

Harrison High School

2010-2011 ANNUAL REPORT

Jeremy Thomas, Principal

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Principal's Greeting/Message

August 4, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 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 2010-2011, 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)
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English Language Arts / Reading

11

All Students	2009-10	98.9%	65.2%	60%	63.8%	2.1%	61.7%	20.2%	16%
All Students	2010-11	100%	63.4%	42.7%	45.9%	0%	45.9%	30.3%	23.8%
Female	2009-10	100%	68%	73.3%	73.2%	1.8%	71.4%	17.9%	8.9%
Female	2010-11	100%	66%	50.8%	51.6%	0%	51.6%	33.9%	14.5%
Male	2009-10	97.4%	62.3%	42.2%	50%	2.6%	47.4%	23.7%	26.3%
Male	2010-11	100%	60.8%	35.3%	40%	0%	40%	26.7%	33.3%
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	34.8%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2010-11	<10	58.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2010-11	<10	49.6%	<10	<10	<10	<10	<10	<10
White	2009-10	98.9%	71.5%	62%	65.6%	2.2%	63.3%	18.9%	15.6%
White	2010-11	100%	70.1%	43.7%	47%	0%	47%	31.6%	21.4%
Students with Disabilities	2009-10	92.3%	23.6%	8.3%	8.3%	0%	8.3%	50%	41.7%
Students with Disabilities	2010-11	100%	24.1%	7.7%	7.7%	0%	7.7%	26.9%	65.4%
Economically Disadvantaged	2009-10	98.2%	48.5%	57.1%	60%	1.8%	58.2%	21.8%	18.2%
Economically Disadvantaged	2010-11	100%	46.6%	35.4%	38.7%	0%	38.7%	33.3%	28%

Mathematics

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)
11									
All Students	2009-10	100%	50.4%	43.4%	47.4%	3.2%	44.2%	20%	32.6%
All Students	2010-11	100%	52%	31.3%	32.8%	1.6%	31.1%	20.5%	46.7%
Female	2009-10	100%	48.3%	46.7%	48.2%	3.6%	44.6%	26.8%	25%
Female	2010-11	100%	50.9%	33.3%	33.9%	0%	33.9%	19.4%	46.8%
Male	2009-10	100%	52.5%	39.1%	46.2%	2.6%	43.6%	10.3%	43.6%
Male	2010-11	100%	53.1%	29.4%	31.7%	3.3%	28.3%	21.7%	46.7%
Black or African American	2009-10	<10	16.4%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	19%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2010-11	<10	42%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2010-11	<10	35.7%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	57.9%	44.6%	48.4%	3.3%	45.1%	18.7%	33%
White	2010-11	100%	59.3%	32.5%	34.2%	1.7%	32.5%	19.7%	46.2%
Students with Disabilities	2009-10	100%	11.2%	7.7%	7.7%	0%	7.7%	23.1%	69.2%
Students with Disabilities	2010-11	100%	11.4%	0%	0%	0%	0%	7.7%	92.3%
Economically Disadvantaged	2009-10	100%	30.4%	42.2%	46.4%	1.8%	44.6%	19.6%	33.9%
Economically Disadvantaged	2010-11	100%	32.3%	28%	29.3%	0%	29.3%	25.3%	45.3%

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)
Mathematics								
11								
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
All Students	2010-11	<10	68.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Male	2010-11	<10	70.8%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Science								
11								
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2010-11	<10	59.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Male	2010-11	<10	59.8%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<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, 2010 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	13	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

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

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

2010-11 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	98.9%	93.7%
Mathematics	98.6%	94.4%
District		
English Language Arts / Reading	100%	86.2%
Mathematics	99.6%	87.8%
School		
English Language Arts / Reading	100.8%	76.8%
Mathematics	100.8%	67.9%
Black or African American		
State		
English Language Arts / Reading	96.8%	87.7%
Mathematics	96.4%	88.9%
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	98.4%	92.1%
Mathematics	98.1%	93.4%
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	100.5%	96.5%
Mathematics	99.3%	97.4%
Hispanic or Latino		
State		
English Language Arts / Reading	98.8%	91.7%
Mathematics	98.1%	93.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.1%
Mathematics	99.2%	95.6%
District		
English Language Arts / Reading	100%	86.5%
Mathematics	99.6%	87.5%
School		
English Language Arts / Reading	100.8%	79.2%
Mathematics	100.8%	67%
Limited English Proficient		
State		
English Language Arts / Reading	99%	85.3%
Mathematics	98.2%	91.2%
Students with Disabilities		
State		
English Language Arts / Reading	97.8%	72.9%
Mathematics	97.6%	78.9%
District		
English Language Arts / Reading	101.2%	63%
Mathematics	100%	65.8%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	98.4%	90.4%
Mathematics	98.1%	91.9%
District		
English Language Arts / Reading	100.2%	83.1%
Mathematics	99.6%	86.2%
School		
English Language Arts / Reading	101.3%	73.9%
Mathematics	101.3%	72.5%

Note: 1100 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

75.96%

District

79.59%

School

91.27%

Black or African American

State

57.97%

District

<10

School

<10

American Indian or Alaska Native

State

65.87%

District

<10

School

<10

Asian, Native Hawaiian, or Pacific Islander

State

87.07%

District

<10

School

<10

Hispanic or Latino

State

63.52%

District

<10

School

<10

White

State

82.04%

District

78.87%

School

90.91%

Limited English Proficient

State

83.13%

Students with Disabilities

State

58.68%

District

73.68%

School

73.68%

Economically Disadvantaged

State

66.59%

District

74.36%

School

90.32%

Attendance Rate

(Goal 90%)

All Students

State

94.9%

District

92.1%

School

91.5%

Black or African American

State

91.9%

District

90.8%

School

82.4%

American Indian or Alaska Native

State

94%

District

91.8%

School

90.9%

Asian, Native Hawaiian, or Pacific Islander

State

96.6%

District

98.5%

School

97%

Hispanic or Latino

State
94.2%
District
94.1%
School
97.6%

White

State
95.6%
District
92.1%
School
91.6%

Limited English Proficient

State
94.8%

Students with Disabilities

State
93.4%
District
90.2%
School
87.9%

Economically Disadvantaged

State
93.4%
District
91.1%
School
89.8%

* 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

2010-11 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Community High 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	C	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	161	31.20

Subgroups	2010-2011	
	Number of students represented	Percentage of students represented
All	140	28.75

Dual Enrollment

During the 2010-2011 school year, Harrison Community High School had students enroll in 69 dual enrollment classes. 97% of these classes were completed with a passing grade, earning students college credit.