

Farwell High School

Annual Educational Report



2008-2009
School Year

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Introduction

The Annual Education Report is a requirement of the revised School Code of Michigan; Education YES!, Michigan's new accreditation system; and the federal No Child Left Behind (NCLB) legislation. It is the responsibility of each building, within a district, to compile required information that will serve as an individual building report as well as a comprehensive district report.

The purpose of the Annual Education Report is to communicate to parents and other community members the projects and progress that are taking place in each building as part of an ongoing effort to offer the children of Farwell Area Schools the best educational experiences possible. The reports are distributed during fall Open House events, on the district web site, and are available at any of the building offices as well as at the Board of Education office.

The reports contain the following required information:

- Status of Highly Qualified Teachers in the District
- School Profile
- School Improvement Progress
- Student Achievement Data
- Accreditation Status
- Graduation and Dropout Rates
- Specialized Schools and Placement Programs
- Core Curriculum
- Parent Participation

In addition the report also includes the following information:

- District Vision and Mission Statements
- District Principles and Beliefs
- Identification of Board of Education and Staff members
- Professional Development Opportunities for Staff

The Farwell Area School Board of Education, administrative team, teachers, and other staff members hope that each of you finds this to be a useful and informative document.

Farwell High School

2008-2009

District Vision

Farwell – School, Family, and Community, Hand in Hand, Doing What is Best For All Kids.

District Mission

Together with family and community, Farwell Area Schools will educate all students in a supportive environment, engaging them in learning through a variety of challenging experiences to ensure success in an ever-changing world.

District Principles and Belief Statements

The Farwell Area School District is committed to:

*A. The principle of **learning**.*

- *We value sound educational research and implement “best practice” into our teaching.*
- *We challenge everyone to learn to his or her highest potential.*
- *We provide active and engaging experiences through a variety of academic and extracurricular activities to promote personal and team achievement.*

*B. The principle of **collaboration**.*

- *We strive to build partnerships with school, family, and community.*
- *We provide open lines of communication.*
- *We believe that customer service is necessary.*
- *We operate our schools through teamwork.*

*C. The principle of **Integrity and dignity**.*

- *We operate from a foundation of trust and respect for one another.*
- *We exhibit a caring attitude.*
- *We will embrace local and global differences to enrich, strengthen, and connect our community.*

*D. The principle of **excellence**.*

- *We work to improve the quality of education.*
- *We set rigorous academic standards.*
- *We have high expectations for all.*
- *We will employ highly qualified staff who are committed to continuous professional improvement.*

*E. The principle of **accountability**.*

- *We are responsible as a school, family, and community for student success.*
- *We expect staff to conduct themselves in an ethical, professional manner.*
- *We build budgets that demonstrate fiscal responsibility.*

Board of Education

Mike Jenkins <i>President</i>	Penny Parsons <i>Vice President</i>	Alan Reiss <i>Secretary</i>	Irene Hanner <i>Treasurer</i>
Rose Sharp <i>Trustee</i>	Letha Raymond <i>Trustee</i>	Bernice Marhofer <i>Trustee</i>	

Administration

David Peterson <i>Superintendent</i>	Richard Smith <i>Principal</i>	Deanna Yarger <i>Assistant Principal</i>	Deanna Yarger <i>Athletic Director</i>
			Kerwin Paesens <i>Assistant Athletic Director</i>

Support Staff

Christine Hamlin <i>Secretary to the Principal/ SRSD</i>	Valerie Beardsley <i>Secretary/Attendance and Athletics</i>	Dixie Adams <i>Student Services/ Choice Room</i>	Kathy Petoskey <i>Media Aide</i>
Jill Archbold/ Cindy Strohota/ <i>Parapros</i>	Doug Allen <i>Custodian</i>	Bill Hammond/ Walt Smedley <i>Custodians</i>	Dale Bickel/ Marcie Hurley <i>Custodians</i>

Counselor

Amy Rohdy

Faculty

Dianne Albaugh	Kelly Cotton	Joan LeVier	Nikki Taylor
Jill Albaugh	Andrew Frisch	John Pakledinaz	Jeremy Thomas
Scott Barnhart	Ann Hadden	Al Patterson	Jeff Thompson
Brian Barratt	Pam Helfer	Alice Russell	Jason Wolf
Chris Bauerle	Mark Herron	Erik Schunk	
Dirk Brines	Sean Hill	Paul Simmons	
Carrie Carncross	Steve Klinge	Chuck Simmons	
Anna Claus	Lynette Leslie	Jeffrey Smith	

Highly Qualified Faculty

A component of the federal *No Child Left Behind* (NCLB) legislation is a new federal definition of “highly qualified” teacher. Under this legislation, schools are required to hire new teachers that meet the new NCLB requirements of “highly qualified”. According to NCLB, a teacher must meet three criteria to be considered “highly qualified”: he/she must have a.) full state certification, b.) a Bachelor’s degree, c.) passed a rigorous content area test and successfully completed the coursework and state evaluation for the content areas in which he/she is teaching. By the start of the 2006-2007 school year all teachers must be highly qualified.

Farwell High School is committed to having teachers that are “highly qualified”. In 2008-2009, the high school had 28 faculty members. Of those teachers, 100% are considered “highly qualified” with (40%) having advanced degrees.

Professional Development

Farwell High School teachers participated in many professional development opportunities during the 2008-2009 school year. The district provided two professional development days. These days were used to target specific issues for each content area. Many teachers participated individually in additional professional development for their content areas as well as workshops on leadership, career development, and technology. Specific professional development for 2008-2009 included:

- Leadership Seminar Summary
- Response to Intervention
- Transition Workshop
- Pupil Accounting
- Leadership Conference at Central Michigan University
- MME/Test Supervisor Training
- Autism Coaching Sessions
- Health Conferences
- Algebra Academy

- 21st Century Learning Grant and Credit Recovery
- Formative Assessments
- World Language Association Conference
- Effective Behavior Support Strategies
- Staff Training on EDP's and IEP's
- Skyward Training
- Special Education Accommodations
- Quill Training
- Guided School Improvement
- Michigan Council for Social Studies
- Eric Twadell – “Creating Change in Schools”
- Michigan Transition Services Workshop
- Data Mining

Professional development is crucial for continuous improvement and implementation of “best practices” in education. The district continues to support and encourage professional development.

School Profile

Farwell Area Schools is a rural school district located in central Michigan. It serves an area of 170 square miles with boundaries reaching eight townships and the villages of Farwell, Lake, and Lake George. The district has six buildings, which include the K-4 elementary, 5-8 middle school, 9-12 high school, 9-12 alternative school, administration building, and the bus garage.

Farwell High School has the following building characteristics:

- Four-year coeducational public school
- Enrollment of approximately 450 students in grades 9-12
- Three trimesters with two six-week marking periods
- Five class days per week with 74 minute class periods
- Average years of teaching experience 10 years
- Teacher-student ratio including special education of 1:16
- Counselor-student ratio of 1:450
- Building Principal, Assistant Principal/Athletic Director and Half-Time Assistant Athletic Director
- Graduation requirement 24.5 credits (14 required & 10 ½ elective)
- Participate in the Mid-Michigan Career and Technical Center and the CGRES D shared-time vocation training program.

- Dual enrollment at Mid Michigan Community College
- 2009 graduation class of 114
- 70% of the students identified as “At-Risk”
- 63% of the students receive free or reduced lunch

Farwell High School is in the center of the village of Farwell. It is part of a campus that includes the elementary and the middle school buildings. It houses traditional classrooms and laboratories, a media center, and two computer laboratories.



School Improvement Progress

The building and district School Improvement Plans were redeveloped during the 2008-2009 school year. The school improvement goals were pursued considering the State of Michigan’s Education Yes! accreditation system and the national No Child Left Behind legislation. The high school has a Building School Improvement Team that has enhanced the school improvement process and worked very vigilantly on these goals this past year.

The high school goals were designed to increase student achievement and enhance school/community relations. Building administrators were supported in developing educational leadership skills with several professional development opportunities. The administrative team continued to attend professional development that focused on student achievement and strategies to support the school improvement goals. There was continued effort to include teaching staff in professional development regarding student achievement and building professional learning communities. These professional development opportunities were in addition to the professional development that was targeted to the teachers’ curricular areas. All the professional development was selected to help achieve the school improvement goals.

Over the past year, the Building School Improvement Team worked on developing the School Improvement Plan using the 90 school indicators from the Ed Yes! Report. In addition, a Comprehensive Needs Assessment was also completed that served in guiding the implementation of the School Improvement Plan. This plan was implemented using the Guided School Improvement template provided electronically by the Michigan Department of Education.

A copy of the School Improvement Plan has been attached to this Annual Report.

Student Achievement Data

Michigan Merit Exam Introduction

The State of Michigan requires that every student take the State's Michigan Merit Exam (MME) that includes the ACT and Work Keys by the end of his/her 11th grade year.

The Math and English Language Arts (ELA) Reading MME scores are currently the only scores that are used to determine *Adequate Yearly Progress* (AYP) in accordance with the federal *No Child Left Behind Legislation* (NCLB). *Adequate Yearly Progress* is the cornerstone of this federal legislation. It is the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. In Michigan, AYP is based on ACT/MME tests, participation rates in ACT/MME, and attendance or graduation rates.

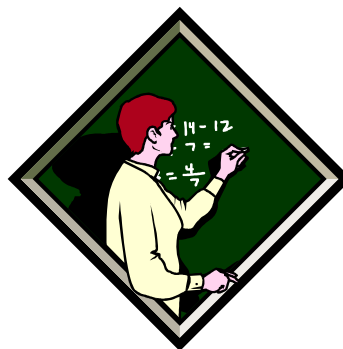
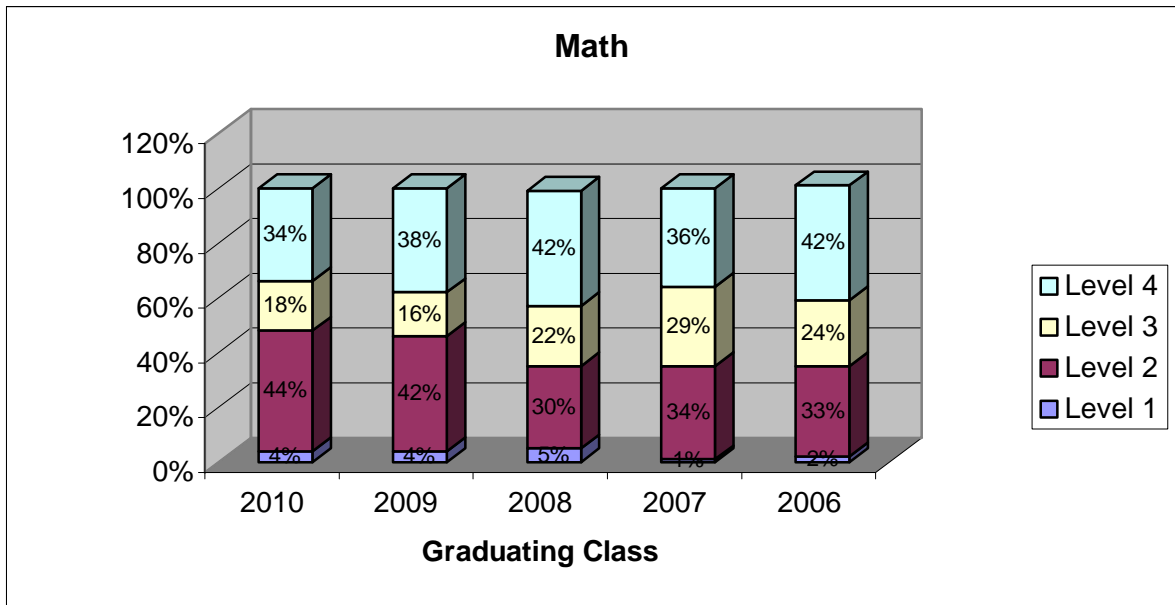
According to NCLB, Michigan and each state must develop *Annual State Objectives*. The *Annual State Objectives* for Michigan are the level of achievement on the MME English language arts and mathematics tests. The annual state objectives will increase gradually until they reach 100 percent in 2014. The annual state objectives are not included on the graphs below because the numbers represent the highest scores for students. All disaggregated subgroups of 30 or more must also meet the target objective to achieve AYP.

Michigan Merit Exam Data

The following data explains the details of how Farwell High School students performed on the MME in the spring of 2009. Thirty seven percent of the juniors achieved a level one or two on the English Language Arts portion of the MME. Forty-nine percent of the juniors achieved a level one or two on the Math portion of the MME.

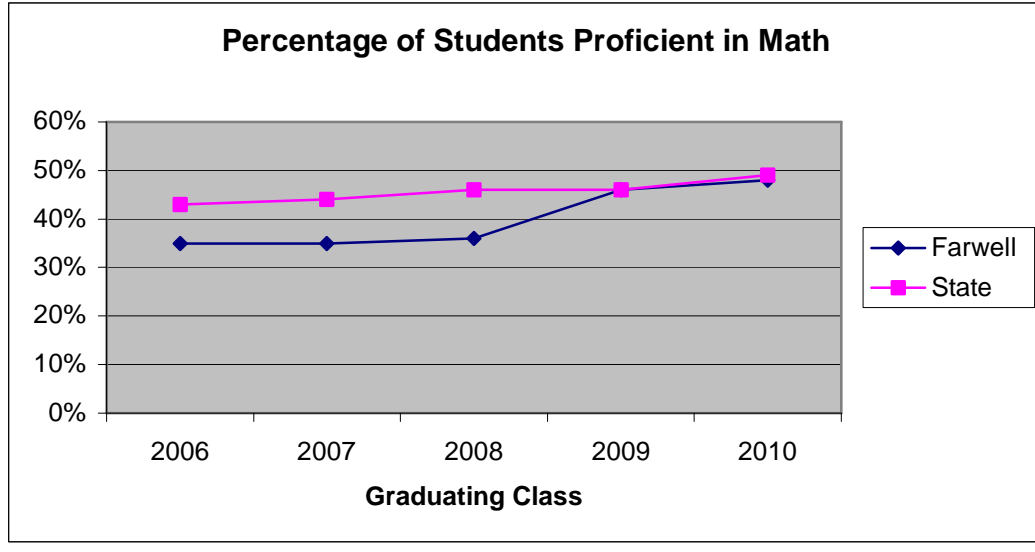
MATH

Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2010	4%	12%	44%	37%	18%	15%	34%	36%
2009	4%	10%	42%	36%	16%	16%	38%	38%
2008	5%	10%	30%	37%	22%	16%	42%	38%
2007	1%	8%	34%	36%	29%	16%	36%	39%
2006	2%	5%	33%	38%	24%	18%	42%	39%

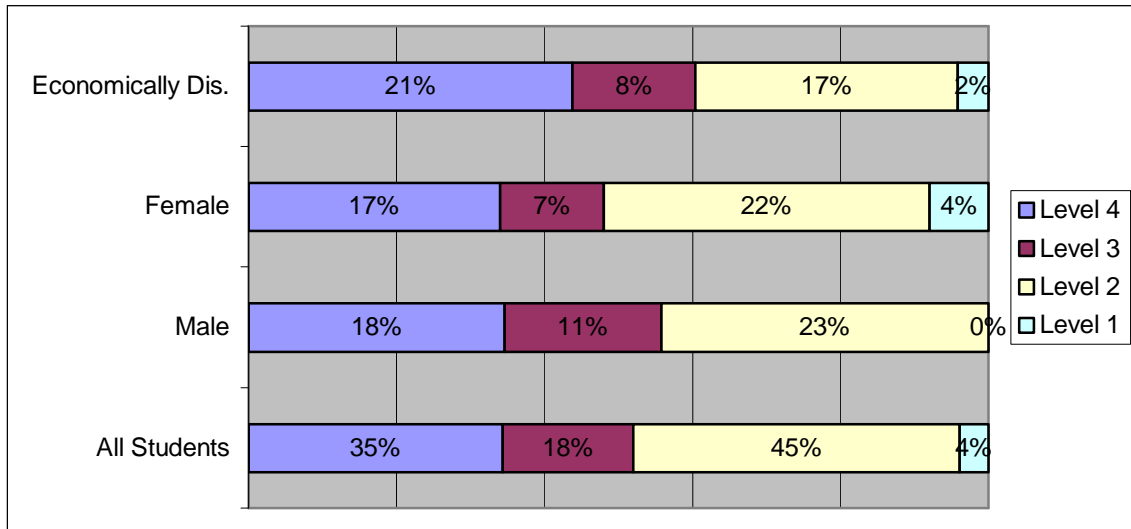


Percent of Proficient Students (Level I & II)

Graduating class of	Farwell	State
2010	48%	49%
2009	46%	46%
2008	36%	46%
2007	35%	44%
2006	35%	43%

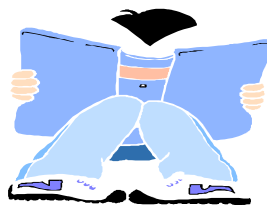


Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Mathematics • Graduating Class of 2010

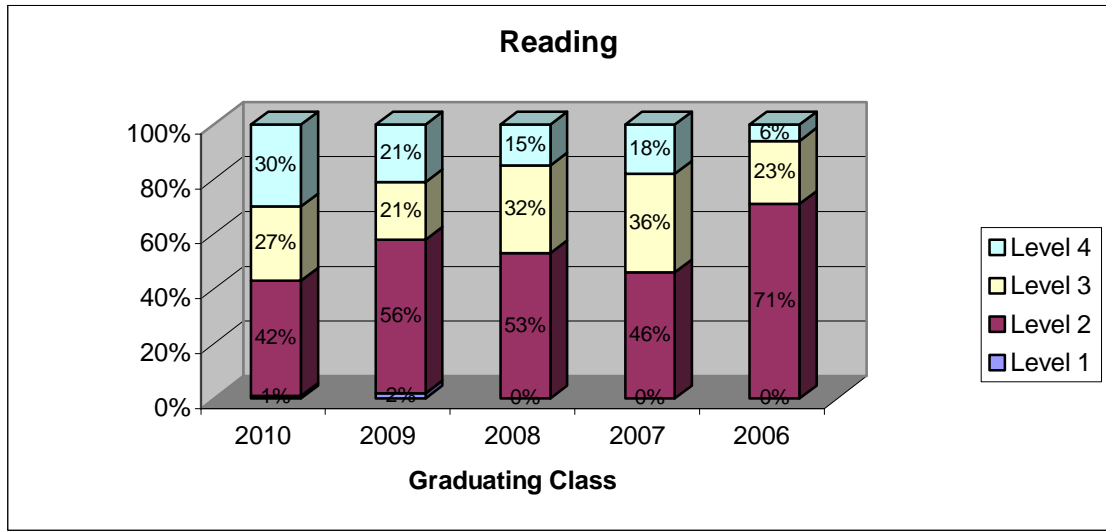


LANGUAGE ARTS: READING

Graduating Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2010	1%	3%	42%	57%	27%	24%	30%	16%
2009	2%	3%	56%	59%	21%	21%	21%	17%
2008	0%	2%	53%	58%	32%	24%	15%	17%
2007	0%	1%	46%	58%	36%	25%	18%	16%
2006	0%	2%	71%	61%	23%	26%	6%	11%



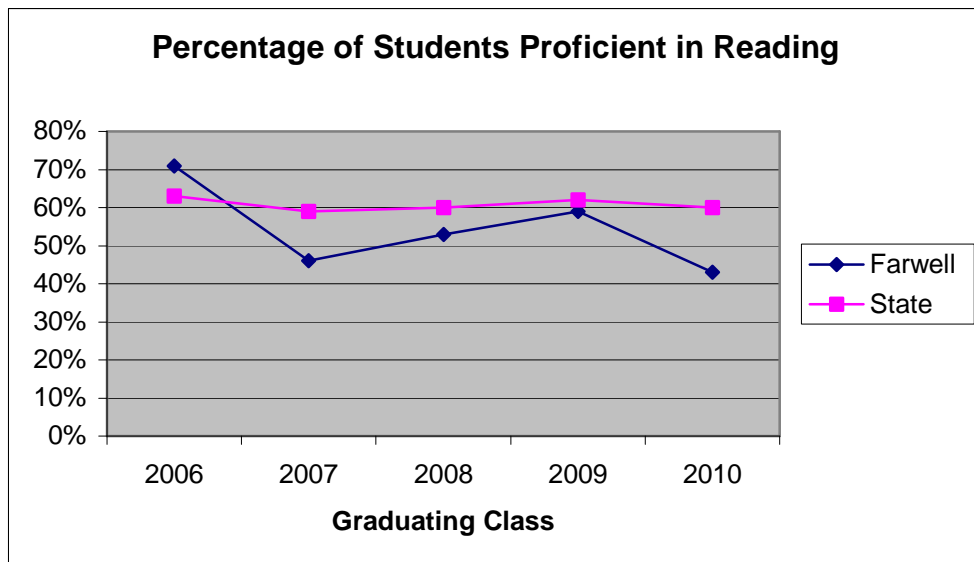
Performance by Proficiency Level - Reading



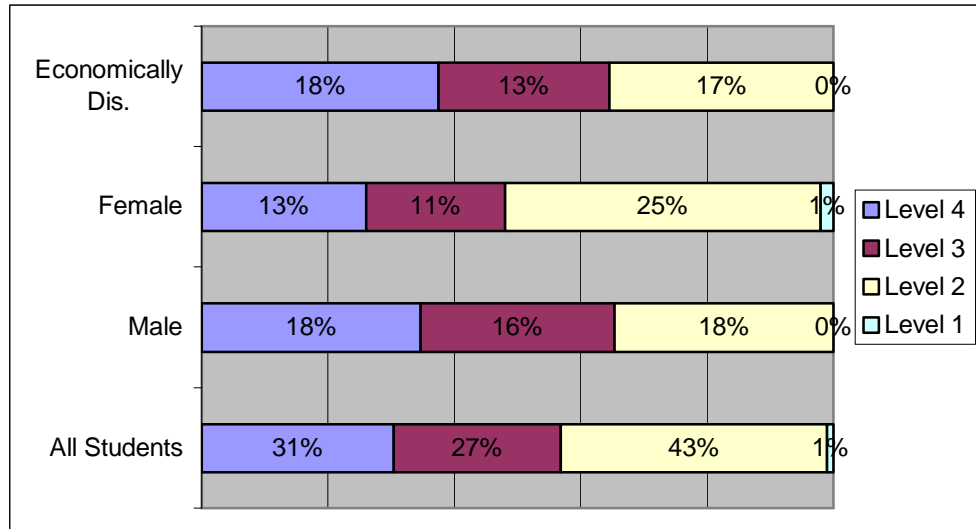
Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2010	43%	60%
2009	59%	62%
2008	53%	60%
2007	46%	59%
2006	71%	63%

**Number of Proficient Students – Reading
Trend line Comparison with State**



**Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Reading • Graduating Class of 2010**



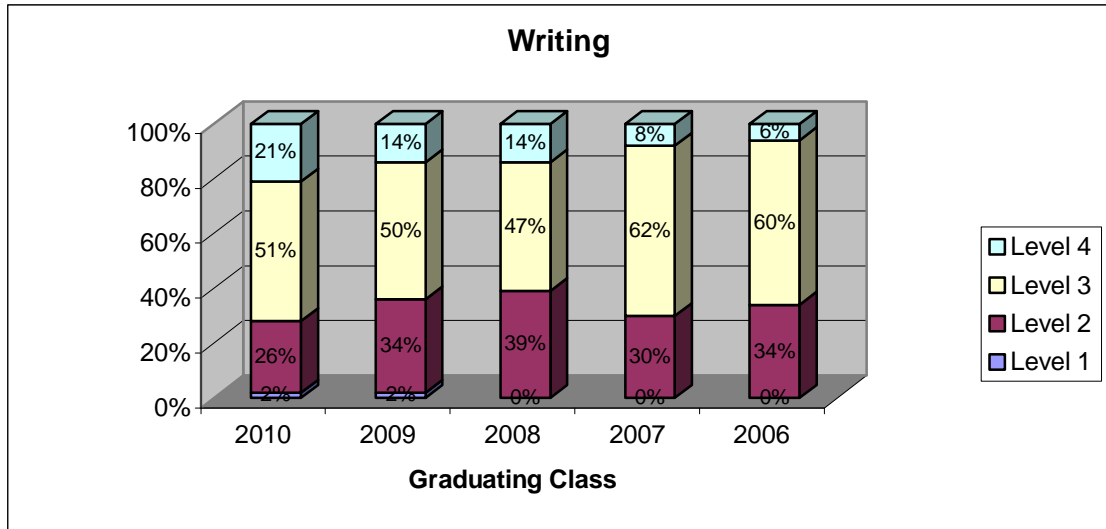
WRITING



Graduating Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2010	2%	4%	26%	40%	51%	47%	21%	10%
2009	2%	3%	34%	39%	50%	48%	14%	11%
2008	0%	2%	39%	38%	47%	50%	14%	10%
2007	0%	3%	30%	42%	62%	48%	8%	7%
2006	0%	2%	34%	42%	60%	47%	6%	9%

Performance by Proficiency Level -Writing

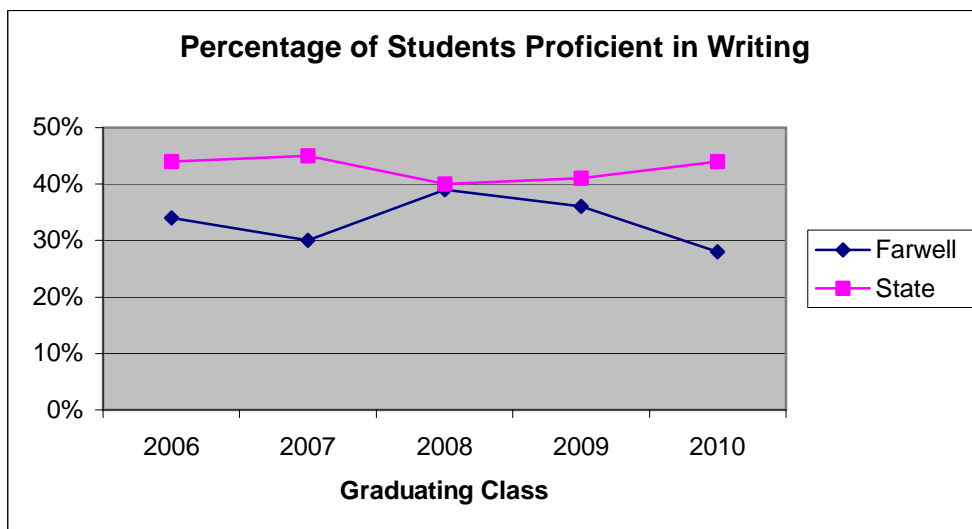




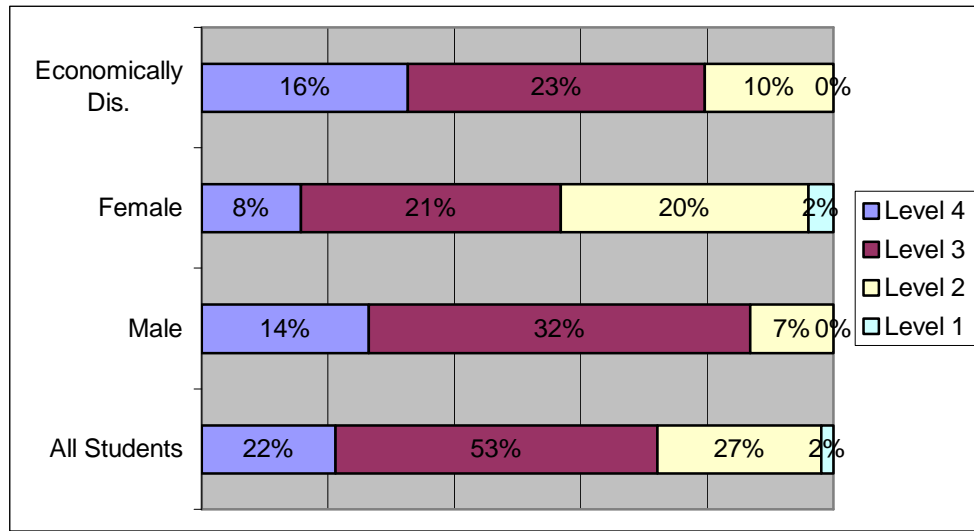
Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2010	28%	44%
2009	36%	41%
2008	39%	40%
2007	30%	45%
2006	34%	44%

Number of Proficient Students – Writing Trend line Comparison with State

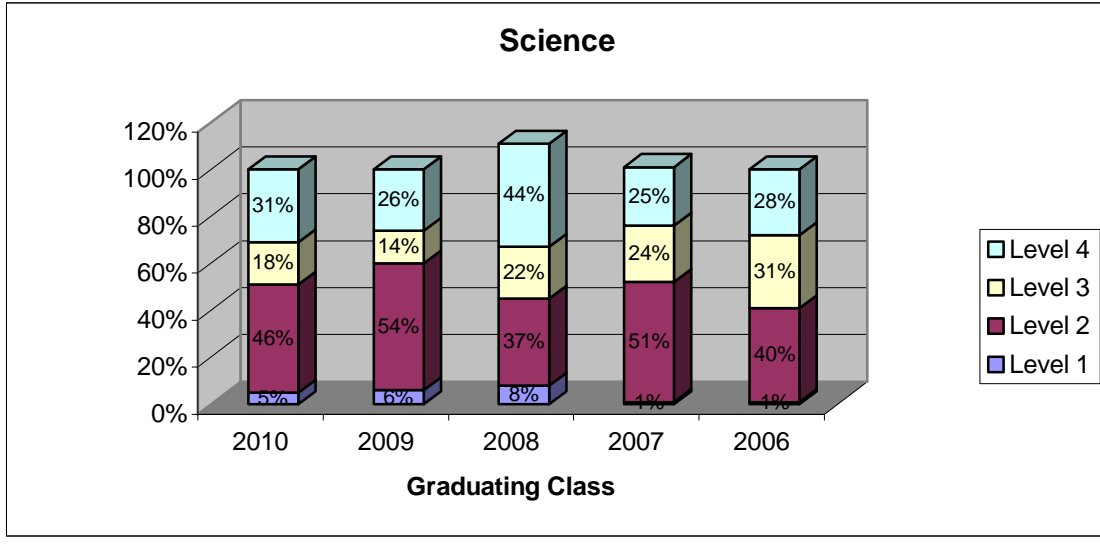


Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Writing • Graduating Class of 2010



SCIENCE

Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2010	5%	8%	46%	48%	18%	15%	31%	29%
2009	6%	6%	54%	50%	14%	17%	26%	27%
2008	8%	6%	37%	50%	22%	16%	34%	28%
2007	1%	5%	51%	46%	24%	18%	25%	31%
2006	1%	6%	40%	41%	31%	21%	28%	32%

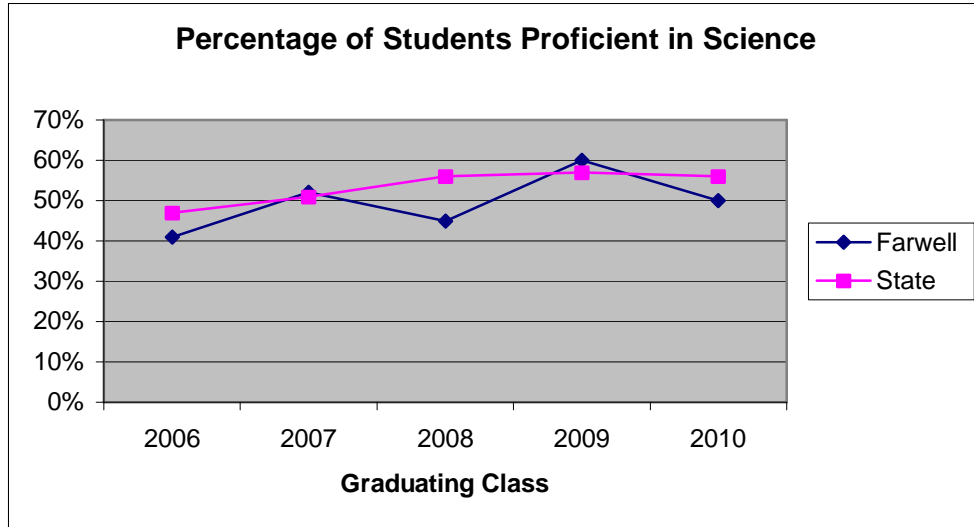


Number of Proficient Students (Level I & II)

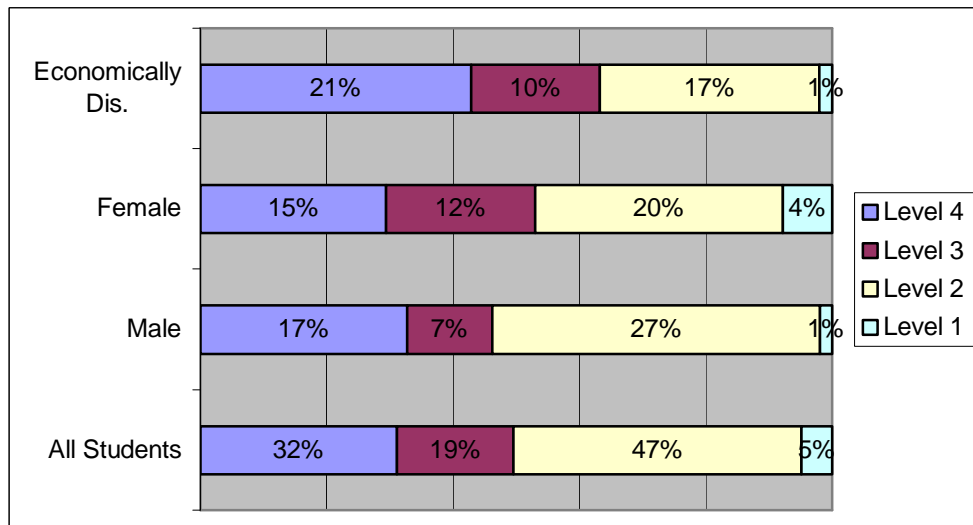
Class of	Farwell	State
2010	50%	56%
2009	60%	57%
2008	45%	56%
2007	52%	51%
2006	41%	47%



**Number of Proficient Students – Science
Trend line Comparison with State**



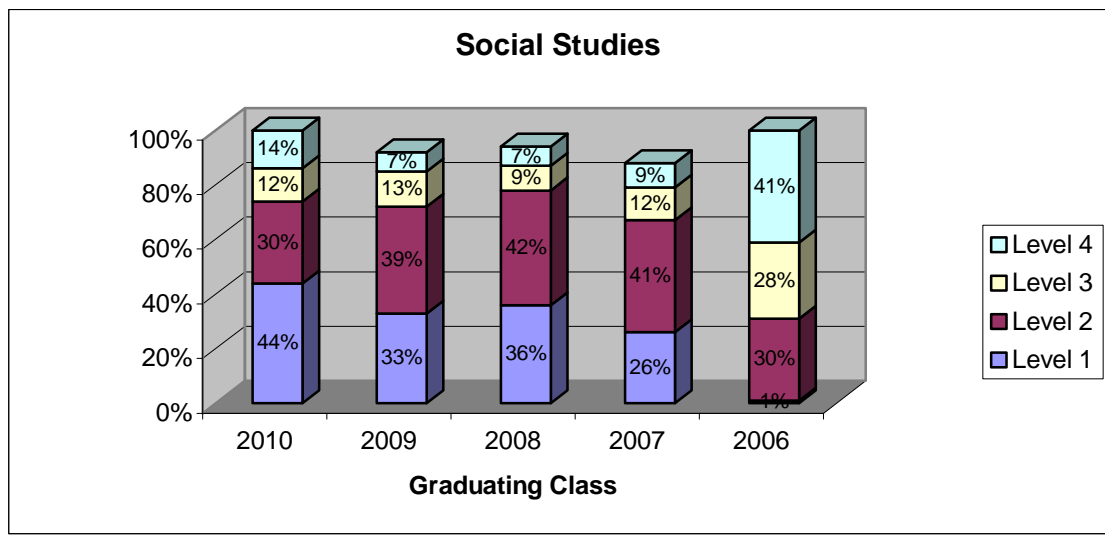
**Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Science • Graduating Class of 2010**



SOCIAL STUDIES

Graduating Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2010	44%	42%	30%	39%	12%	11%	14%	8%
2009	33%	41%	43%	39%	17%	13%	7%	7%
2008	36%	41%	47%	42%	14%	9%	2%	7%
2007	26%	38%	56%	41%	9%	12%	8%	9%
2006	1%	1%	40%	30%	23%	28%	36%	41%

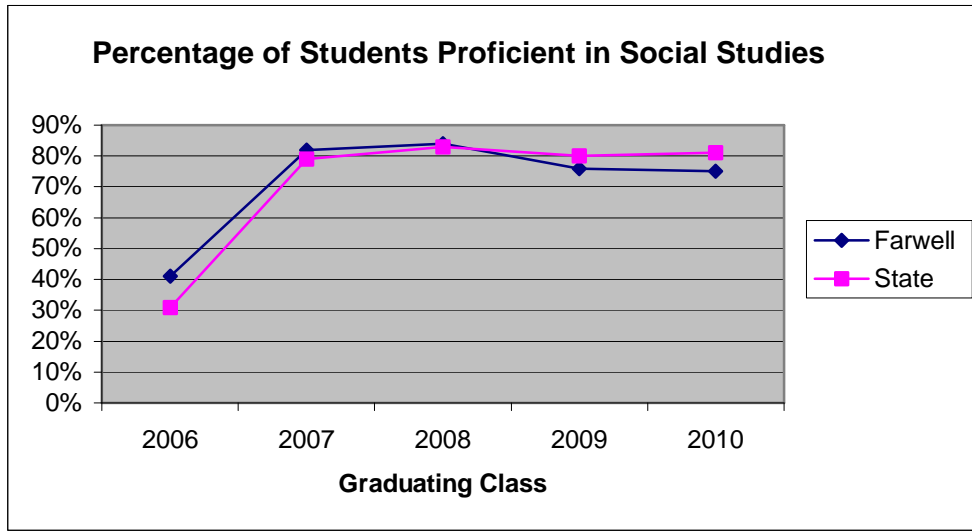
Performance by Proficiency Level –Social Studies



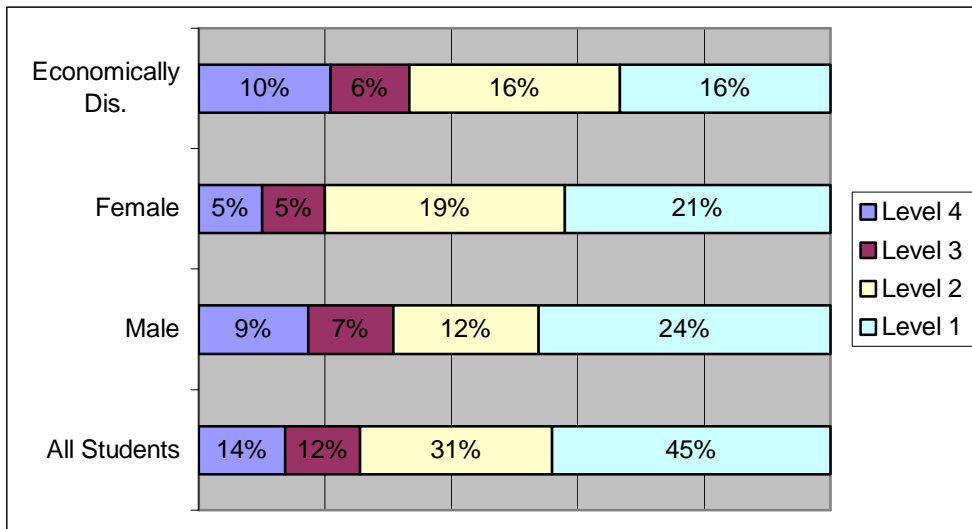
Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2010	75%	81%
2009	76%	80%
2008	84%	83%
2007	82%	79%
2006	41%	31%

**Number of Proficient Students – Social Studies
Trend line Comparison with State**



**Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Social Studies • Graduating Class of 2010**



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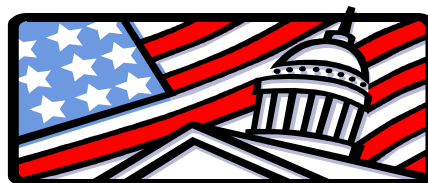
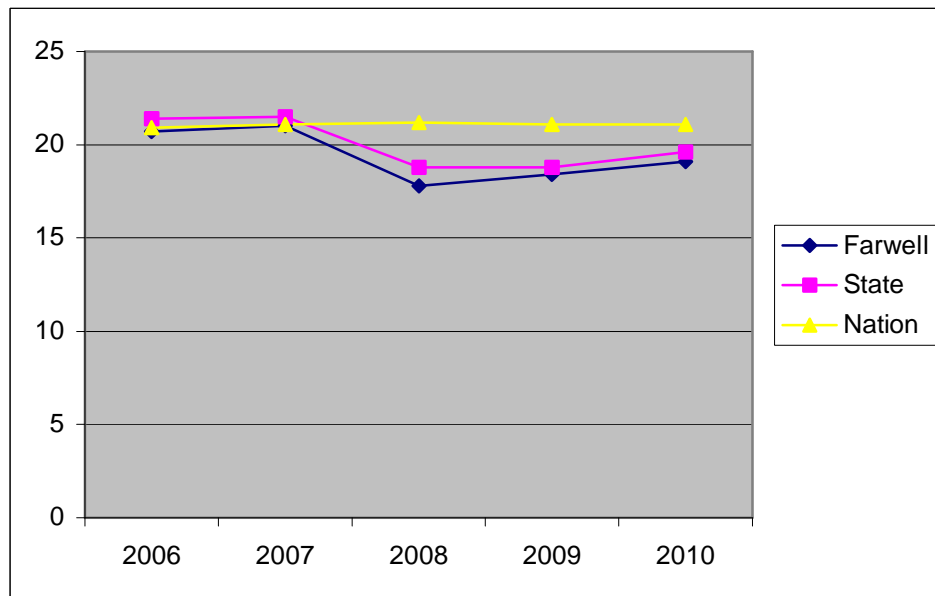
ACT Data

The ACT test is a national norm test required for entrance by most universities in the state of Michigan. As of the spring of 2007, all students are required to take the ACT test, which is now a component of the new Michigan Merit Exam (MME.) Beginning with the graduating class of 2008, the state now mandates that high school juniors take the ACT. The data for the ACT test indicates that the composite average for the class of 2009 did increase almost a full point when compared to the class of 2008. Farwell High is close to the state averages for composite scores as shown in the table and on the graph.

Composite Averages

Class of	Farwell	State	Nation
2010	19.1	19.0	21.1
2009	18.4	18.8	21.1
2008	17.8	18.8	21.2
2007	21.0	21.5	21.1
2006	20.7	21.4	20.9

ACT Trend line Comparison with State/National



Farwell High School Student Participation

Class of 2010	110 of 110 = 100%
Class of 2009	121 of 121 = 100%
Class of 2008	93 of 93 = 100%
Class of 2007	33 of 80 = 41%
Class of 2006	47 of 97 = 48%

Graduation and Dropout Rates

Farwell Area Schools believes that all children can learn and all need to graduate from high school. Below are the graduation and dropout rates for the Class of 2008. These rates are calculated by the state for the previous year for school accreditation purposes. The data for the class for 2008 is noted below, but it is possible that a student could graduate after receiving credit from a summer class; therefore, the actual rates might change slightly when calculated in the fall. The graduation rate and dropout rate are based on codes assigned to each student indicating his/her status at the time his/her cohort finished. Some codes subtract students from the numerator and some subtract from the denominator, which means that the graduation rate and the dropout rate will not necessarily equal one hundred percent. The rates are as follows:

	Graduation/Retention	Dropout
Class of 2009	95.65%	0%
Class of 2008	GAD Report Unavailable	GAD Report Unavailable
Class of 2007	91.57%	1.20%
Class of 2006	89.14%	2.44%

Specialized Schools and Placement Programs

Farwell High School is committed to student achievement. To that end, there are many opportunities for students who have special needs, desire specialized training, or have other educational needs that are not accommodated in the traditional setting. Participation in these specialized programs is determined through the collaboration of the student, parents, and school personnel.

Special Education

Farwell High School has special education classes for all special education classifications. Appropriate placement is determined during an Individualized Education Program Team (IEPT) meeting. This meeting allows information to be shared regarding the student's needs and possible accommodations that would provide support to increase student achievement. Assessment data, teacher observations with performance data, and parental input is considered during this meeting.



Though there were students who transferred in and out during the course of the school year who received special education services, there were approximately **67 students, 14.8% of the student population**, who received special education services during the 2008-2009 school year.

Day School Program

Clare-Gladwin Day School provides training in academics, social skills, daily living skills, pre-vocational and vocational work skills for students ages five through twenty-six who are cognitively impaired, severely multiply impaired or have autism. Students ages eighteen through twenty-six attend the Community Access Training Site (CATS) program in which they participate in community-based instruction, career exploration, and work experiences to learn to live as independently as possible.

Alternative High School

Farwell Area Schools has an alternative high school, known as Timberland High School, for students in grades 9-12. This is an option for students who need a non-traditional format to their education. The director of the alternative high school works very closely with the high school principal. The decision to enroll at the alternative high school is considered by the students, the parents, the alternative high school director, and the high school principal.

The Farwell Timberland Alternative High School had an enrollment of **62 students** during the 2008-2009 school year. There were 3 freshmen, 10 sophomores, 22 juniors and 17 seniors enrolled at fall count. Of those who attended the alternative high school, **17 students** met the requirements to earn a high school diploma.

Timberland High School has one full time teacher and six part time teachers who share time with the high school) to supply highly qualified instruction in all core areas and other areas.

Technical/Vocational Education

Farwell High School students have the opportunity to attend technical/vocational training at the Mt. Pleasant Area Career and Technical Education Center and Shared Time Program through the Clare/Gladwin RESD. Students select classes with the guidance of the high school counselor after selecting *Career Pathway* designation and career goals. All students who participated in this program were successful.

Vocational/Technical Class Enrollments 2004-2005 = 65
Vocational/Technical Class Enrollments 2005-2006 = 48
Vocational/Technical Class Enrollments 2006-2007 = 44
Vocational/Technical Class Enrollments 2007-2008 = 39
Vocational/Technical Class Enrollments 2008-2009 = 67

Number in Vocational for 2007-2008:

Program	Fall 2008	Winter 2008-2009	Spring 2009
MJ Murphy	4	4	4
CTE Hospitality	3	3	3
CTE Computers	6	6	6
CTE Auto	5	5	5
CTE Public Safety	5	5	5
CTE Welding	10	10	10
CTE Graphics	3	3	3
CTE Health Occupations	14	14	14
CTE Early Childhood	7	7	7
CTE Construction	10	10	10
Total	67	67	67

Middle College

The Clare-Gladwin Middle College was implemented in 2007-2008 and Farwell High School had seven students participate in this program in 2008-2009. Clare-Gladwin Middle College students have the unique opportunity to complete the Michigan high school requirements as well as earn college credits at Mid Michigan Community College toward a healthcare career.

Graduation 2009 Highlights:

One hundred ten graduates along with their families and friends celebrated the 119th Commencement Ceremony held in Farwell's new gymnasium. The Class of 2009 was the third class to graduate in the new facility. Class President, Shannon Mullen, welcomed the Class of 2009. Samantha Bohy, salutatorian, and Kelly Gervin, valedictorian, both gave their addresses. Finally, Class Vice-President, Sara Szafranski gave the closing remarks. Tyler Pitchford received the Kerwin Paesen's Award and Samantha Bohy received the Mary Pitchford Award.

2008-2009 Student/Class Councils

Student Council

Shannon Mullen, Morgan Bringold, Olivia Ringwalt, Betty Zelinski, Marissa Shilling, Samantha Bohy, Shannon Mullen, Sara Szafranski, Jordyn Marhofer, Michael McCray, Vanessa Irwin, Brittney Howard, Wyatt Jones, Cora Leathers, Shelby Eagle, Kelly Gervin, Lauren Catalano, Eudaysia Putnam, Nicholas Brewer, Melissa Ruckle, Crystal Nutt,

Class Officers

Seniors: *Shannon Mullen, Sara Szafranski, Lauren Catalano, Jordyn Marhofer, Crystal Nutt, Samantha Bohy.*

Juniors: *Morgan Bringold, Joy Powell, Emily Rohdy, Melissa Ruckle, Alison Snover.*

Sophomores: *Chris Laverty, Wyatt Jones, Olivia Ringwalt, Kalyn Bazuin, Vanessa Irwin.*

Freshmen: *Hunter Taylor, Rochelle Myers, Austin Laverty, Ryan White.*

Special Programs

The Counseling Department continues to assist the Academic Probation Program for students with academic difficulties. Each teacher records the student's progress every week. One half of this form is given to the student to take home; the other is given to the counselor. The Academic Probation Program allows students, parents and teachers to monitor progress on a regular basis. The students are paired with a faculty member for advising. This program continues to be a sought after program by students and parents. It has been helpful for the teachers and the parents, building a bridge of communication and a way to focus on how to help the student succeed.

2008-2009 was the first year of the 21st Century Grant and Learning Center at Farwell High School. Directed by Craig Tyer, students were able to receive tutoring assistance and were also able to recover lost credits if needed. This program was offered during the school year and also during the summer of 2009. There were a total of 20 courses recovered during 2008-2009. There were a total of 29 courses recovered during the summer of 2009. Between 17 and 30 students saw an increase in English, Math, Science, and Social Studies grades due to the tutoring program.

Parent Participation

The *Vision and Mission* of Farwell Area Schools identifies the need for parent and community involvement. Developing relationships with parents and the community is critical to increasing student achievement. The *Strategic Planning Committee* has targeted parent and community involvement as a focus. The high school is constantly reviewing and

revising ways to foster more effective family and community involvement. Several steps were taken during the past year.

Parent/Student/Teacher Conferences

Participation in fall conferences included 133 families attending. The conferences were organized as *parent/student/teacher conferences*. Many students did participate with their parents and overall participation was again down from the previous year.

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participating in the Conferences	264	279	215	167 Families.	133 Families.

Parent Meetings & Other Involvement

The high school staff continues to work hard implementing the “Pyramid of Intervention” that includes a process for addressing students that are struggling. This pyramid process involves contacting at-risk students and their parents to notify them of academic trouble. The high school continues to process and collect data on the number and type of parent conferences that were held. Students that struggled academically were identified by staff and referred for After-School Tutoring through the 21st Century Grant.



Many parents came to the high school to participate in school activities. The athletic contests were well attended by parents and other community members. The band and choir concerts were also well attended. There were several parents who helped during these events as well. Parents came to the school to help with homecoming festivities and chaperoned many dances. The volunteer efforts were very important and enhanced the school environment.

Accreditation Status

The State of Michigan has an accreditation process called *Education Yes!* This process is used to report accreditation status for all schools and districts. Each school is issued a “report card” that represents the status of the school. This report card provides an assessment of several measures of the school’s performance. Farwell High School received a composite *Education Yes!* grade of “C”.

Component	Score	Grade
Student Achievement Status	66.2	D
Indicators of School Performance	100	A
Preliminary Grade	77	C
AYP Status	Did Not Make AYP	
Composite Grade		C

The *Indicators of School Performance* was determined by the Farwell High School self-assessment. Farwell High School worked very hard to complete the *Education Yes!* self-assessment required by the State of Michigan as a part of the state accreditation program. There were forty indicators that were evaluated. These indicators are as follows:

- Standards Alignment
- Knowledge of Curriculum, Instruction, and Assessment
- Knowledge of Adult Learning
- Focus on Student Results
- Diversity
- Systematic
- Multiple Sources
- Staff
- Students
- Monitoring
- Clear Expectations
- Content Knowledge
- Extended Learning Opportunities
- Decision-Making
- Process
- Content Appropriateness
- Developmental Appropriateness
- Reflection and Refinement
- Collaborative Inquiry
- Collaborative Decision-Making Process
- Staff Participates in Learning Teams
- Diversity
- Analysis
- Dialogue about Meaning
- Delivered Curriculum
- Best Practice
- Student Engagement
- Monitored
- Uses Best-Practice
- Induction/Mentoring/Coaching
- Community Agencies
- Dissemination
- Data Driven Decision Making
- Alignment/Content Validity
- Multiple Measures
- Time
- Aligned
- Data-Driven Culture

Evaluation of these indicators was very helpful in identifying areas that need improvement. Many of the items that were noted for improvement became goal issues for school improvement.

In addition to completing the forty indicators, the Farwell High School School Improvement Team completed the 90 indicators as part of the Comprehensive Needs Assessment in an effort to direct the progress and planning for the School Improvement Plan.

Core Curriculum

Farwell High School continues in the process of creating new curriculum documents that will be aligned to the *Michigan Merit Curriculum and the new High school Course Level Expectations*. Curriculum documents will provide a scope and sequence that progresses K-12 for each core content area as well as other content areas that are taught in grades K-12 (Art, P.E. Technology, etc.) There are district curriculum committees developing these documents. Once the documents are created, implementation will follow with review and revisions as needed. There is an administrator that chairs each committee. The high school has subgroups for each of these committees. These subgroups support the K-12 curriculum development process, but break the document down into specific units of study that match the high school course offerings and the *Michigan Merit Curriculum and the High school Course Level Expectations*.

The high school currently has courses offered in the following areas:

Language Arts	Mathematics
Social Studies	Science
Health	Physical Education
Music	Visual Arts
Business and Computers	Life Management
Spanish	Work Study
Industrial Arts	College Dual Enrollment (off site)
Vocational Education (off site)	Middle College (off site)

Graduation Requirements

Students are required to earn at least twenty-four and a half credits. Fourteen are prescribed while the remaining ten and a half are electives. For the 2008-2009 school year and beyond graduation requirements have been adjusted to accommodate the trimester system. The Board of Education took formal action to change to trimesters on a one-year trial basis. They added the required ACT Prep course for juniors (starting with the Class of 2009 and beyond) and adjusted the minimum requirements needed for graduation. Beginning with the class of 2011, students are required to take a half credit of speech and a half credit of computers in addition to the MMC requirements. The Board of Education previously mandated that students be enrolled for all eight (8) semesters of high school in order to graduate from FHS. With the new trimester system, it is now mandated that students be enrolled for all twelve (12) trimesters of high school. The Board of Education also requires that all students take the MEAP and/or MME tests in order to graduate.

Graduation Honors:

Senior Class Ranking: A senior's class ranking for graduation is determined at the end of the Second Trimester of the senior year. It is determined by the unweighted system of assigning a numerical value to each semester grade earned for all 9-12 courses and dividing that number by the number of credits earned.

Valedictorian/Salutatorian and High Honors and Honors Graduates:

- **Valedictorian/Salutatorian:** A student must meet the following criteria in order to be considered as a candidate for the top scholastic honor of Valedictorian or Salutatorian. He/she must have attended Farwell Area High School for *at least* the previous four trimesters and be ranked number one or number two in his/her class. He/she must have met the course requirements for High Honors (see below).
- **High Honors** is awarded to students who have a 4.0-3.50 cumulative grade point average at the end of the Second Trimester of the senior year.
- **Honors** is awarded to students who have a 3.49-3.30 cumulative grade point average at the end of the Second Trimester of the senior year.

In order to qualify for High Honors or Honors, students must take two (2) of three (3) requirements including:

1. Four Credits of English
2. Geometry and Algebra II
3. Biology II, Chemistry, or Physics

Jack Pine All Academic First and Second Team Honors:

The scholastic honors of the Jack Pine All Academic Team are determined by a formula combining the cumulative g.p.a. for all courses in grades 9-12 through the Second Trimester of the senior year and a student's highest composite ACT score. The formula is as follows: $(\text{GPA} \times 250) + (\text{ACT composite} \times 27.778) = \text{Numerical Honor's score}$. The highest possible score is 2000. The top eight (8) students will be awarded this honor. The first four (4) are First Team JPC All Academic, and the second top four (4) students are Second Team JPC All Academic.

National Honor Society: To be eligible for membership to the Farwell Chapter of National Honor Society, students must have a cumulative grade point average of at least a 3.30 and have been enrolled in advanced coursework. Students must also fulfill requirements in the areas of leadership, community service, and character. Once inducted into NHS, students must continue to strive academically, show leadership, participate in both group and individual community service projects, and maintain high character standards. (See NHS guidelines for further details...)

Dual Enrollment

Dual Enrollment: Dual Enrollment is designed to permit students to pursue their educational experiences at the collegiate level. Farwell Area High School follows the State of Michigan guidelines for dual enrollment qualification. In order to dual-enroll, students must have met the entrance requirements of the college or university they plan to enroll in for dual enrollment classes. Farwell High School is responsible for paying all tuition and required fees, but students/parents are responsible for additional fees, books, and transportation. Most of the students selecting this option attended Mid-Michigan

Community College. Several Farwell High School students enrolled in postsecondary classes during the 2008-2009 school year. Students who participated in dual enrollment were very successful. The numbers below represent classes taken and not individual students.

Postsecondary Enrollments

2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Classes	Success	Classes	Success	Classes	Success	Classes	Success	Classes	Success
71	84.5%	98	90%	33	98%	50	94%	88	99%

In the 2008-2009 school year 38 different students accounted for the 47 classes first semester. Second semester, 31 students accounted for the 41 classes.