

# Power Middle School

34740 Rhonswood • Farmington Hills, Michigan 48335 • 248.489.3622

## 2008-2009 Annual Report

### Principal

Bob Kovar

### About Our School

Power Middle School serves 666 students (335 females, 331 males) in grades 6-8. There are 42 professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

Power Middle School will provide a safe and caring environment, which allows students and staff to maximize individual growth as they make transitions in a changing world.

### Parent Participation

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

2008-2009 100%  
2007-2008 100%  
Females 100%; Males 100%

### 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% Met AYP

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

### Power School Improvement Goals

As we continue the second five-year cycle of our school accreditation program, we carry on our areas of concentration for the fall of 2009.

1. Reading — Improve reading comprehension across the curriculum.  
Essence 1. Select main ideas and supporting details from informational text.  
Essence 2. Make inferences by drawing conclusions.
2. Writing — Improve writing across the curriculum.  
Essence 1. Sentence fluency  
Essence 2. Organization
3. Math – Improve mathematical skills across the curriculum.  
Essence 1. Geometry  
Essence 2. Data Analysis and Statistics

### Progress on School Improvement Goals

We are beginning our NCA cycle this year. All schools in the Farmington Public Schools are part of our NCA District plan. The NCA process is a program of continuous school improvement and requires growth and change. Power Middle School continuously maintains and updates information and data which reflects on programs, student achievement, goals, and collaboration of staff, parents, administrators, and the community. Examination of this data provides a reference point from which we can determine where we have been, where we are now, and what goals we need to set for the future, to address the many needs of our students.

As part of this process, staffs formulate plans, collect data, and implement practices to promote school improvement. NCA activities and conferences attended include: District workshops, early release collaboration sessions, NCA-PLC hours, and Pearson training. Early release days and faculty meetings have provided opportunities to share information and discuss information about the NCA process and our goals and essences.

By self-reflecting and participating in this process, Power Middle School benefits from the multiple sources of data collected through the NCA process which positively impacts buildings, instruction, student success, and future planning. The Building Leadership Committee continues to discuss implementation of positive changes that support student growth and the goals of the NCA process. These ideas are brought before the staff when the possibility of new implementations or interventions occurs.

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



**Education YES!  
Adequate Yearly Progress  
Status (AYP)**

2008-2009 Met AYP  
2007-2008 Met AYP

**Composite Grade**

2008-2009 A  
2007-2008 A

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**Michigan Educational  
Assessment Program (MEAP)**

MEAP scores shown below represent  
the percent of students that met or  
exceeded the state standard.

	<b>PMS 08-09</b>	<b>State 08-09</b>	<b>PMS 07-08</b>	<b>State 07-08</b>
<b>Grade 6</b>				
<b>Reading</b>	86 <small>F 89/M 82</small>	81	91	82
<b>Writing</b>	83 <small>F 86/M 79</small>	76	85	73
<b>ELA</b>	85 <small>F 89/M 80</small>	80	89	80
<b>Math</b>	85 <small>F 89/M 81</small>	80	77	73
<b>Social Studies</b>	84 <small>F 85/M 83</small>	74	83	73
<b>Grade 7</b>				
<b>Reading</b>	88 <small>F 90/M 86</small>	80	83	72
<b>Writing</b>	90 <small>F 96/M 83</small>	78	78	77
<b>ELA</b>	90 <small>F 92/M 86</small>	80	83	74
<b>Math</b>	91 <small>F 92/M 89</small>	83	79	73
<b>Grade 8</b>				
<b>Reading</b>	85 <small>F 86/M 84</small>	76	91	77
<b>Writing</b>	86 <small>F 92/M 81</small>	74	83	70
<b>ELA</b>	86 <small>F 89/M 83</small>	77	90	75
<b>Science</b>	86 <small>F 87/M 85</small>	76	90	79
<b>Math</b>	84 <small>F 87/M 82</small>	75	85	72

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**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 elementary grade level, K-5. 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. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program was approved by the Board in the spring. 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 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 Education YES! Accreditation System to meet the needs of all our learners.

**Adequate Yearly Progress and School Accreditation at  
Power 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.

Farmington Public Schools is engaged in a variety of activities relative to school accreditation. All elementary, middle and high schools are accredited by the North Central Association Commission on Accreditation and School Improvement. Alameda and Farmington Community School Early Childhood Programs are accredited by the National Association for the Education of Young Children. Based on the successful completion of a five-year improvement process, which demonstrated gains in student achievement, Power Middle School has finished the NCA Performance Accreditation five year cycle. The final year of NCA focused on documenting the school improvement process at the end of the five year cycle. This year's school improvement process will focus on NCA district accreditation and State-required building school improvement plans.

In 2002, the Michigan Board of Education approved a new state accreditation system after receiving input from diverse audiences across the state, including educators, parents, business and labor. Under Education YES! (Yardstick for Excellent Schools), schools will receive grades of A, B, C, D-Alert, or Unaccredited. The system takes multiple measures into account when grading schools. These factors include MEAP (elementary and middle school) and MME (high school) achievement data and school performance indicators. MEAP data are used for achievement status and achievement change scores and make up two-thirds of the Ed YES! Report Card grade. The other one-third of the grade comes from the Indicators of School Performance which are reported out by strand and include; Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management.

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

## 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
- Farmington Community School – Adult Education Program
- Oakland Technical Center
- Visions Unlimited

\*For detailed MI Access information go to [www.farmington.k12.mi.us/district/annualreports/](http://www.farmington.k12.mi.us/district/annualreports/)

## 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 2008-2009 school year.

FHS 94.88%

HHS 92.1%

NFHS 94.64%

FCFS 42.5%

District

2008-2009 85.05%

2007-2008 88.74%

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## Farmington Public Schools District Accreditation

During the 2008-2009 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.

To earn and maintain District Accreditation, Farmington Public Schools will:

- Meet quality standards. The District meets the AdvancED Accreditation Standards for Quality School Systems and has a process in place for ensuring that its schools meet the AdvancED Accreditation Standards for Quality Schools.
- Engage in a continuous process of improvement. A District-led continuous improvement process is in place at both the district and school levels, whereby the District (including all departments and support systems) and all of its schools identify a shared vision, maintain a districtwide profile of the current reality, establish plans and assess the implementation of interventions, and document the results of their efforts to improve student learning and School/District effectiveness.
- Demonstrate quality assurance through internal and external review. The District has in place quality assurance systems and processes to maximize effectiveness across all departments and schools and to improve student performance. The District engages in regular internal self-review and hosts an external review once every five years.

## 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.

## Professional qualifications of all teachers in Farmington Public Schools

Bachelors (BA and BS) - 174

Masters (MA and MS) - 732

Education Specialist (EdSp) - 19

Doctorate (PhD) - 10

Percentage of teachers in District that are Highly Qualified - 100%

Percentage of teachers in District with Full Year Permit - .0032

Percentage of core academic subject classes NOT taught by Highly Qualified teachers - 0%

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

## Points of Pride

1. **ACCREDITATION:** Power completed its six-year school improvement cycle monitored by North Central Accreditation Association (NCA). Our current cycle is a continuation of our quest for ongoing school improvement and to enhance the success of all Power students in the cognitive, physical, social, and emotional arenas. Throughout this process, our staff will be involved in the creation of the school profile, the analysis and monitoring of programs, and the development of goals and interventions. Our staff members met regularly with departments and continue to attend conferences, workshops, classes, and to maintain professional memberships. As we completed our credentialing process, the NCA Performance Accreditation Framework encouraged growth through a transitions process for both the student and the school. We transition the student from school to school and school to career. We transition schools from one phase in the improvement framework to another built upon our capacity to improve as an organization. Our students and our school are part of a school improvement process that results in growth and enhanced student performance.
2. **CONNECTIONS:** Students at Power experience a real sense of connection to the school through numerous activities and events. We have one of the largest cross country teams in the state, more than one fourth of students compete in track, and we have school plays, a jazz band, the fiddlers group, National Junior Honor Society, and numerous teams for the Battle of the Books. Students are encouraged, and sought out, to become connected with a significant adult through many activities and our advisory program.
3. **QUALITY PRODUCER:** We're proud of our high standards, and the ability of our students to reach and exceed them! Our students have excelled in a number of areas. More than half of our student body is involved in instrumental music every day and they, again, received top ratings at the regional competitions. Several Power students were awarded scholarship money to attend summer art camps. Artwork is displayed in the community, and musical performances have impressed our community and families. The Society of Automotive Engineers donated materials and plans along with a visiting engineer for career and technical advice. Our Future Cities Club took high honors at this year's competition against 40 other clubs. Students develop strong self-esteem by doing their best, and we are proud of our Quality Producers.
4. **REACHING OUT:** We had several students at Power embrace the concept of giving back to the community. Six students were recognized by Farmington Youth Assistance for volunteering in our community. Our student council remains very active. We're doing our part in helping to build the foundation for productive citizens.

## Challenges We Face

1. **SAFE ENVIRONMENT:** We are faced with the continuing challenge to provide a safe and caring environment for all students. The District has created exemplary procedures and policies to help in any situation. This was recently updated. Our school has a crisis team that helps and supports in any emergency, staff has received training, and we have a comprehensive safety plan in place which continues to be improved yearly. Power has successfully practiced lock down drills and evacuation drills to a secondary site. We deal with the emotional well being of all. Power has students trained in conflict resolution and peer mediation. We have student assistance groups, a wide variety of clubs, academic support, sports and tutoring after school. We believe that when students are involved in school, they feel connected and valued.
2. **TESTING:** We continue to face the challenge of national and statewide assessment requirements. MEAP tests have changed focus, direction and content each year. Staff is prepared to align curriculum and instruction with state expectations. The legislation of No Child Left Behind and Education, YES! provides additional testing opportunities for students and gives us valuable feedback on how we are doing and where to improve. This past year we were successful in meeting our goals.
3. **DIVERSITY:** We continue to respect and appreciate the many unique qualities our students, staff and community bring to our Power learning family. Work will continue, along with many projects and programs, to create better understanding among all students, as well as a greater acceptance and celebration of our diverse population.
4. **TECHNOLOGY:** Our focus is to prepare students to use technology to best achieve their goals. Technology is integrated across the curriculum and is available throughout our school. Students have full use of a computer network and many multimedia devices. We are challenged to provide students opportunities to learn and use the technologies they will need to be successful.
5. **STAFF DEVELOPMENT:** We strive to meet the ongoing educational development of our entire staff. In addition to various learning opportunities through the District, we continue to develop additional in-service opportunities at the building level.
6. **RESPONSIBILITY:** Students at Power are continually reminded of the 3 R's, being reasonable, respectful, and responsible. Students are encouraged to seek out opportunities for responsible behavior in all their actions to show they possess good decision making skills. We are continuing our anti-bullying programs. Parent/Teacher conferences, progress reports, school functions, team meetings, school web site, and phone contact are all a part of communication that is needed to foster that relationship. Parent involvement is key to student success and fostering responsibility.