

Farmington High School

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2007-2008 Annual Report

Principal:

Dr. John Barrett

About Our School

Farmington High School serves 1,387 students (654 females, 723 males) in grades 9-12. There are 78 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The mission of Farmington High School is to provide a safe learning community that fosters mutual trust, respect, and collaboration while challenging all learners to reach their potential in a global society.

Parent Participation

Farmington High School has a high degree of parental involvement. Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2007-2008	80 %
2006-2007	80 %

Education YES!

Adequate Yearly Progress Status (AYP)

2007-2008	Met AYP
2006-2007	Did not meet AYP

Composite Grade

2007-2008	B
2006-2007	B

Graduate Profile

Graduates will be:

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



Farmington School Improvement Goals

Our goals for the 2007-2008 school year focused on revamping our curriculum to meet the new state guidelines, adapting to the new trimester schedule for the 2007-2008 school year, and continuing to implement our North Central goals of improving students' reading, writing and math skills.

Progress on School Improvement Goals

The FHS 2007-2008 school year was another banner year. *Newsweek* Magazine listed us (for the fifth year in a row) as one of the 1,000 best high schools in the United States. That puts FHS in the top 5% of schools in the U.S., and one of the Top 10 in the State of Michigan. One reason for this recognition is our school-wide goal to encourage all students to challenge themselves academically. FHS has been very effective in this regard.

One of the characteristics of a quality school is the diligence with which it appraises itself continuously and searches out ways to enhance its effectiveness. At FHS, students, staff and parents engage in self-reflection in an attempt to discover ways to provide challenging yet developmentally appropriate instruction to meet all students' needs. Our innovative staff is constantly developing new classes or revamping existing classes in order to be responsive to an increasingly diverse student body.

Our staff has been working diligently to implement our North Central goals, to create curriculum maps to meet new state guidelines, and to examine our Tripod data in order to help all students be successful. Teachers have also been diligently working to adapt to our new trimester schedule.

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 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.

High School Curriculum Development

We continue to examine our high school curriculum and delivery as we prepare our students for the rigorous high school graduation requirements, as well as the world of the future. The trimester model was fully implemented over the 2007-2008 school year. Curriculum maps were developed and revised in core areas and grade level courses to reflect the new trimester schedule. These maps reside on the district website and in staff shared folders. The maps also reflect research-based best practice strategies across disciplines. A goal of the district is to provide consistent, effective instruction which addresses identified essential learnings in each content area. In addition, students will receive support as they are pressed to develop their individual strengths and talents to meet educational goals. The building of strong relationships continues to be a focus at the high school level.

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.

Michigan Educational Assessment Program (MEAP)

MEAP scores shown below represent the percent of students achieving the state standard.

	FHS 07-08	State 07-08	FHS 06-07
Grade 9 Social Studies	87	71	85
(F 86, M 87)			

Michigan Merit Exam (MME)

	FHS 07-08	State 07-08	FHS 06-07
Grade 11 ELA Composite	69	52	69
(F 75, M 63)			
Math	60	46	60
(F 63, M 59)			
Science	71	57	71
(F 73, M 69)			
Social Studies	92	80	92
(F 95, M 90)			

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

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.

2006 - 2007	87.13
2005 - 2006	87.74

School Accreditation at Farmington High School

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, Farmington High 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 and MME 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.

Points of Pride

1. Farmington High School was recognized again as one of the best 1,000 schools in the nation by Newsweek Magazine for the fifth year in a row. It was also listed as one of the top 10 high schools in Michigan.
2. The class of 2008 received more academic awards than any previous class, had more honors and high honor students than any previous class, and took more A.P. Classes than any previous class.
3. For the Class of 2008, 98% enrolled in college (78% in four-year colleges and 20% in two-year colleges).
4. The boys hockey team and girls' gymnastics teams made it to the State playoffs. (Many other teams had very successful seasons and numerous athletes won individual awards.)
5. Excellent achievements by our art, music, technology, and business students brought numerous awards, recognitions and scholarships this year.
6. Our staff continuously updates themselves by pursuing advanced degrees, taking part in workshops, attending conferences and participating in programs like the Fulbright Teacher Exchange.
7. Farmington High School hosted five exchange students from Germany, Macedonia, Sweden and Brazil. This was a great experience for both staff and students alike.

Challenges We Face

1. Bridging the gap between those students who are successful and those students who continuously struggle is always a challenge as we strive to help all students succeed.
2. Budget cuts will affect how we staff our building, how we schedule students, and how we fund programs. This is the greatest challenge we face as a building and as a district.
3. Adequate funding for public schools will continue to be an issue, as we struggle to maintain our well-regarded educational program.
4. We continue to adapt to our new trimester schedule.