON COMMUNITY SCHOOL and FARMINGTON CENTRAL HIGH SCHOOL

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2010-2011 Annual Report

Farmington Central High School

Principal - Pat Karas

Farmington Community School

Director - Pat Karas

About Farmington Community School

Farmington Community School is truly a Community School in the district. It is home to Farmington Central High School, Farmington Adult Education for ESL – English as a Second Language, Child Find, OT/PT, and Farmington Community Early Childhood.

Grades served 10-12

Farmington Central High School Mission Statement

Farmington Central High School is an alternative to traditional high school. We create a safe learning environment where students can become contributing members of society. Through continued collaboration between teachers and counselors we hope to increase our student retention and graduation rate. We want our students to grow beyond who they were when they arrived both academically and socially. Our goal is for our students to leave school with a clear idea of what their next step in life is and the knowledge of how they are going to get there.

Farmington Community School Improvement Goals

1. Improve students' literacy in writing, reading, and mathematics.
2. Increase ACT scores from last year's scores

Progress on School Improvement Goals

1. Two teachers were trained in HI Class training through Oakland Schools. The strategies taught at this workshop were shared with the entire staff and then used in each discipline throughout the school year.
2. Teachers held ACT Workshops throughout the school year, focusing on key words, techniques and ways to take standardized tests. We raised our ACT scores 2 points from last years average.
3. ESL teachers attended workshops on Employability Skills for the foreign born that they related to their English as a Second Language classes.
4. ESL students toured "The Henry Ford", "The Warner Mansion" and held mock elections to understand what it means to be a citizen in the United States.

Enrollment and Staffing

Farmington Central High School

- 5 full time Teachers
- 1 full time Math Teacher
- 1 full time Business Teacher
- 1 full time Social Studies
- 1 full time English Teacher
- 1 full time Science Teacher
- 1 Part time English Teacher
- 1 Part time Art Teacher
- 1 Part time Math Teacher
- 2 Part time counselors (Makes 1 FTE position)
- 1 Hall Monitor

Farmington Community School ESL Program

- 2 part time Teachers

Student Enrollment

Farmington Central High School
109 (38 females, 71 males)

ESL - English as a Second Language – 139 (108 females, 31 males)

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.

ESL Program Mission Statement

Farmington English as a Second Language Program provides our diverse student population with a varied and supportive learning environment where students are assisted in improving their English language skills including speaking, listening, reading and writing. Instruction in citizenship, U.S. History and Culture encourages the students to be contributors in our communities. These skills are vitally important for their success as residents, citizens, and workers in the 21st century.

Parent Participation

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

2010-2011 Total 64 (58%)

Female 24; Male 40

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 reports, [click here!](#)

High 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.

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.

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 the Standards Assessment Report and hosted a 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.

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

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.

Learner Profile

Students will exhibit these characteristics:

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

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%

FCFS 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.*

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

Points of Pride

1. Two teachers completed HI Class training at Oakland Schools and shared the reading techniques with staff and utilized these techniques in the classroom.
2. Students in our Leadership class became "teacher helpers" in our Early Childhood classes as part of our school collaboration of our school programs.
3. Central High students participated in District Round Table, Student Diversity, S.O.S. (Students Operating Schools), MAEO (Michigan Alternative Education Association), and recycling.
4. Partnership with Daimler Financial Services, where they come out for six weeks, one day a week to work with our students on resumé and job interviewing techniques.
5. ESL classes held bake sales to raise money to send to Japan for the earthquake victims.

Challenges We Face

1. Continue to raise our MME/ACT scores
2. Continue to educate our transient population
3. Raising our District Assessment scores
4. Operating with less support staff
5. Being able to provide a quality of education to all our students with lack of specialized resources on site
6. Scheduling of all students into necessary class for graduation
7. Student transportation
8. Lack of computers and Internet in students' homes