FARWELL AREA SCHOOLS

Steve Scoville – Interim Superintendent ▪ Dorothy Boge – Business Manager
(989) 588-9917 Fax (989) 588-6440
399 East Michigan Street, Farwell, Michigan 48622

April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Farwell Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Nancy Cairnduff for assistance.

The AER is available for you to review electronically by visiting the following web site **https://goo.gl/71Xgrq**, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels. Through the school improvement process, we have identified achievement gaps and are implementing a variety of strategies to increase student achievement. A continued focus will be on students with disabilities and students in the bottom 30%. School-wide reform strategies, such as Thinking Maps, Academic Enrichment and Differentiated Instruction, will continue to be utilized by all teachers.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL - All district pupils in grades 4 - 7 are assigned to Farwell Middle School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN - A copy of the School Improvement Plan is available at the school web site: www.farwellschools.net and a paper copy can be accessed in the middle school office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

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GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Goal 1 –Reading			
• Develop and Implement an intervention program			X
• Develop an after school program			X
• Review formative assessments (each trimester)			Maintain
• Provide evidence-based differentiated instruction		X	
• Reading Apprenticeship			Maintain
• Thinking Maps		X	
GOAL 2 - Writing			
• Develop and Implement an intervention program			X
• Develop an after school program			X
• Develop formative assessments		X	
• Review formative assessments (each trimester)			Maintain
• Provide evidence-based differentiated instruction		X	
• Writing to Learn (Writing Across the Curriculum)			Maintain
• Thinking Maps		X	
GOAL 3 - Math			
• Develop and Implement an intervention program			X
• Develop an after school program			X
• Develop formative assessments			X
• Review formative assessments (each trimester)			Maintain
• Provide evidence-based differentiated instruction		X	
• Reading Apprenticeship			Maintain
• Writing Across the Curriculum			Maintain
• Thinking Maps		X	
GOAL 4 – Science			
• Develop and Implement an intervention program			X
• Develop an after school program			X
• Review formative assessments (each trimester)			Maintain
• Provide evidence-based differentiated instruction		X	
• Reading Apprenticeship			Maintain
• Writing Across the Curriculum			Maintain
• Thinking Maps		X	
GOAL 5 – Social Studies			
• Develop and Implement an intervention program			X
• Develop an after school program			X
• Review formative assessments (each trimester)			Maintain
• Provide evidence-based differentiated instruction		X	
• Reading Apprenticeship			Maintain
• Writing Across the Curriculum			Maintain
• Thinking Maps		X	

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A BRIEF DESCRIPTION OF THE SCHOOL

Farwell Middle School is a traditional public school serving approximately 400 students in grades 4 – 7.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of the Core Curriculum is available in the middle school office, as well as parent guides which are available on the school's website. The curriculum is aligned with the Common Core State Standards and is fully implemented.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Grade	Subject	Fall 2015	EOY 2016	Fall 2016	EOY 2017	Fall 2017	EOY 2018
4th	ELA	N/A	N/A	N/A	N/A	49	96
4th	Math	N/A	N/A	N/A	N/A	51	79
5th	ELA	48	95	75	95	72	96
5th	Math	31	74	26	90	36	81
6th	ELA	52	87	76	87	56	83
6th	Math	58	72	45	92	50	84
7th	ELA	51	82	65	82	69	93
7th	Math	51	57	52	83	54	80

Star Math and Scholastic Reading Inventory (SRI) – Percent of Students Proficient

PARENT-TEACHER CONFERENCES

58% of Farwell Middle School students were represented during the Fall 2016 Student/Parent/Teacher Conferences.

Many accomplishments have come from a dedicated staff, with high expectations for all students. Congratulations goes out to the students, parents, and staff for their successes during the 2016-2017 school year. Thank you to all of our volunteers. It's a great time to be an Eagle!

Sincerely,

Nancy Cairnduff, Principal