



**High achievement by all students,
where learning is our most important work**

Susan H. Zurvalec
Superintendent

August 2011

Sheilah P. Clay
President

Dear Parents and Community Members:

Karen L. Bolsen
Vice President

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Farmington Central 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 the main office for assistance at 248.489.3827.

Priscilla Brouillette
Secretary

The AER is available for you to review electronically by visiting the following web site www.farmington.k12.mi.us/district/annualreports or you may review a copy from the main office.

Frank L. Reid
Treasurer

For 2010-2011, Farmington Central High School did not make Adequate Yearly Progress (AYP) because we did not meet the state objective in the student graduation rate (38.89%). If we do not make AYP for two years in a row, we will be identified for school improvement. To improve achievement, graduation rates along with meeting the state objectives will be addressed in Central's School Improvement Plan. Parents can support their children by making sure they are up to date with their learning. Parents can utilize Parent Connect, through Zangle, to monitor their child's progress. Farmington Central High School currently does not have students participating in Advanced Placement courses and testing for college credit.

Deborah L. Brauer
Trustee

Timothy A. Devine
Trustee

Howard I. Wallach
Trustee

I want to thank you for taking the time to read about Farmington Central High School. We continue to make progress in meeting our goals of raising student achievement and closing learning gaps for all of our students. Our mantra continues to be "High achievement for all students where learning is our most important work."

Sincerely,

A handwritten signature in black ink that reads "Pat Karas". The signature is written in a cursive style.

Pat Karas,
Principal, Farmington Central High School

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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

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	11	All Students	2009-10	100%	65.2%	74.6%	27.8%	0%	27.8%	50%	22.2%
English Language Arts / Reading	11	All Students	2010-11	78.6%	63.4%	71.4%	27.3%	0%	27.3%	36.4%	36.4%
English Language Arts / Reading	11	Black or African American	2009-10	<10	37.5%	51.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Black or African American	2010-11	<10	34.8%	49.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2010-11	<10	49.6%	50%	N/A	N/A	N/A	N/A	N/A
English Language Arts / Reading	11	Two or More Races	2010-11	<10	62.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2009-10	100%	71.5%	81.2%	40%	0%	40%	50%	10%
English Language Arts / Reading	11	White	2010-11	<10	70.1%	80.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Female	2009-10	<10	68%	74.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Female	2010-11	<10	66%	74.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Male	2009-10	100%	62.3%	74.7%	33.3%	0%	33.3%	41.7%	25%
English Language Arts / Reading	11	Male	2010-11	<10	60.8%	68.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	<10	48.5%	50%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	<10	46.6%	54.6%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	11	Limited English Proficient	2009-10	<10	22.2%	24.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2009-10	<10	23.6%	26.4%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	100%	50.4%	61.3%	11.1%	0%	11.1%	16.7%	72.2%
Mathematics	11	All Students	2010-11	78.6%	52%	63%	18.2%	0%	18.2%	9.1%	72.7%
Mathematics	11	Black or African American	2009-10	<10	16.4%	28.6%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	19%	35.4%	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2010-11	<10	35.7%	30%	N/A	N/A	N/A	N/A	N/A
Mathematics	11	Two or More Races	2010-11	<10	47.4%	<10	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	100%	57.9%	68.8%	20%	0%	20%	30%	50%
Mathematics	11	White	2010-11	<10	59.3%	73.3%	<10	<10	<10	<10	<10
Mathematics	11	Female	2009-10	<10	48.3%	60.2%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	50.9%	61.9%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	100%	52.5%	62.3%	16.7%	0%	16.7%	16.7%	66.7%
Mathematics	11	Male	2010-11	<10	53.1%	64.2%	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2009-10	<10	30.4%	31%	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2010-11	<10	32.3%	40%	<10	<10	<10	<10	<10
Mathematics	11	Limited English Proficient	2009-10	<10	17.3%	24.3%	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	<10	11.2%	5.6%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.8%	95.8%
All Students	District	Mathematics	99.4%	96.2%
All Students	School	English Language Arts / Reading	<30	<30
All Students	School	Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	100.3%	98.1%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.5%	98.1%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.3%	92.8%
Black or African American	District	Mathematics	99.1%	92%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	102%	94.4%
Hispanic or Latino	District	Mathematics	99%	94.4%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.9%	96.5%
White	District	Mathematics	99.6%	97.4%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	School	English Language Arts / Reading	<30	<30
White	School	Mathematics	<30	<30
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.7%	91.6%
Economically Disadvantaged	District	Mathematics	99.5%	92.3%
Economically Disadvantaged	School	English Language Arts / Reading	<30	<30
Economically Disadvantaged	School	Mathematics	<30	<30
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	99.8%	90%
Limited English Proficient	District	Mathematics	99.8%	93%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	98.9%	77%
Students with Disabilities	District	Mathematics	98.3%	78.6%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	89.2%
All Students	School	38.89%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Asian, Native Hawaiian, or Pacific Islander	School	<10
Black or African American	State	57.97%
Black or African American	District	79.76%
Black or African American	School	25%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	86.36%
Hispanic or Latino	School	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	91.9%
White	School	52.38%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	73.28%
Economically Disadvantaged	School	50%
Limited English Proficient	State	83.13%
Limited English Proficient	District	<10
Limited English Proficient	School	<10
Students with Disabilities	State	58.68%
Students with Disabilities	District	64.21%
Students with Disabilities	School	<10

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96%
All Students	School	84.3%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.5%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	96.3%
Black or African American	State	91.9%
Black or African American	District	95.3%
Black or African American	School	80.7%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.3%
Hispanic or Latino	School	75.2%
Two or More Races	State	94.7%
Two or More Races	District	93.5%
White	State	95.6%
White	District	96.2%
White	School	88.5%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.8%
Economically Disadvantaged	School	81.7%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.4%
Limited English Proficient	School	90.3%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.7%

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central 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	No Grade	School Improvement	1

% of Schools making AYP: 79.1%
 % of Schools in School Improvement status: 4.3%
 % of Schools in Corrective Action status: 1.8%
 % of Schools in Restructuring status: 5.3%
 % of Title I Schools making AYP: 82.9%
 % of Title I Schools in School Improvement status: 2.7%
 % of Title I Schools in Corrective Action status: 1%
 % of Title I Schools in Restructuring status: 3.6%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	7	0

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
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 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.

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
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 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.

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
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 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.

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
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	‡	‡	‡	‡
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.

Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington Central High School

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 Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505