

Harrison High School

29995 W. 12 Mile Road • Farmington Hills, Michigan 48334 • 248.489.3499

2010-2011 Annual Report

Principal

Aaron Johnson

About Our School

Harrison High School serves 1,239 students (609 females, 630 males) in grades 9-12. There are 81 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

Harrison High School's Mission is to develop students to be caring and engaged learners who make informed decisions as they become internationally minded in their stewardship of the world and its resources.

MEAP and MME Scores

For detailed MEAP and MME information, [click here!](#)

Harrison High School Improvement Goals

Students will raise proficiency on the Spring 2010 MME test by at least two percentage points in the areas of Math and ELA.

Progress on School Improvement Goals

Overall we raised proficiency by at least two percentage points or more in both Math and ELA on the Spring 2010 MME. Every subgroup's proficiency either remained the same or increased except students with disabilities and economically disadvantaged.

Reading

As a staff, we have focused on reading and reading comprehension by the introduction of vocabulary, use of relevant texts, and introducing interventions when needed.

Math

Common assessments have been developed in all areas of credentialing. This will increase accountability and will facilitate interventions as needed. We will take curriculum maps and pace the curriculum to align all teachers of a particular subject area. Afterwards, we will develop common formative assessments, load them into Pearson Benchmark, then determine which standards students need help in learning.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 WritingTraits assessment to determine skill levels in mathematics and English Language Arts.

High School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners.



Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total 972

Female 466; Male 506

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

For detailed MI Access information, [click here!](#)

Learner Profile

Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

School Accreditation at Harrison High School

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance - to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCFS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**2010-2011 graduation data was not available at press time.*

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

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Points of Pride

1. Our students showed the biggest gains in Math and Writing as evidenced on the Spring 2011 MME.
2. Harrison High RoboHawks were named World Champions
3. Harrison Dance Company was selected to perform in the Gala Performance at the National Youth Arts Festival in Norfolk, VA
4. We are successfully laying the ground for our International Baccalaureate Program and received our first class of 9th graders into the Pre-IB program. Several teachers and administrators were trained in various locations to be ready for our students.
5. We had 17 students acknowledged by the College Board as being AP Scholars, AP Scholars with Honors, and AP Scholars with distinction.
6. Our Pom Pon team won the State Championship in 2010
7. 3 Students were named as National Merit Finalists
8. Our Harrison Hawk Football Team won its 13th State Championship in our school's 40 years of history.

Challenges We Face

1. Continuing to make Adequate Yearly Progress with the new Michigan Merit Curriculum and AYP target requirements.
2. Providing programming for students with special needs who are required to take the MME. We have a number of students who function as though they are cognitively impaired in at least one area; however, according to state guidelines, they are still required to take the MME.
3. Over the past year, we have faced a number of cuts to staff and programming at the district and building level. We are concerned about providing the same level of quality programming to our students.
4. With the new evaluation laws enacted by the State of Michigan, schools will have to help teachers develop pre and post tests for each class and track student growth over a year-to-year period.
5. Developing a system of interventions that address the needs of high performing students as well as struggling students.
6. Overcrowding at the High School.