
Farmington

HIGH SCHOOL

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2005-2006 Annual Report

Principal: John Barrett

About Our School

Farmington High School serves 1,401 students (671 females, 730 males) in grades 9-12. There are 100 professional teaching staff members and appropriate staff to meet special needs.



On the road to becoming America's premier 21st century school district.

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.

Our School Improvement Goals

Math: All students will improve their math problem solving skills in applications across the curriculum.

Reading: All students will increase their reading comprehension across the curriculum.

Writing: All students will improve their writing skills in all curricular areas.

Progress on School Improvement Goals

The Farmington High School (FHS) 2005-2006 school year was another banner year. *Newsweek Magazine* listed FHS (for the third 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. 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.

Another school improvement program that we participate in is the North Central Association evaluation process. This is our fourth year in the new NCA Transitions Program which aims to have a coherent K-12 curriculum and instruction sequence in order for all students to be successful as they move from one level of instruction to another.

Michigan Educational Assessment Program (MEAP)

	FHS	District
Grade 9		
Social Studies (F 89; M 87)	88	88
Grade 11		
ELA Composite (F 68; M 47)	58	63
Math (F 57; M 54)	55	54
Science (F 70; M 60)	65	64
Social Studies (F 90; M 80)	85	84

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.

2004-2005	93.73 %
2003-2004	92.25 %

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessment provides multiple opportunities and a variety of approaches to measure student achievement. Standardized tests are used to compare student performance against state (Michigan Educational Assessment Program) and national (ACT Plan) results. In addition to standardized tests, end-of-grade assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). These measures are updated continuously to reflect the latest research and best practice. Classroom assessment may include portfolios, demonstration, research projects and other direct measure 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

At the high school level, curriculum revisions were completed in Public Speaking, Algebra II, Honors Math III (Analysis), Advanced Placement Biology, Instrumental Music, American Literature and Language: Issues & Themes, Marketing I, and Principles of Weather and Climate.

New course offerings developed include Digital Photography I-IV, Entrepreneurship, E-Commerce & Advertising, Sports & Entertainment Marketing, and Fashion Marketing. Where appropriate, new textbooks and materials were adopted to support these curricula. A High School Graduation Requirements Study Committee concluded its work in 2002 and formulated recommendations that will be phased in for the Class of 2006. The recommendations include expanded requirements in English, math, and science; new requirements in areas of fine and applied arts, diversity, technology, and career development; and adjusted requirements in social studies.

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 received their Outcomes Endorsement from NCA. All Farmington Public Schools have finished their third year in NCA CASI's new cycle of Performance Accreditation that promotes growth through a transitions process for both the individual student and the school/system. The third year of NCA focused on preparing for the implementation of building school improvement plans by developing and piloting common assessments. This year will focus on the implementation of school improvement plans, monitoring progress of individual students, and adjusting instruction to meet the needs of all learners.

School Accreditation (continued)

On March 14, 2002, the Michigan State Board of Education approved a new state accreditation system after receiving input over several months from diverse audiences across the state, including educators, parents, business and labor. Under Education YES!, schools receive grades of A, B, C, D-Alert, or Unaccredited. The system takes multiple measures into account when grading school districts, and factors in MEAP achievement data, teacher quality and professional development, continuous improvement, curriculum alignment, extended learning opportunities, arts education and humanities for all students, advanced course work, school facilities, family involvement, student attendance and dropout rate, and four-year education and employment plans for high school students.

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 Developmental Training Center
- Farmington Alternative High School
- Farmington Community School – Adult Education Program
- Oakland Technical Center — Southwest Campus
- Visions Unlimited

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.

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:

2005-2006	81%
2004-2005	78%

Education YES!

Farmington High School
State Report Card

Adequate Yearly Progress Status (AYP)	
2005-2006	Met AYP

Composite Grade	
2005-2006	B

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 third year in a row.
2. More than 60 percent of graduating seniors took one or more advanced placement college level courses this year.
3. For the Class of 2006, 97 percent enrolled in college (77 percent in four-year colleges and 20 percent in two-year colleges).
4. The gymnastics team won its third state championship in a row. Many other teams had very successful seasons and numerous athletes won individual awards.
5. Excellent achievements by our art, music, technology, math, and business students brought numerous awards, recognitions and scholarships this year.
6. Our new athletic facility had a stunning debut as many sports teams took to our new state-of-the-art fields for the first time. This is a facility that the entire community can take pride in using.
7. Our staff continuously updates themselves by pursuing advanced degrees, taking part in workshops, attending conferences and participating in programs like the Fulbright Teacher Exchange.

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.