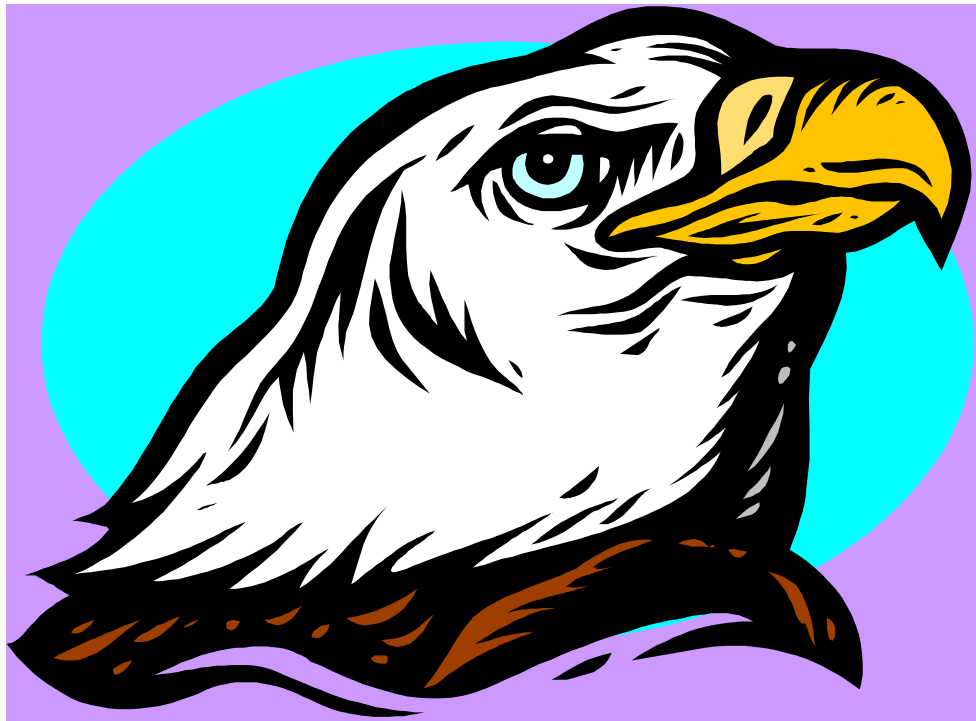


**Farwell Timberland High
School**

Annual Educational Report



**2007-2008
School Year**

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Table of Contents

<i>Annual Report Introduction</i>	<i>1</i>
<i>District Vision</i>	<i>2</i>
<i>District Mission</i>	<i>2</i>
<i>District Principles and Belief Statements</i>	<i>2</i>
<i>Board of Education</i>	<i>3</i>
<i>Administration</i>	<i>3</i>
<i>Support Staff</i>	<i>3</i>
<i>Counselors</i>	<i>3</i>
<i>Faculty</i>	<i>3</i>
<i>Highly Qualified Faculty</i>	<i>4</i>
<i>Professional Development</i>	<i>4</i>
<i>School Profile</i>	<i>5</i>
<i>School Improvement Progress</i>	<i>6-10</i>
<i>Student Achievement Data</i>	<i>10-23</i>
<i>MEAP/MME Data</i>	<i>11-21</i>
<i>ACT Data</i>	<i>20-21</i>
<i>Graduation and Dropout Rates</i>	<i>22</i>
<i>Specialized Schools and Placement Programs</i>	<i>22-23</i>
<i>Points of Pride and Parent Participation</i>	<i>24-25</i>
<i>Accreditation Status</i>	<i>25</i>
<i>Core Curriculum</i>	<i>26-27</i>
<i>Postsecondary Enrollment</i>	<i>27</i>

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 available to the public 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 Timberland High School

2007-2008

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
President

Penny Parsons
Vice President

Alan Reiss
Secretary

Irene Hanner
Treasurer

David Kedrowski
Trustee

Letha Raymond
Trustee

Bernice Marhofer
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Administration

David Peterson
Superintendent

Richard Smith
Principal

Deanna Yarger
*Assistant Principal
& Athletic Director*

Kerwin Paesens
*Assistant Athletic
Director*

Support Staff

Shelly Smith
*Secretary to the
Principal/ SRSD*

Counselor

Amy Rohdy

Faculty

Robert First

Andrew Frisch

Scott Thaler

Jason Wolf

Class of 2008

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. All teachers are highly qualified.

Farwell Timberland High School is committed to having teachers that are “highly qualified”. In 2007-2008, the high school had four faculty members (one full-time and three part-time.) Of those teachers, 100% are considered “highly qualified.”

Professional Development

Farwell Timberland High School teachers participated with Farwell High School in many professional development opportunities during the 2007-2008 school year. The district provided three 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 2007-2008 included:

- Crisis Prevention Intervention
- High School Math Academy
- Michigan Science Workshop
- Michigan Math Workshop
- Literacy and Writing Strategies
- Technology Curriculum Workshop
- Michigan Merit Curriculum
- Alternative Education Conference
- Michigan Merit Exam/ACT
- Leadership Academy
- Michigan Social Studies Rollouts

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 Timberland High School has the following building characteristics:

- Four-year coeducational public school
- Enrollment of approximately 50 students in grades 9-12
- Three trimesters with twelve-week marking periods
- Five class days per week with 72 minute class periods
- Average years of teaching experience 11 years
- Teacher-student ratio of 1:25
- Counselor-student ratio of 1:493
- Building Principal and Assistant Principal
- Graduation requirement 22.5 credits (14 ½ required & 8 elective)
- Participate in the CGRESD shared-time vocational training programs
- Potential of Dual enrollment at Mid Michigan Community College
- 2008 graduating class of 17
- 100% of the students identified as “At-Risk”
- 89% of the students receive free or reduced lunch

Farwell Timberland High School is located on the outskirts of the village of Farwell. It is located at 413 Coker Drive. It houses two non-traditional classrooms, computer lab, and has the facility to provide for scientific labs.



School Improvement Progress

The building and district School Improvement Plans have guided the high school through the past 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. Additionally, the high school has a Building School Improvement Team that has enhanced the school improvement process.

The high school had several goals that were designed to increase student achievement and enhance school/community relations. All part-time teachers from Timberland High School were shared teachers that taught at Farwell Area Schools also. These three teachers were involved in the same professional development opportunities and shared the same goals as Farwell High School. The one full time teacher also participated in Farwell High School professional development. 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 a deliberate effort this year 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.

The progress on each goal for 2007-2008 follows.

Goal 1: Align Farwell Timberland High School curriculum to the Michigan Merit Curriculum (the High school course Level Expectations) as well as the ACT Readiness Standards and create curriculum documents with common assessments. The specific goal for 2007-2008 was to follow the legislation related to High School Reform and to anticipate the course level expectation guidelines from the state.

Purpose: The purpose of this goal is to ensure that all students are learning the necessary material in their curricular areas so they can achieve academic success and perform as well as possible on the State of Michigan Merit Exam. This goal will also provide foundational curriculum documents and assessments for all classes and teachers.

Strategies:

Have each curricular area complete a curriculum document with assessments that demonstrates alignment with the Michigan Merit Curriculum. This document will include the course in which the High School Course Level Expectations are taught and the unit to which the concept aligns.

Have teachers create syllabi for each class based on the units taught, duration of units, and alignment to the Michigan Merit Curriculum and the High school Level Course expectations. In core areas the ACT Readiness Standards were also aligned.

Have the administration make time available for teachers to work collaboratively to align the curriculum and work on other content and delivery issues.

Progress: Each high school curricular department worked throughout the year and were provided professional development opportunities through the state rollouts, workshops, and the CGRESD. A department head that served on the building Faculty Council chaired each area. There were also K-12 curriculum committees to ensure that the proper scope and sequence was established. The committee chairs agreed on a common format for the curriculum documents. Each document will have an overview of the curriculum area, specific unit plans, and common assessments. Unit plans identify content focus, benchmarks (correlated to the State benchmarks), main vocabulary, common assessment, and resources needed for the unit.

Goal 2: Ensure that the documented curriculum is delivered in the appropriate classes and in a manner that makes certain that all of the Content Standards and Benchmarks aligned to that class are taught. There will be a focus on 10-12 core essentials that will be the spotlight of the curriculum. (Again, the new High School Reform package and the new Course Level Expectations from the state will direct review and possible revision.) This goal was targeted to include all content areas.

Purpose: The purpose of this goal is to ensure that what is specified in the curriculum document is actually delivered in the individual classes.

Strategies: Review of the assessments on the core curriculum objectives to ensure student learning and progress is occurring. Have teachers do daily assessment in all classrooms for learning, rather than of learning.

Have teachers include the Content Standard and Benchmark addressed for each unit in their lesson plans. Have administration conduct evaluations of all non-tenured teachers and other staff who are scheduled for review.

Provide a mentor for all probationary teachers and will support them with the Mentoring Committee.

Progress: Evaluations were conducted for all non-tenured teachers and selected tenured teachers. Evaluations addressed many instructional issues including curriculum delivery. The administrative team participated in several professional development opportunities to better use evaluation to increase student achievement.

Goal 3: Create common assessments with scoring rubrics for Benchmarks in each curricular area.

Purpose: The purpose of this goal is to ensure that there is feedback on the Benchmarks that are taught in the designated classes. The teachers and administration will disaggregate the

assessment results that will lead to a gap analysis for future curricular change recommendations.

Strategies: Provide time and data for teachers to meet and create the like assessments collaboratively.

Progress:

Professional development and release time was provided for all departments as well as professional development days for staff and each department to work on common assessments. The goal also was to make these assessments a part of the curriculum documents so the curriculum can stand alone from the individual teacher. This goal is in progress as it is a portion of the curriculum documents that are being created. This work will continue as noted above.

Goal 4: Set meetings to analyze student achievement data such as MEAP scores and the Michigan Merit Exam (ACT) scores) to make adjustments that will further improve student achievement.

Purpose: The purpose for the data analysis is to ensure that decisions affecting student achievement are data driven.

Strategies:

Have each department review the achievement data from the last MEAP cohort and common assessment data to determine areas of deficit that should be addressed.

Progress:

- Progress was made with this goal during the 2007-2008 school year.
- The staff was introduced to initial analysis and then was given specific data broken down by the content areas from the Golden Package of MEAP information and data supplied by the Clare Gladwin RESD.

Goal 5: Conduct monthly department meetings (Faculty Council) to address the academic issues and the overall organization of the high school.

Purpose: The purpose of having monthly faculty council and monthly department meetings is to address curricular issues, plan for department improvements, discuss and recommend content adjustments, work on the curriculum document, and create new common assessments.

Strategies:

- Have each department meet once per month and record the topic addressed and recommendations resulting from the meeting.
- The notes and recommendation should be turned into the administration for guidance on the recommendations.

Progress:

- Department meetings were held regularly this year.
- Mr. First, representative of Faculty Council, met once a month all year with Farwell High School to discuss school improvement strategies for Farwell High School and Timberland High School.
- These groups addressed academic and behavioral concerns that influence student achievement, improvement, and school climate.

Goal 6: Review the Strategic Plan each year with the Farwell High School and Farwell Timberland High School Improvement Team and provide an update to the Board annually.

Purpose: The purpose of this goal is to keep the Strategic Plan a working document that directs the decisions of the building and provides focus for improvements.

Strategies:

- Use staff development meetings to initiate implementation of the Strategic Plan initiatives.
- Use the common district form to record progress that is reported to the Board of Education.

Progress:

- The district reporting form was used by the administration and updates were very thorough describing the progress made on the Strategic Plan goals.
- At the end of the year the plan was reviewed and correlated to the Michigan Education Yes! Self-Assessment.

Goal 7: Enhance interpersonal relations throughout the school to create a better learning environment.

Purpose: The purpose of this goal is to develop an educational partnership between students, parents, staff, and administration that will create an environment conducive for learning, leadership, and student achievement.

Strategies:

- Communicate as a staff through email.
- 10-16 House conducted a ten-week presentation on substance abuse.

Progress:

- The high school continued the Positive Postcard campaign that ran all year.
- Teachers identified students who demonstrated positive behavior or performance and sent a postcard home to acknowledge the student's efforts.
- The high school used email as a primary source of communication with the principal sending weekly communication to inform staff of all needed information.

Goal 8: Update Timberland High School's classroom facility.

Purpose: The purpose is to improve the learning environment for all students. The goal of the district is also to provide facilities to expand opportunities for students in a variety of curricular areas.

Strategies: Staff and administration worked together to create opportunities for Timberland High School students to use different facilities located on the campus of Farwell High School. These facility opportunities included the use of the gymnasium and cafetorium for PE class and lunch respectively.

Student Achievement Data

Michigan Merit Exam Introduction

The State of Michigan now 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 accountable 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.

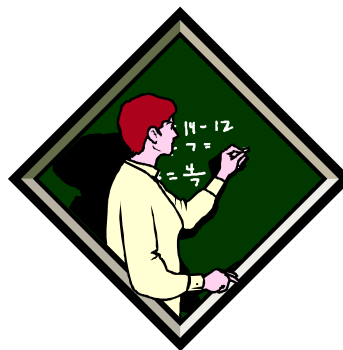
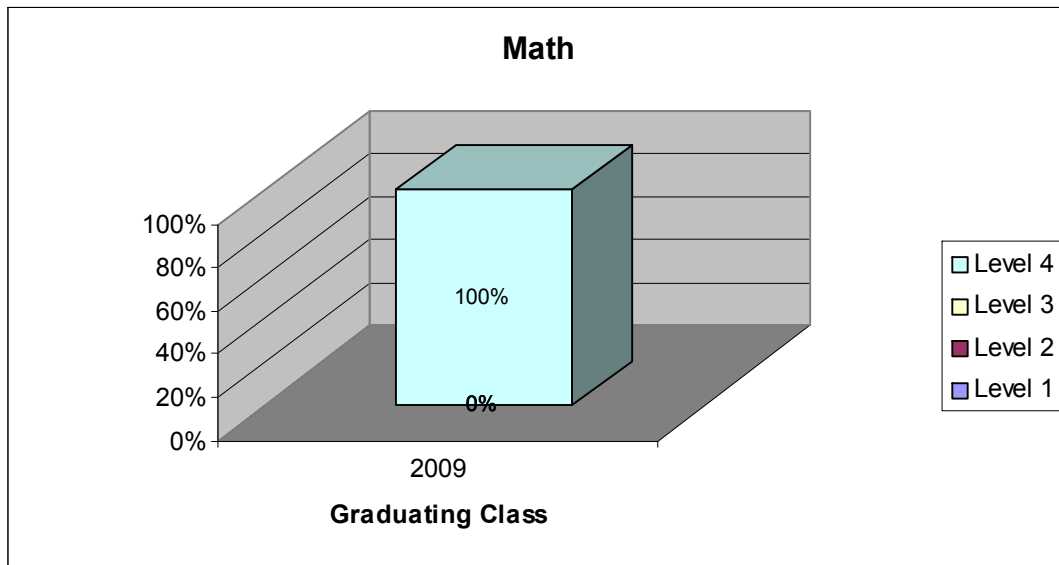
According to NCLB, Michigan and each state must develop *Annual State Objectives*. The *Annual State Objectives* for Michigan are the level of achievement on the MME English language arts and mathematics tests. The annual state objectives will increase gradually until they reach 100 percent in 2014. 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

Farwell Timberland High School assessed 10 junior (11th grade) students on the ACT/MME in 2008. In some cases data was not available due to the few number of total students tested.

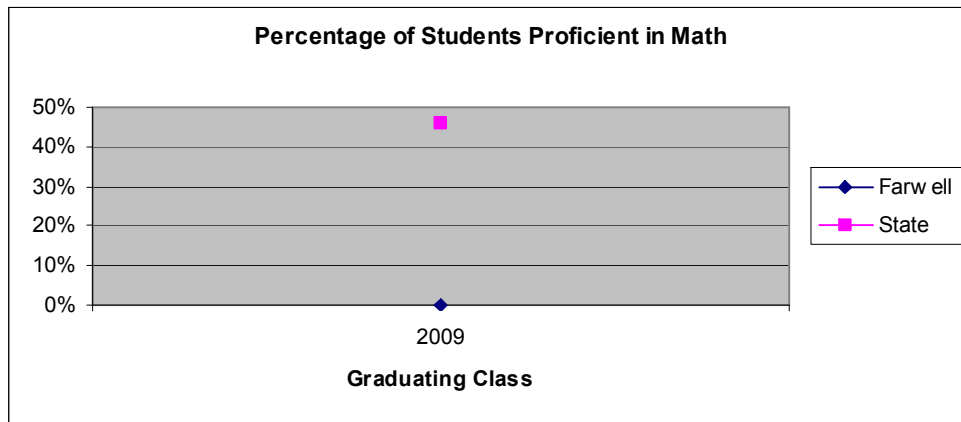
MATH

Class of	Level 1		Level 2		Level 3		Level 4	
	Timberland	State	Timberland	State	Timberland	State	Timberland	State
2008	0%	10%	0%	36%	10%	16%	90%	38%
2009	0%	10%	0%	36%	0%	16%	100%	38%

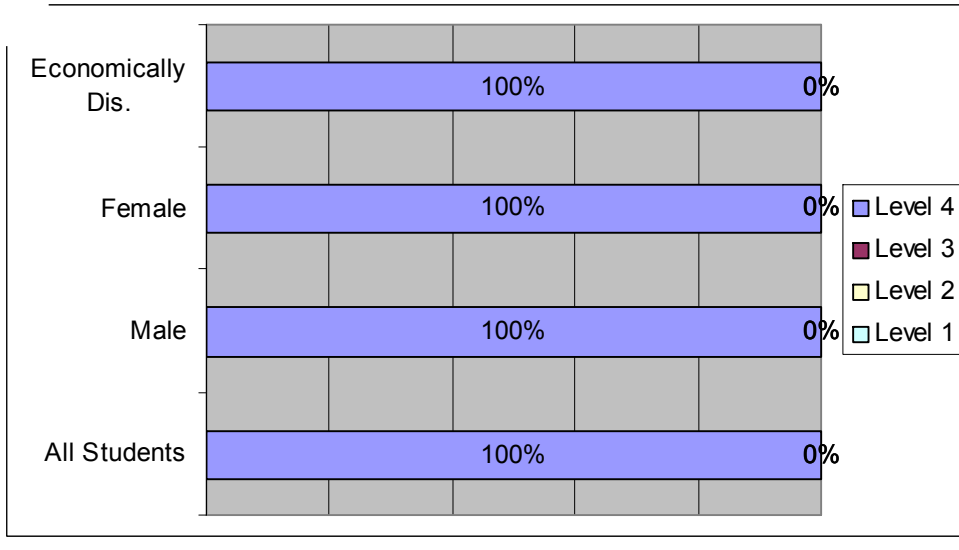


Percent of Proficient Students (Level I & II)

Graduating class of	Timberland	State
2008	0%	46%
2009	0%	46%

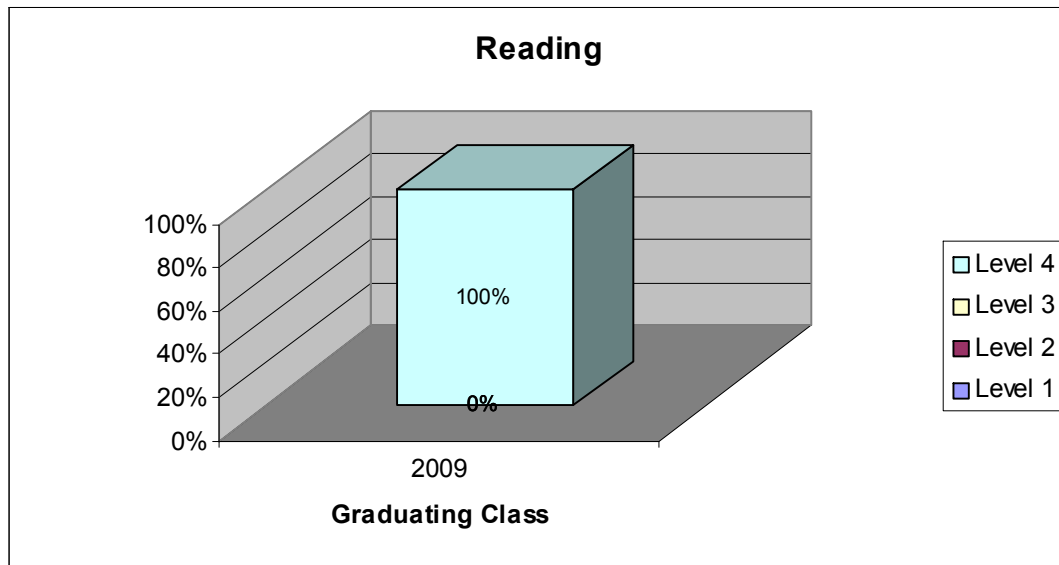


**Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Mathematics • Graduating Class of 2009**

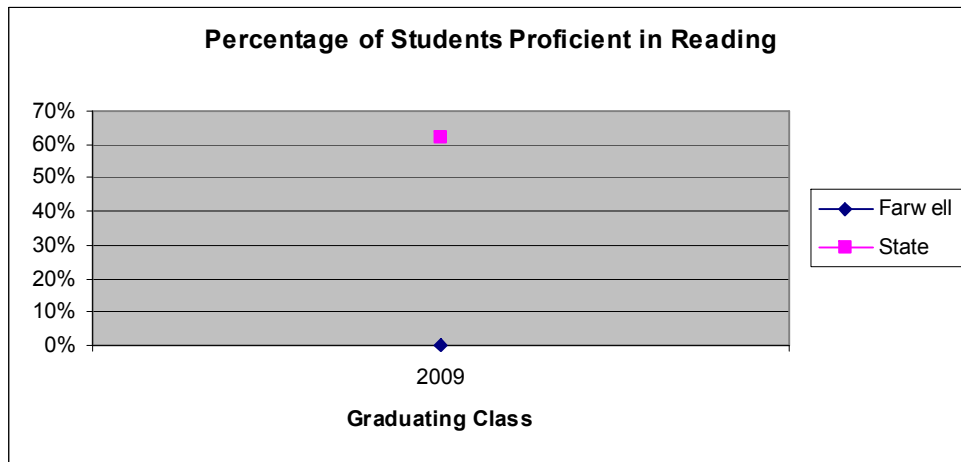


LANGUAGE ARTS: READING

Graduating Class of	Level 1		Level 2		Level 3		Level 4	
	Farwell	State	Farwell	State	Farwell	State	Farwell	State
2008	0%	2%	0%	58%	70%	24%	30%	17%
2009	0%	3%	0%	59%	0%	21%	100%	17%



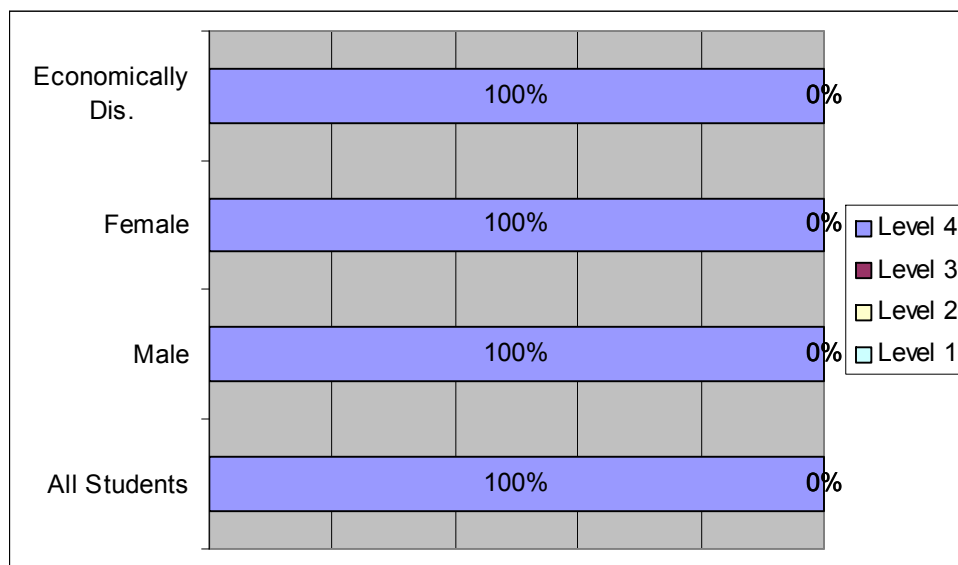
Performance by Proficiency Level – Reading



Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2008	0%	60%
2009	0%	62%

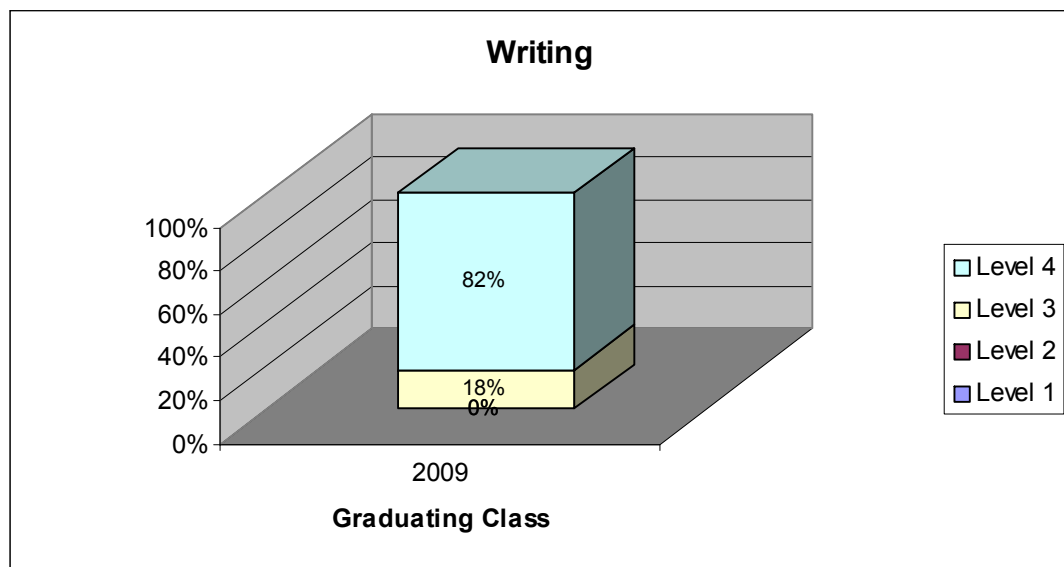
Percentage of Students in Each Proficiency Level, by Subgroups of Students MME High School Reading • Graduating Class of 2009



WRITING



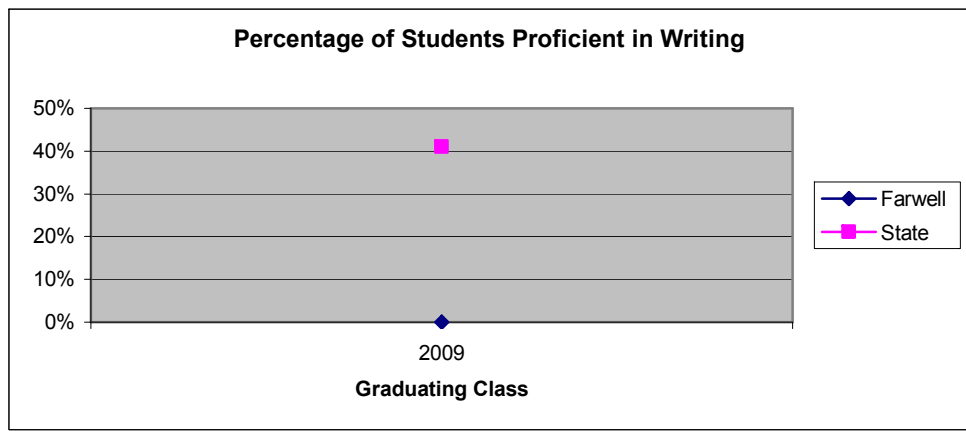
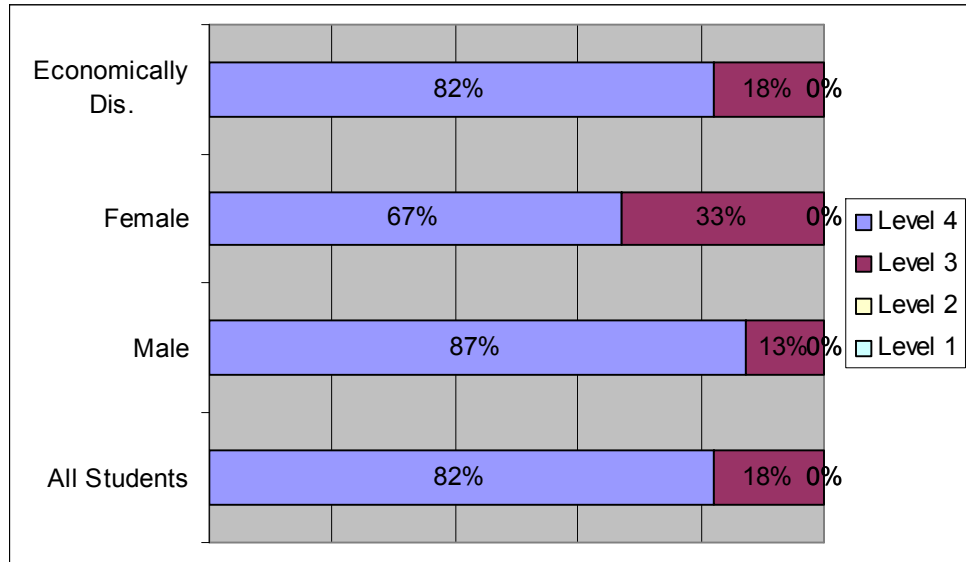
Class of	Level 1		Level 2		Level 3		Level 4	
	Timberland	State	Timberland	State	Timberland	State	Timberland	State
2009	0%	3%	0%	39%	18%	48%	82%	11%



Number of Proficient Students (Level I & II)

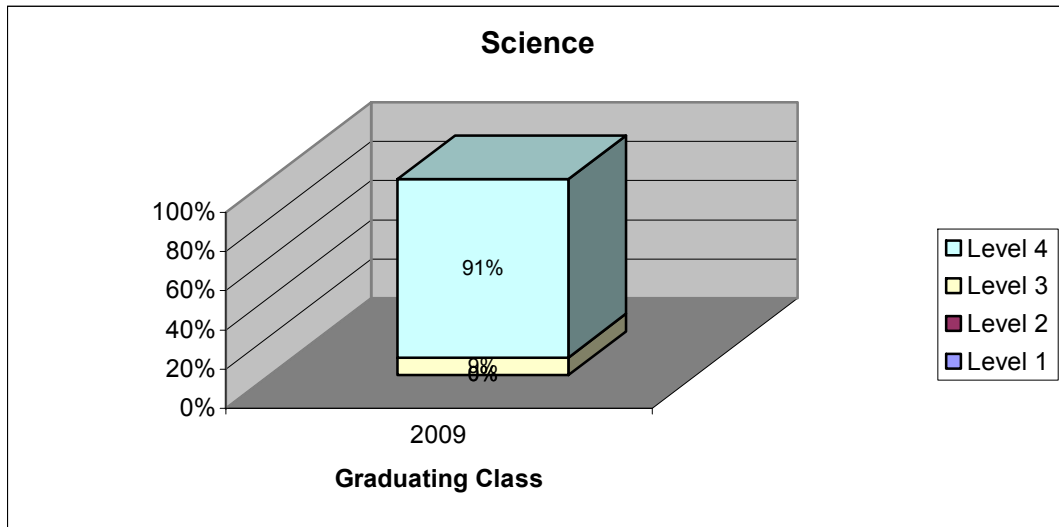
Graduating Class of	Farwell	State
2009	0%	41%

Percentage of Students in Each Proficiency Level, by Subgroups of Students
MME High School Writing • Graduating Class of 2009



SCIENCE

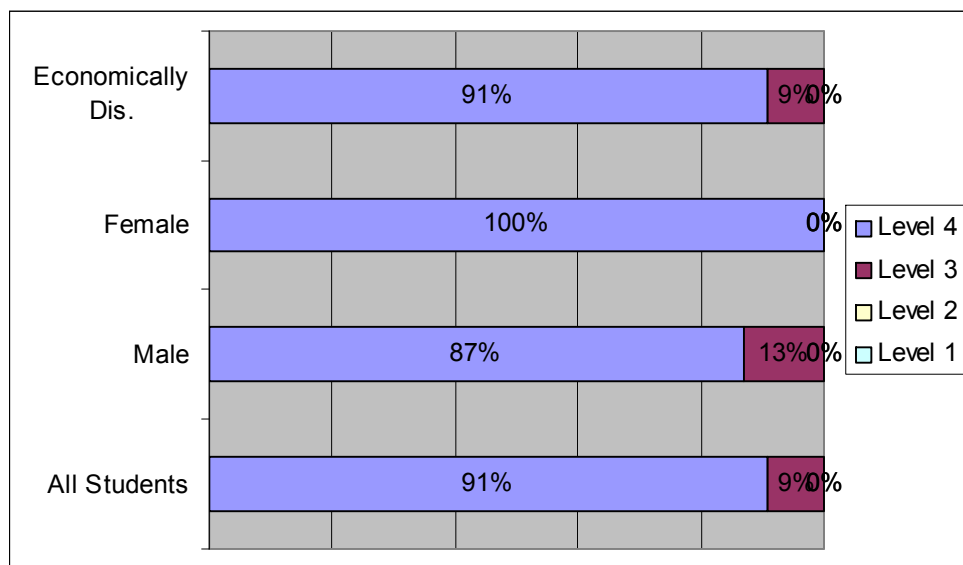
Class of	Level 1		Level 2		Level 3		Level 4	
	Timberland	State	Timberland	State	Timberland	State	Timberland	State
2009	0%	6%	0%	50%	9%	17%	91%	27%

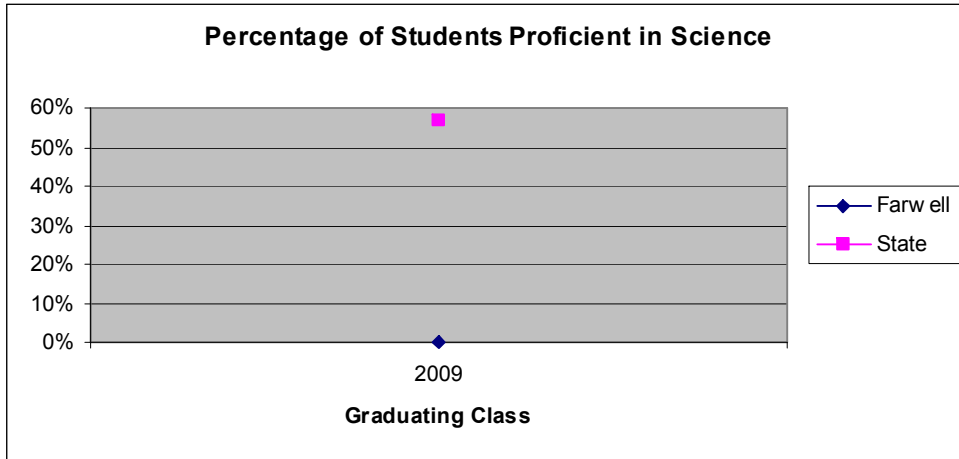


Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2009	0%	57%

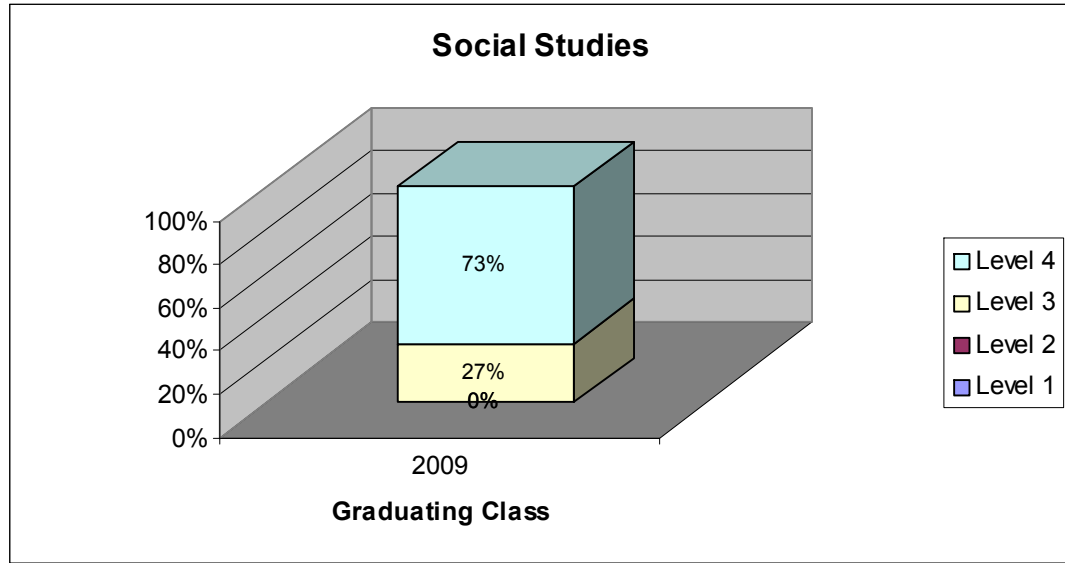
Percentage of Students in Each Proficiency Level, by Subgroups of Students MME High School Science • Graduating Class of 2009





SOCIAL STUDIES

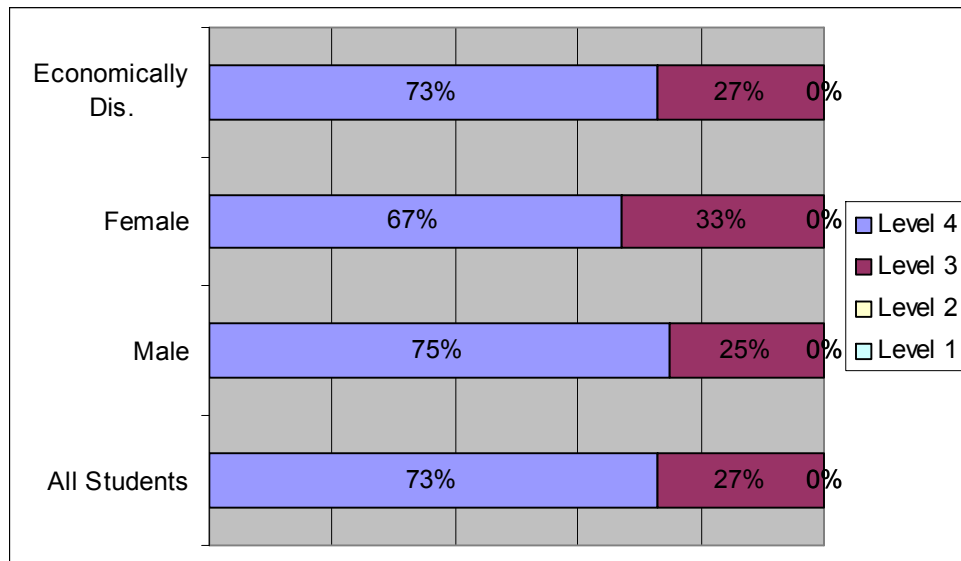
Class of	Level 1		Level 2		Level 3		Level 4	
	Timberland	State	Timberland	State	Timberland	State	Timberland	State
2009	0%	41%	0%	39%	27%	13%	73%	7%

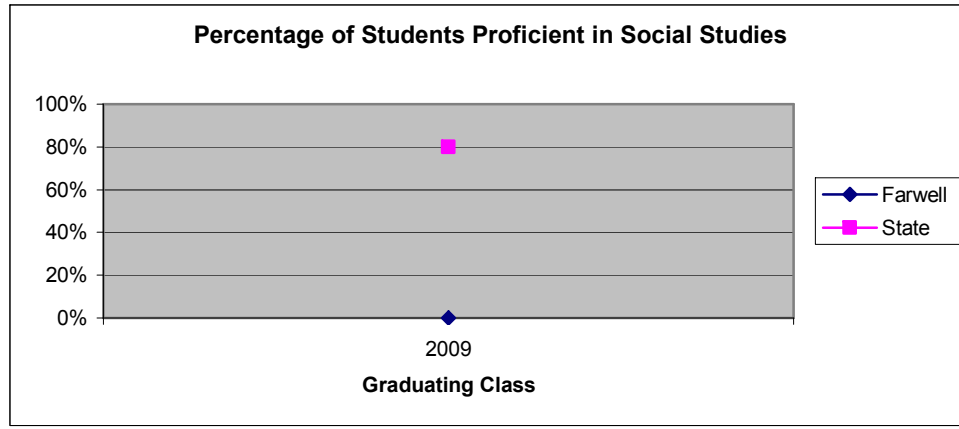


Number of Proficient Students (Level I & II)

Graduating Class of	Farwell	State
2009	0%	80%

Percentage of Students in Each Proficiency Level, by Subgroups of Students MME High School Social Studies • Graduating Class of 2009





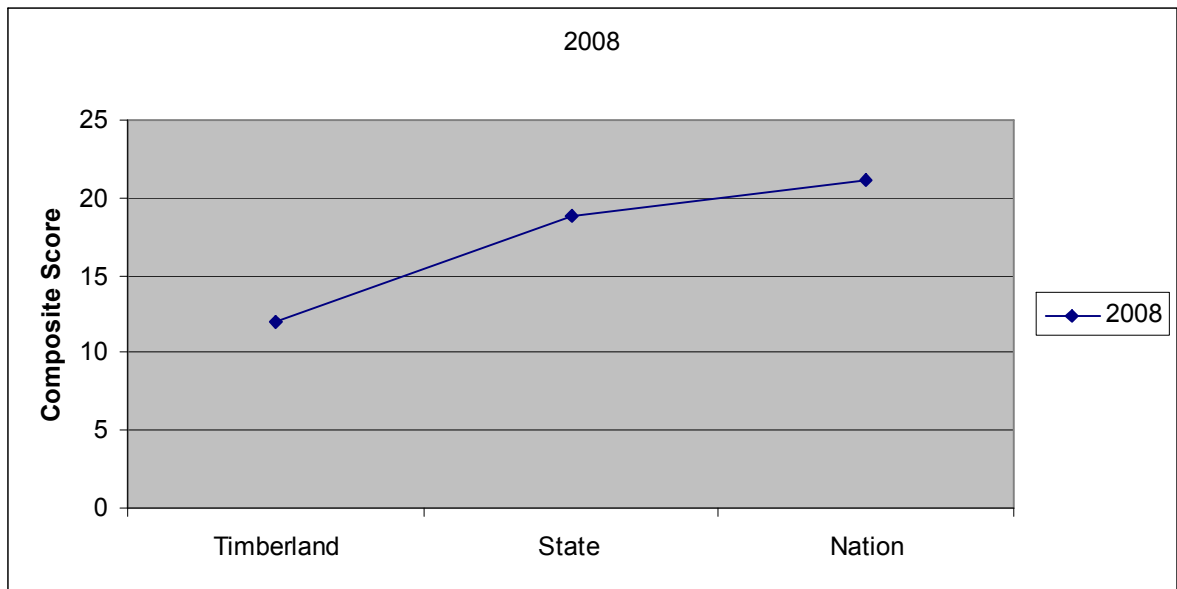
ACT Data

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.)

Composite Averages

Class of	Farwell	State	Nation
2008	11.7	18.9	21.2
2009	12	18.8	21.1

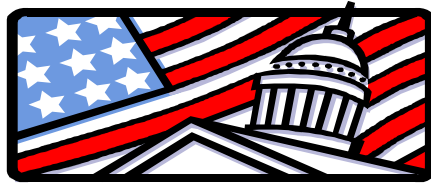
ACT Trend line Comparison with State/National



Farwell High School Student Participation

Class of 2008

11 of 11 = 100%



Graduation and Dropout Rates

Farwell Area Schools believes that all children can learn and all need to graduate from high school. These rates are calculated by the state for the previous year for school accreditation purposes. 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.

Note: Data unavailable from the state website due to low numbers of students in graduating class.

Specialized Schools and Placement Programs

Farwell Timberland High School is committed to student achievement. There are many opportunities for students who 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.

Alternative High School

Farwell Area Schools has an alternative 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, the high school principal, and the high school assistant principal.



Farwell Timberland High School had an enrollment of **50 students** during the 2006-2007 school year. There were 4 freshmen, 18 sophomores, 11 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 three part time teachers (who share time with Farwell Area Schools) to supply highly qualified instruction in all core areas and other areas.

Technical/Vocational Education

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

Vocational/Technical Class Enrollments 2004-2005 = 1

Vocational/Technical Class Enrollments 2005-2006 = 1

Vocational/Technical Class Enrollments 2005-2006 = 3 completed 2 trimesters

Number in Vocational for 2007-2008:

Program	Fall 2007	Winter 2008
MJ Murphy 2 nd year	0	0
MJ Murphy 1 st year	0	0
CTE Hospitality	1	0
CTE Computers	0	0
CTE Auto	2	0
CTE Public Safety	0	0
CTE Welding	0	0
CTE Graphics	0	0
CTE Health Occupations	0	0
CTE Early Childhood	0	0
CTE Construction 2 nd year	0	0
CTE Construction 1 st year	0	0

Points of Pride

Farwell Timberland High School continues to participate in the Michigan Athletic Alternative Association. The different sports included; football, basketball, and softball.

Students travel to Farwell High School to participate in gym classes in the gymnasium during the winter months and to the athletic complex in the spring and fall. Timberland High School also traveled to Farwell High School for lunches in the new Jamie Performing Arts Center.

Farwell Timberland High School participated in the 10-16 substance abuse counseling for twelve-weeks this past year. The students did hands-on projects and discussions. Farwell Timberland High School also participated in community service winter shovel project for neighbors this year.

Graduation 2008 Highlights:

Seventeen graduates along with their families and friends celebrated the Ceremony held in Farwell's Jamie Performing Arts Center. Timberland High School also had one student that earned their GED.

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. Mr. First and Mr. Wolf participated in the Michigan Leadership Academy where insight in parent involvement was a topic. 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.

Meet the Teacher Night

Timberland High School conducted a *Meet the Teacher Night* on September 18, 2007. Parents met with the principal/lead teacher for an opportunity to see what classes were offered at Timberland. The parents were introduced to their son/daughter's schedule, as well.

Parent/Student/Teacher Conferences

Timberland High School continues to work on improving participation in Parent/Student Teacher Conferences. Personal conferences as well as phone conferences were conducted to update parents on their son/daughter's progress in school.

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. Due to the number of students enrolled in Farwell Timberland High School for the 2007-2008 school year, a school report card grade was unavailable. Under the Federal regulations of the No Child Left Behind Act, Farwell Timberland High School did not make AYP (Adequate Yearly Progress.)

The *Indicators of School Performance* was determined by the Farwell Timberland High School self-assessment. Farwell Timberland 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
- Data-Driven Culture
- 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
- Job-Embedded
- Results-Driven

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.

Core Curriculum

Farwell Timberland High School is 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*. There are district curriculum committees developing these curriculum documents. Once the documents are created, implementation will follow with review and revisions as needed. There is an administrator that chairs each committee. Farwell High School has subgroups for each of these committees. Timberland High School participates in these meetings with Farwell High School. Timberland High School will have access to these documents and will share teachers that work regularly with these documents. The 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 Expectation*.

Timberland High School currently has courses offered and shares teachers with Farwell High School in the following areas:

U.S. History Pre-Algebra Health Careers
Physical Education

Independent Study was offered in the following areas:

9 – 12 Social Studies, Science, Math, Economics, Government and English

Elective Areas of study included:

Work Study Word Processing Community Service Automotive
Hospitality Band

Graduation Requirements

Students are required to earn at least twenty-two and a half credits. Fourteen and a half are prescribed while the remaining eight are electives. Graduation requirements have been adjusted to accommodate the trimester system. The Board of Education also requires that all students take the MEAP and/or MME tests in order to graduate.

Dual Enrollment

Dual Enrollment: Dual Enrollment is designed to permit students to pursue their educational experiences at the collegiate level. Farwell Timberland 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 Timberland 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.