



**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 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 at 248.489.3455 for assistance. Please see attached, at the end of our report, information regarding our school's performance on Advanced Placement tests for college credit.

**Priscilla Brouillette**  
Secretary

**Frank L. Reid**  
Treasurer

**Deborah L. Brauer**  
Trustee

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

**Timothy A. Devine**  
Trustee

**Howard I. Wallach**  
Trustee

For 2010-2011, Farmington High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

I want to thank you for taking the time to read about Farmington 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 "Julie Kaminski". The signature is written in a cursive style.

Julie Kaminski  
Principal, Farmington High School

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# Farmington High School

32000 Shiawassee • Farmington, Michigan 48336 • 248.489.3455

## 2010-2011 Annual Report

### Principal

2010-11 Julie Kaminski

### About Our School

Farmington High School serves 1,358 students (644 females, 714 males) in grades 9-12. There are 87 professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

The mission of Farmington High School is to develop high achieving students and responsible citizens. We commit to the success of all students as measured by state, local, and national standards, and we will foster in our students a respect for themselves and their place in the community.

### MEAP and MME Scores

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

## Farmington High School Improvement Goals

Farmington High School continued to work on the following goals in the 2010-2011 school year related to academic improvement in the areas of writing, reading, and mathematics. Specifically, the goal is to improve students' proficiency in these key literacy areas in hopes that improved literacy will allow students to understand course content more deeply. Along with these academic goals, Farmington High School continues to focus on building the leadership capacity of students and teachers this year by providing opportunities for decision-making, leading and impacting our school through positive change. Finally, Farmington High School set a goal to begin the implementation of a Positive Behavior Intervention Support (PBIS) program during the 2010-2011 school year.

## Progress on School Improvement Goals

Students and teachers at Farmington High School made significant progress towards achieving these goals. Through a focus on writing, reading, and mathematics in conjunction with a focus on intervention strategies for all teachers, we have seen improvement in our students. Continuation of programs such as LINK and our after-school tutorial program have helped to keep students on track and focused on learning.

Additionally, we have successfully continued the involvement of several leadership groups including the Principal's Advisory Committee comprised of newly identified student leaders who are able to enhance their leadership skills and positively impact their school and local community through service projects. Similarly, we have continued opportunities for teacher leadership where teachers, along side administrators, are able to identify school priorities and support those priorities by planning, leading and assessing meaningful professional development activities for our FHS staff. New this year, is our S.T.R.I.K.E. program focused on building the leadership capacity of our African-American students. This leadership group provides key connections from the classroom to the after-school tutoring program and provides sessions for ACT preparation to all FHS students. These voluntary leadership groups have consistently grown over the course of this year and now comprise nearly 30% of all of our staff members and numerous students.

Our P.E.A.K. program, a positive behavior intervention support program, has been successfully established and implemented this year. P.E.A.K. stands for Prepared, Engaged, Accepting, and Kind which are the key behavior values we want for all FHS students. This year's focus was to improve students' hallway behavior and we have been successful in this regard. A positive reward system was also piloted in the third trimester of this school year to support students who were meeting the behavior standards established through P.E.A.K. This will be continued for the 2010-2011 school year.

This positive progress and its continuation into the next school year is sure to play an important role in helping our students to increase their achievement in all academic areas.

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 WritingTraits assessment to determine skill levels in mathematics and English Language Arts.



## Parent Participation

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

2010-2011 Total 950  
Female 460; Male 490

## Student Attendance

The calculation of attendance rate is based on data comparing:

1. Each student's total possible number of attendance days that year, based on the student's date of enrollment.
2. Each student's actual days of attendance, out of the total attendance days possible for that student.

2008-2009 96.6%  
Met AYP

## Graduate Profile Graduates will be:

- Collaborative Team Members
- Effective Communicators
- Healthy Individuals
- Knowledgeable Thinkers
- Lifelong Learners
- Quality Producers
- Responsible Citizens
- Thoughtful Problem Solvers

## 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.*

## 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 Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law represents the President's education reform plan and 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 the President's 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 Education YES! Accreditation System to meet the needs of all our learners.

## School Accreditation at Farmington High 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.

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

## 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 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. Farmington High School was recognized as a top high school in the nation as rated by *Newsweek Magazine*. FHS ranked #1234 out of all high schools in the country..
2. Farmington High School successfully implemented a positive behavior intervention support program to teach students our behavior expectations and support their overall school success.
3. The FHS Fine Arts program had an outstanding year. Our choirs earned Division I ratings at MSVOA Choir festival and the FHS Marching Band qualified for MCBA State Finals. The FHS Chamber Orchestra also earned Division I ratings at the District and State Festivals.

## **Challenges We Face**

1. Serious budget challenges at state, district, and building level continue to make a significant impact on what and how we deliver services to students.
2. Continuing to meet the needs of students as they transition from high school to college and careers requires more partnerships within the community. We continue to pursue these partnerships in hopes of providing more internships, job-shadowing and quality work experience for our students.
3. Continuing to meet the individual needs of students with a changing and shrinking staff as a result of budget cuts/constraints.

**Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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 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	99.7%	65.2%	74.6%	79.3%	4.3%	75%	13.1%	7.7%
English Language Arts / Reading	11	All Students	2010-11	99.4%	63.4%	71.4%	77.5%	4.2%	73.3%	13.2%	9.3%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	84.4%	96%	8%	88%	4%	0%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	72.5%	81.3%	86.2%	3.4%	82.8%	13.8%	0%
English Language Arts / Reading	11	Black or African American	2009-10	98.6%	37.5%	51.5%	59.4%	1.4%	58%	23.2%	17.4%
English Language Arts / Reading	11	Black or African American	2010-11	98.6%	34.8%	49.6%	55.6%	1.4%	54.2%	18.1%	26.4%
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2010-11	<10	49.6%	50%	<10	<10	<10	<10	<10
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%	82.8%	4.7%	78.1%	11.3%	5.9%
English Language Arts / Reading	11	White	2010-11	99.6%	70.1%	80.4%	83.3%	5.3%	78.1%	11.4%	5.3%
English Language Arts / Reading	11	Female	2009-10	99.4%	68%	74.6%	80.2%	5.2%	75%	14.5%	5.2%
English Language Arts / Reading	11	Female	2010-11	100%	66%	74.7%	76.4%	6.2%	70.2%	14.9%	8.7%
English Language Arts / Reading	11	Male	2009-10	100%	62.3%	74.7%	78.3%	3.3%	75%	11.7%	10%

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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	Male	2010-11	98.9%	60.8%	68.2%	78.5%	2.3%	76.2%	11.6%	9.9%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	98%	48.5%	50%	56.3%	0%	56.3%	20.8%	22.9%
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	100%	46.6%	54.6%	68.4%	2.5%	65.8%	16.5%	15.2%
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	Limited English Proficient	2010-11	<10	22.1%	31%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2009-10	100%	23.6%	26.4%	27.8%	0%	27.8%	33.3%	38.9%
English Language Arts / Reading	11	Students with Disabilities	2010-11	94.4%	24.1%	25.3%	47.1%	0%	47.1%	23.5%	29.4%
Mathematics	11	All Students	2009-10	99.2%	50.4%	61.3%	62.9%	15.1%	47.7%	17.7%	19.4%
Mathematics	11	All Students	2010-11	99.1%	52%	63%	65.7%	21.1%	44.6%	13%	21.4%
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	93.5%	92%	48%	44%	4%	4%
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	75.2%	85.9%	82.8%	62.1%	20.7%	6.9%	10.3%
Mathematics	11	Black or African American	2009-10	98.6%	16.4%	28.6%	31.9%	1.4%	30.4%	20.3%	47.8%
Mathematics	11	Black or African American	2010-11	98.6%	19%	35.4%	36.1%	8.3%	27.8%	19.4%	44.4%
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2010-11	<10	35.7%	30%	<10	<10	<10	<10	<10
Mathematics	11	Two or More Races	2010-11	<10	47.4%	<10	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	99.2%	57.9%	68.8%	68.5%	15.7%	52.8%	18.5%	13%
Mathematics	11	White	2010-11	99.1%	59.3%	73.3%	73.1%	20.3%	52.9%	11.5%	15.4%

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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)
Mathematics	11	Female	2009-10	99.4%	48.3%	60.2%	61.6%	12.8%	48.8%	16.9%	21.5%
Mathematics	11	Female	2010-11	100%	50.9%	61.9%	64.6%	20.5%	44.1%	14.3%	21.1%
Mathematics	11	Male	2009-10	98.9%	52.5%	62.3%	64%	17.4%	46.6%	18.5%	17.4%
Mathematics	11	Male	2010-11	98.3%	53.1%	64.2%	66.7%	21.6%	45%	11.7%	21.6%
Mathematics	11	Economically Disadvantaged	2009-10	98%	30.4%	31%	39.6%	0%	39.6%	22.9%	37.5%
Mathematics	11	Economically Disadvantaged	2010-11	100%	32.3%	40%	51.9%	8.9%	43%	16.5%	31.6%
Mathematics	11	Limited English Proficient	2009-10	<10	17.3%	24.3%	<10	<10	<10	<10	<10
Mathematics	11	Limited English Proficient	2010-11	<10	21.9%	41.4%	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	100%	11.2%	5.6%	16.7%	5.6%	11.1%	5.6%	77.8%
Mathematics	11	Students with Disabilities	2010-11	94.4%	11.4%	14.7%	23.5%	0%	23.5%	5.9%	70.6%

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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)
Mathematics	11	All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	68.7%	54.5%	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	49.7%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	75.9%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	65.1%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	70.8%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	59.2%	36.4%	<10	<10	<10	<10
Science	11	Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	31.4%	<10	<10	<10	<10	<10
Science	11	White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	70.5%	<10	<10	<10	<10	<10
Science	11	Female	2010-11	<10	58.1%	<10	<10	<10	<10	<10
Science	11	Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	59.8%	<10	<10	<10	<10	<10

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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)
English Language Arts	11	All Students	2010-11	<10	80.5%	<10	<10	<10	<10	<10
English Language Arts	11	Black or African American	2010-11	<10	79.4%	<10	<10	<10	<10	<10
English Language Arts	11	White	2010-11	<10	81.9%	<10	<10	<10	<10	<10
English Language Arts	11	Female	2010-11	<10	83.5%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2010-11	<10	78.8%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	86.2%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	83%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	87.7%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	87.9%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	84.2%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	83%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	Female	2010-11	<10	88.3%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	81.8%	<10	<10	<10	<10	<10

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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)
English Language Arts	11	All Students	2010-11	<10	68.7%	<10	<10	<10	<10	<10
English Language Arts	11	Black or African American	2010-11	<10	68%	<10	N/A	N/A	N/A	N/A
English Language Arts	11	White	2010-11	<10	71.9%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2010-11	<10	73%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	56.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	62.2%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	55.7%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	59.8%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	44.8%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	49.3%	<10	N/A	N/A	N/A	N/A
Science	11	White	2010-11	<10	46.3%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	47.5%	<10	<10	<10	<10	<10

**Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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 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	98.8%	94.2%
All Students	School	Mathematics	98.8%	90.3%
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	96.2%	84.9%
Black or African American	School	Mathematics	97.4%	79.2%
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%
White	School	English Language Arts / Reading	99.6%	95.6%

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

### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	School	Mathematics	99.1%	92.5%
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	98.8%	92.5%
Economically Disadvantaged	School	Mathematics	100%	83.6%
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%
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
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%
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

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 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	>95%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
American Indian or Alaska Native	School	<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	>95%
Black or African American	State	57.97%
Black or African American	District	79.76%
Black or African American	School	89.29%
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	>95%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	73.28%
Economically Disadvantaged	School	85.19%
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	82.14%

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

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

### AYP Detail Data - Attendance Rate

<b>Student Group</b>	<b>Location</b>	<b>Attendance Rate (Goal 90%)</b>
All Students	State	94.9%
All Students	District	96%
All Students	School	95.7%
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%
Asian, Native Hawaiian, or Pacific Islander	School	97.1%
Black or African American	State	91.9%
Black or African American	District	95.3%
Black or African American	School	95%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.3%
Hispanic or Latino	School	95.5%
Two or More Races	State	94.7%
Two or More Races	District	93.5%
White	State	95.6%
White	District	96.2%
White	School	95.8%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.8%
Economically Disadvantaged	School	94.8%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.4%
Limited English Proficient	School	94.6%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.7%
Students with Disabilities	School	94.1%

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

### Combined Reports Data for Oakland Schools, Farmington Public School District, Farmington 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 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 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	Met	Met	Met	A	N/A	0

% 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 High School**

## Teacher Quality Data

	<b>Other</b>	<b>B.A.</b>	<b>M.A.</b>	<b>Ph.D</b>
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	62	2

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 High School**

## Teacher Quality Data

	<b>Certification Percent</b>
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 High School**

## Teacher Quality Data

	<b>School Aggregate</b>
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 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 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 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 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 High School**

<b>Grade</b>	<b>Subject</b>	<b>Participation Rate for Students with Disabilities</b>	<b>Standard Error</b>	<b>Participation Rate for IEP Students</b>	<b>Standard Error</b>	<b>Participation Rate for Limited English Proficient Students</b>	<b>Standard Error</b>
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
		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
		70.72	3.239	70.46	3.298	85.15	4.505

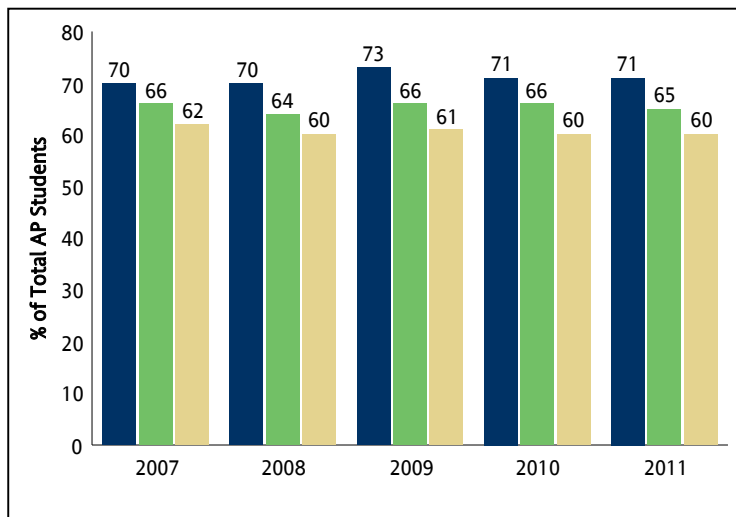
# AP Five-Year School Score Summary (2011)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 29, 2011, Report Run Aug 16, 2011

## Farmington High School (231405)

% of Total AP Students with Scores 3+



	2007	2008	2009	2010	2011
<b>Farmington High School (231405)</b>					
Total AP Students	294	275	247	262	233
Number of Exams	499	509	414	439	408
AP Students with Scores 3+	207	193	181	187	166
% of Total AP Students with Scores 3+	70.4	70.2	73.3	71.4	71.2
<b>Michigan</b>					
Total AP Students	36,637	39,847	42,317	45,693	48,888
Number of Exams	57,970	63,849	67,214	73,195	78,984
AP Students with Scores 3+	24,275	25,667	27,950	30,162	32,006
% of Total AP Students with Scores 3+	66.3	64.4	66.0	66.0	65.5
<b>Global</b>					
Total AP Students	1,470,987	1,588,530	1,698,133	1,855,310	1,981,105
Number of Exams	2,548,761	2,754,327	2,944,031	3,236,335	3,473,770
AP Students with Scores 3+	907,192	955,312	1,038,383	1,116,959	1,192,775
% of Total AP Students with Scores 3+	61.7	60.1	61.1	60.2	60.2

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

