

FARWELL AREA SCHOOLS

2011-2012 ANNUAL EDUCATION REPORT

Carl Seiter, Superintendent



August 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Farwell Area Schools. The AER address the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Carl Seiter for help if you need assistance.

The AER data packet is available for you to review electronically by visiting the following web site www.farwellschools.net or you may review a copy in central office or in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies, and writing) compared to targets for all students as well as subgroups of students
- Provides achievement data for all five tested subjects (mathematics, reading, science, social studies, and writing) for students with significant disabilities (MI-Access or MEAP-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and State achievement

Top to Bottom Ranking – Detail Data and Status

Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. Each school's Top to Bottom ranking will be based on student achievement, student growth over time, school improvement over time and achievement gaps across all five tested subjects (mathematics, reading, science, social studies and writing).

Adequate Yearly Progress (AYP) – Status

In addition, AYP Status is based on student participation and proficiency in mathematics and reading. Attendance targets must be met for elementary and middle schools and graduation rate targets must be met for high schools and districts.

For 2011-2012, Farwell Area Schools did not make Adequate Yearly Progress (AYP). The district did not reach the reading target for students with disabilities. We are actively working to address the district issues by providing extra support to struggling students.

Some of our schools did not make AYP and/or are Priority or Focus Schools. Below you will find a list of these schools, the reasons the school(s) did not make AYP and a summary of the actions underway to improve. The principal has a letter and school specific AER that will help answer your questions. These are also posted on the district and school web sites.

Farwell Timberland Alternative High School did not make AYP due to not attaining target achievement goals in mathematics. The district has increased math courses taught with Highly Qualified Math instructors along with additional supports to improve our math achievement. In addition, Farwell High School was designated as a Focus School due to the achievement gap between the top 30% of students and the achievement levels of the bottom 30% of students is too high. Strategies to address this achievement gap include identification of the bottom 30% of students and ensuring that they are placed into additional intervention programs such as team-taught classes and academic support classes.

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Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

Farwell Elementary, Farwell Middle School, and Farwell High School all made AYP. The district did not meet AYP because, as a whole, the reading target for student with disabilities was not met. Farwell Timberland Alternative High School did not meet AYP because the mathematics target was not met. Farwell Area Schools will continue the inclusion model for students with disabilities, however resource classes will be provided to students in need of extra support. Overall achievement will be improved by identification procedures and placement of those students into support classes.

Congratulations to all the students, parents, and staff for their successes. This is a huge accomplishment that came from a dedicated staff, with high expectations for all of students. It's a great time to be an Eagle!

Sincerely,

Carl Seiter