

# Dunckel Middle School

32800 W. 12 Mile Road • Farmington Hills, Michigan 48334 • 248.489.3577

## 2010-2011 Annual Report

### Principal

Allen Archer

### About Our School

Dunckel Middle School serves 825 students (419 females, 406 males) in grades 7-8. There are 40 professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

The O.E. Dunckel school community will provide a positive learning environment challenging all students to become successful lifelong learners and positive contributors to a changing society.

### MEAP Scores

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

## Dunckel School Improvement Goals

1. All students will increase their math proficiency.
2. All students will increase their proficiency in writing.
3. All students will receive behavioral support from school personnel in a manner promoting a high respect and high achievement school culture.

## Progress on School Improvement Goals

1. Dunckel students continue to demonstrate proficiency in mathematics in very large numbers. Common assessments have assisted our staff in assessing student strengths and areas of growth in a timely manner that impacts instruction. Teachers are able to assess student growth and student need in real time and tailor instruction in order to best meet student academic need. In addition, utilizing technology in mathematics in the form of computer practice programs and graphing calculators has helped our students' progress in mathematics. This year, we had a large number of Dunckel Middle School students taking advanced classes such as Algebra I, Geometry, Algebra II and Pre-Calculus. All of these are high school level courses.
2. All Dunckel staff members utilize the District model for writing in all content areas. Emphasis is placed on demonstrating understanding across all curriculum areas through writing. In particular, our math, science, and social studies programs emphasize demonstrating understanding through writing. English and Language Arts classes continue to focus on the writing process and mechanics to be applied in all content areas. National recognized and researched-based Writer's Workshop model of writing instruction was used by all of our ELA department members.
3. This year was our second year utilizing a Positive Behavior Intervention and Support program. With the new influx in staff and students due to the District reconfiguration, we reintroduced our Dunckel values and common language to all staff and students. The foundation of which is our three rules:
  - Respect Yourself
  - Respect Each Other
  - Respect Your School

The staff designed and implemented PBIS lessons that were taught bi-weekly to all students. This year we also introduced to the students the tenants of "7 Habits for Highly Successful Teens."

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

## District Student Achievement Data

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



## Parent Participation

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

2010-2011 Total 825

Females 419; Males 426

## 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

## 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.

## 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 Dunckel 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](http://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.

## 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.*

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

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

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

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

## District employs only highly qualified staff

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

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

## Points of Pride

1. Dunckel students continue to exceed Michigan and Oakland County averages on annual MEAP tests at all grade levels.
2. Positive Behavior Intervention Support (PBIS) programs were implemented this year at Dunckel. Our efforts focused around the three main themes: Respect Yourself, Respect Each Other and Respect Our School. The programs were embraced by staff and students alike. This year, our discipline suspensions were reduced by 25 percent. It is reasonable to conclude that the PBIS program implementation contributed to the reduced suspension rate and positively impacted the behavioral culture and climate at Dunckel.
3. Principal awards were presented to several students each trimester to recognize students, at each grade level, in the areas of citizenship, leadership, work ethic and achievement. Teacher's awards were also given to students in each trimester in three categories: citizenship, work ethic, and willingness to help others and the school community.
4. Our transition activities in the wake of school closures and District grade configurations were very successful. The parent groups from Dunckel and Warner Middle Schools hosted a well attended ice cream social for families. Over two days, students from Warner and East Middle Schools who were going to be attending Dunckel next year, participated in activities that helped them become familiar with their new classmates and school.
5. Dunckel students and staff met and surpassed the 10,000 book challenge as Dunckel staff and students collectively read more than 20,000 books in a 12-month period.

## Challenges We Face

1. Assuring the successful transition of students, staff and Dunckel community, old and new, as we reconfigured to a 7-8 grade middle school.
2. Providing a quality Dunckel Middle School education to all our students in the face of school closures, grade reconfiguration, staff reductions and continuing budgetary restraints.