

Harrison High School

2009-2010 ANNUAL REPORT

Jeremy Thomas, Principal

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Principal's Greeting/Message

August 4, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Harrison High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Jeremy Thomas, Harrison High School Principal, for assistance.

The AER is available for you to review electronically by visiting www.harrisonschools.com/highschool.htm or you may review a copy from the High School office. State law requires that we also report additional information that is found in this document in the subsequent pages.

For 2009-2010, Harrison High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,

Jeremy T. Thomas, Principal
Harrison High School

Description of the School

Harrison High School serves students in grades 9-12. Programs provided at the school follow the Michigan Merit Curriculum and Harrison graduation requirements.

Process for Assigning Pupils to the School

All district pupils in grades 9-12 are assigned to Harrison High 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.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on-line at www.harrisonschools.com or in hard copy at the high 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.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
The students at Harrison Community High School will be proficient in Math.			
<ul style="list-style-type: none"> Harrison High School mathematics team will align current mathematics curriculum with NCRS's and ACT/MME assessments. 		X	
<ul style="list-style-type: none"> Harrison High School mathematics teachers will create/modify, administer, and review both summative and formative assessments. 		X	
<ul style="list-style-type: none"> Harrison High School math teachers will review MEAP and ACT/MME mathematics data, to identify specific student needs and then develop and implement evidence-based instructional strategies to meet targeted needs. 		X	
The students at Harrison Community High School will be proficient in Social Studies.			
<ul style="list-style-type: none"> Harrison High School social studies team will align current curriculum with HSCE's and ACT/MME assessments. 		X	
<ul style="list-style-type: none"> Harrison High School social studies teachers will create/modify high quality summative and formative assessments. 		X	
<ul style="list-style-type: none"> Harrison High School teachers will review MEAP social studies data, grade eight classroom achievement data to identify specific student needs and then develop and implement evidence-based instructional strategies to meet targeted needs. 		X	
The students at Harrison Community High School will be proficient in Science.			
<ul style="list-style-type: none"> Harrison High School science team will align current curriculum with HSCEs and ACT/MME assessments. 		X	
<ul style="list-style-type: none"> Harrison High School science teachers will create/modify, administer, and review both summative and formative assessments. 		X	
<ul style="list-style-type: none"> Harrison High School teachers will review MEAP science data, grade eight classroom achievement data, and results of Explore test to identify specific student needs and then develop and implement evidence-based instructional strategies to meet targeted needs. 		X	
The students at Harrison Community High School will be proficient in ELA.			
<ul style="list-style-type: none"> Harrison High School English team will align current curriculum with HSCE's and ACT/MME assessments. 		X	

<ul style="list-style-type: none"> Harrison High School science teachers will create/modify, administer, and review both summative and formative assessments. 		X	
<ul style="list-style-type: none"> Harrison High School teachers will review MEAP science data, grade eight classroom achievement data, and results of Explore test to identify specific student needs and then develop and implement evidence-based instructional strategies to meet targeted needs. 		X	

Core Curriculum Status

A copy of the Core Curriculum is available online at www.harrisonschools.com or in hard copy at the high school office.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The English Language Arts curriculum was last approved by our local Board of Education in 2006. Building educators utilize the “Elements of Literature” series.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The Mathematics curriculum was last approved by our local Board of Education in 2006.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The Science curriculum was last approved by our local Board of Education in 2006. Building educators utilize "Chemistry Visualizing Matter" (Holt).

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The Social Studies curriculum was last approved by our local Board of Education in 2006. Building educators utilize “America: Pathways to the Present.”

Local Assessment Data

School-Level Student Assessment Data for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Community High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No records to display.

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
11									
All Students	2008-09	100%	59.9%	53.4%	55.1%	0.8%	54.3%	26%	18.9%
All Students	2009-10	98.9%	65.2%	60%	63.8%	2.1%	61.7%	20.2%	16%
Female	2008-09	100%	64.2%	58%	60.6%	1.5%	59.1%	21.2%	18.2%
Female	2009-10	100%	68%	73.3%	73.2%	1.8%	71.4%	17.9%	8.9%
Male	2008-09	100%	55.5%	48.4%	49.2%	0%	49.2%	31.1%	19.7%
Male	2009-10	97.4%	62.3%	42.2%	50%	2.6%	47.4%	23.7%	26.3%
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	67.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	66.1%	53.1%	54.8%	0.8%	54%	26.6%	18.5%
White	2009-10	98.9%	71.5%	62%	65.6%	2.2%	63.3%	18.9%	15.6%
Limited English Proficient	2008-09	<10	18.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	23.5%	15.8%	15.8%	0%	15.8%	21.1%	63.2%
Students with Disabilities	2009-10	92.3%	23.6%	8.3%	8.3%	0%	8.3%	50%	41.7%
Economically Disadvantaged	2008-09	100%	42.4%	47.2%	51%	0%	51%	28.6%	20.4%
Economically Disadvantaged	2009-10	98.2%	48.5%	57.1%	60%	1.8%	58.2%	21.8%	18.2%

Mathematics

11

All Students	2008-09	100%	49.3%	39.1%	40.2%	3.9%	36.2%	18.9%	40.9%
All Students	2009-10	100%	50.4%	43.4%	47.4%	3.2%	44.2%	20%	32.6%
Female	2008-09	100%	47.2%	39.1%	40.9%	1.5%	39.4%	13.6%	45.5%
Female	2009-10	100%	48.3%	46.7%	48.2%	3.6%	44.6%	26.8%	25%
Male	2008-09	100%	51.5%	39.1%	39.3%	6.6%	32.8%	24.6%	36.1%
Male	2009-10	100%	52.5%	39.1%	46.2%	2.6%	43.6%	10.3%	43.6%
Black or African American	2009-10	<10	16.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	56.5%	38.5%	39.5%	3.2%	36.3%	18.5%	41.9%
White	2009-10	100%	57.9%	44.6%	48.4%	3.3%	45.1%	18.7%	33%

Limited English Proficient	2008-09	<10	20.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	10.2%	0%	0%	0%	0%	10.5%	89.5%
Students with Disabilities	2009-10	100%	11.2%	7.7%	7.7%	0%	7.7%	23.1%	69.2%
Economically Disadvantaged	2008-09	100%	28.9%	32.1%	34.7%	2%	32.7%	22.4%	42.9%
Economically Disadvantaged	2009-10	100%	30.4%	42.2%	46.4%	1.8%	44.6%	19.6%	33.9%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	88%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	100%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	84.2%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10

Male	2009-10	<10	73%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	78.9%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

December, 2009 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Community High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	14	17	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification 0%

Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers **School Aggregate** 0%

2009-10 School-Level Accountability (AYP) Detail Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Community High School

AYP Data	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students			
State			
	English Language Arts / Reading	99.1%	93.9%
	Mathematics	98.9%	93.7%
District			
	English Language Arts / Reading	99.8%	89.4%
	Mathematics	99.9%	88.8%
School			
	English Language Arts / Reading	99%	90%
	Mathematics	100%	82.4%
Black or African American			
State			
	English Language Arts / Reading	97.7%	88.4%
	Mathematics	97.4%	88%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
American Indian or Alaska Native			
State			
	English Language Arts / Reading	99.2%	93.2%
	Mathematics	99%	92.4%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			

	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander			
State			
	English Language Arts / Reading	99.5%	96.8%
	Mathematics	99.6%	97.5%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Hispanic or Latino			
State			
	English Language Arts / Reading	99.3%	91.3%
	Mathematics	98.9%	92.4%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
White			
State			
	English Language Arts / Reading	99.4%	95.3%
	Mathematics	99.3%	95.1%
District			
	English Language Arts / Reading	99.8%	89.2%
	Mathematics	99.9%	88.6%
School			
	English Language Arts / Reading	98.9%	89.5%
	Mathematics	100%	81.6%
Multiracial			
State			
	English Language Arts / Reading	102.4%	93.5%
	Mathematics	102.3%	94.3%

Limited English Proficient

State

English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%

Students with Disabilities

State

English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%

District

English Language Arts / Reading	102.2%	65.4%
Mathematics	103.2%	65.8%

School

English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Economically Disadvantaged

State

English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%

District

English Language Arts / Reading	101.6%	87.7%
Mathematics	101.8%	87.7%

School

English Language Arts / Reading	98.3%	88.9%
Mathematics	100%	81.8%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* AYP Targets (Annual Measurable Objectives)

**Graduation Rate (High Schools only)
(Goal 80%)**

All Students

State

75.39%

District

79.23%

School	84.91%
Black or African American	
State	56.59%
District	<10
School	<10
American Indian or Alaska Native	
State	65%
District	<10
School	<10
Asian, Native Hawaiian, or Pacific Islander	
State	84.47%
District	<10
School	<10
Hispanic or Latino	
State	59.94%
District	<10

School	<10
White	
State	81.85%
District	77.97%
School	83.33%
Multiracial	
State	71.12%
Limited English Proficient	
State	65.51%
Students with Disabilities	
State	57.61%
District	59.38%
School	59.26%
Economically Disadvantaged	
State	59.8%
District	73.47%

School	79.49%
	Attendance Rate (Goal 90%)
All Students	
State	94.7%
District	93.3%
School	93.3%
Black or African American	
State	91%
District	96.4%
School	97.3%
American Indian or Alaska Native	
State	93.7%
District	91.2%
School	93.4%
Asian, Native Hawaiian, or Pacific Islander	
State	96.5%

District	97.7%
School	99.3%
Hispanic or Latino	
State	94.1%
District	88.9%
School	84.8%
White	
State	95.7%
District	93.3%
School	93.3%
Multiracial	
State	94.8%
District	93.5%
Limited English Proficient	
State	94.6%
Students with Disabilities	

State	93.5%
District	91.3%
School	90.7%
Economically Disadvantaged	
State	94.8%
District	93.2%
School	93.7%

* All data based on students enrolled for a full academic year.
 ** More information regarding AYP can be found at the following link:
http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

2009-10 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Community High School

School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	B	N/A	0

Parent Conferences

*The following information is required for ALL students BUT disaggregated data is only required for Title 1 buildings.

Parent Teacher Conference Attendance Data

Subgroups	2008-2009		2009-2010	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	215	25		