



**High achievement by all students,
where learning is our most important work**

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October 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 the main office.

The AER is available for you to review electronically by visiting the following web site www.farmington.k12.mi.us/schools/annualreports or you may review a copy from the main office.

For 2010-2011, Harrison High School did not make Adequate Yearly Progress (AYP) because our students with disabilities did not meet the state objective in Math (50%) and Reading (75%). If we do not make AYP for two years in a row, we will be identified for school improvement. To improve achievement, we will use our Pyramid of Intervention, and will examine the Explore and Plan Scores of current juniors who are on an IEP. We are closely monitoring progress in all subject areas and determining if an IEP is being followed and adjusting IEP and supports as necessary to ensure student success. Parents can support their children by making sure they are up to date with their learning. Parents can utilize Parent Connect, through Zangle, to monitor their child's progress.

I want to thank you for taking the time to read about Harrison High School. We continue to make progress in meeting our goals of raising student achievement and closing learning gaps for all of our students. Our mantra continues to be "High achievement for all students where learning is our most important work."

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron Johnson", with a long horizontal flourish extending to the right.

Aaron Johnson
Principal, Harrison High School

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Harrison High School

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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%

FCHS 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.

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

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.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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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Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	2009-10	99.7%	65.2%	74.6%	67.7%	4.7%	63%	18%	14.3%
English Language Arts / Reading	11	All Students	2010-11	99%	63.4%	71.4%	62.3%	4.5%	57.9%	25.3%	12.3%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	84.4%	70%	5%	65%	15%	15%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	72.5%	81.3%	64.3%	7.1%	57.1%	14.3%	21.4%
English Language Arts / Reading	11	Black or African American	2009-10	100%	37.5%	51.5%	45.8%	0%	45.8%	30.2%	24%
English Language Arts / Reading	11	Black or African American	2010-11	98.3%	34.8%	49.6%	48.3%	2.5%	45.8%	33.1%	18.6%
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2010-11	<10	49.6%	50%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2009-10	99.5%	71.5%	81.2%	79.6%	7.2%	72.4%	11.6%	8.8%
English Language Arts / Reading	11	White	2010-11	99.4%	70.1%	80.4%	73.7%	5.8%	67.9%	19.9%	6.4%
English Language Arts / Reading	11	Female	2009-10	100%	68%	74.6%	65.3%	6.1%	59.2%	19%	15.6%
English Language Arts / Reading	11	Female	2010-11	99.3%	66%	74.7%	65.5%	4.9%	60.6%	22.5%	12%
English Language Arts / Reading	11	Male	2009-10	99.4%	62.3%	74.7%	69.9%	3.3%	66.7%	17%	13.1%
English Language Arts / Reading	11	Male	2010-11	98.7%	60.8%	68.2%	59.3%	4%	55.3%	28%	12.7%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	Economically Disadvantaged	2009-10	100%	48.5%	50%	48.5%	0%	48.5%	21.2%	30.3%
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	100%	46.6%	54.6%	46.3%	1.1%	45.3%	32.6%	21.1%
English Language Arts / Reading	11	Limited English Proficient	2009-10	100%	22.2%	24.3%	23.8%	0%	23.8%	14.3%	61.9%
English Language Arts / Reading	11	Limited English Proficient	2010-11	100%	22.1%	31%	25%	0%	25%	32.1%	42.9%
English Language Arts / Reading	11	Students with Disabilities	2009-10	100%	23.6%	26.4%	36.8%	0%	36.8%	26.3%	36.8%
English Language Arts / Reading	11	Students with Disabilities	2010-11	90.9%	24.1%	25.3%	25%	0%	25%	40%	35%
Mathematics	11	All Students	2009-10	99.7%	50.4%	61.3%	52.7%	16%	36.7%	15.7%	31.7%
Mathematics	11	All Students	2010-11	99%	52%	63%	60.6%	15.1%	45.5%	14.4%	25%
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	93.5%	90%	35%	55%	10%	0%
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	75.2%	85.9%	78.6%	35.7%	42.9%	21.4%	0%
Mathematics	11	Black or African American	2009-10	100%	16.4%	28.6%	22.9%	1%	21.9%	20.8%	56.3%
Mathematics	11	Black or African American	2010-11	98.3%	19%	35.4%	44.1%	1.7%	42.4%	16.1%	39.8%
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2010-11	<10	35.7%	30%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	99.5%	57.9%	68.8%	64.6%	22.1%	42.5%	13.8%	21.5%
Mathematics	11	White	2010-11	99.4%	59.3%	73.3%	73.1%	23.7%	49.4%	12.8%	14.1%
Mathematics	11	Female	2009-10	100%	48.3%	60.2%	51.7%	15%	36.7%	15%	33.3%
Mathematics	11	Female	2010-11	99.3%	50.9%	61.9%	58.5%	11.3%	47.2%	15.5%	26.1%
Mathematics	11	Male	2009-10	99.4%	52.5%	62.3%	53.6%	17%	36.6%	16.3%	30.1%
Mathematics	11	Male	2010-11	98.7%	53.1%	64.2%	62.7%	18.7%	44%	13.3%	24%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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)
Mathematics	11	Economically Disadvantaged	2009-10	100%	30.4%	31%	25.8%	0%	25.8%	15.2%	59.1%
Mathematics	11	Economically Disadvantaged	2010-11	100%	32.3%	40%	41.1%	1.1%	40%	15.8%	43.2%
Mathematics	11	Limited English Proficient	2009-10	100%	17.3%	24.3%	23.8%	9.5%	14.3%	14.3%	61.9%
Mathematics	11	Limited English Proficient	2010-11	100%	21.9%	41.4%	42.9%	3.6%	39.3%	25%	32.1%
Mathematics	11	Students with Disabilities	2009-10	100%	11.2%	5.6%	0%	0%	0%	21.1%	78.9%
Mathematics	11	Students with Disabilities	2010-11	90.9%	11.4%	14.7%	25%	10%	15%	0%	75%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	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
Mathematics	11	All Students	2010-11	<10	68.7%	54.5%	<10	<10	<10	<10
Mathematics	11	American Indian or Alaska Native	2010-11	<10	91.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	49.7%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	75.9%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	65.1%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	70.8%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	59.2%	36.4%	<10	<10	<10	<10
Science	11	American Indian or Alaska Native	2010-11	<10	62.5%	<10	<10	<10	<10	<10
Science	11	Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	31.4%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	70.5%	<10	<10	<10	<10	<10
Science	11	Female	2010-11	<10	58.1%	<10	<10	<10	<10	<10
Science	11	Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	59.8%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	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	2010-11	<10	80.5%	<10	<10	<10	<10	<10
English Language Arts	11	Black or African American	2010-11	<10	79.4%	<10	<10	<10	<10	<10
English Language Arts	11	White	2010-11	<10	81.9%	<10	<10	<10	<10	<10
English Language Arts	11	Female	2010-11	<10	83.5%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2010-11	<10	78.8%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	86.2%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	83%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	87.7%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	87.9%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	84.2%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	83%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	Female	2010-11	<10	88.3%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	81.8%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - MI-Access : Participation

Subject	Grade	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	2009-10	<10	68.9%	<10	<10	<10	<10	<10
English Language Arts	11	All Students	2010-11	<10	68.7%	<10	<10	<10	<10	<10
English Language Arts	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	<10	<10	<10	<10	<10	<10
English Language Arts	11	Black or African American	2009-10	<10	68.7%	<10	<10	<10	<10	<10
English Language Arts	11	Black or African American	2010-11	<10	68%	<10	<10	<10	<10	<10
English Language Arts	11	White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
English Language Arts	11	White	2010-11	<10	71.9%	<10	<10	<10	<10	<10
English Language Arts	11	Female	2009-10	<10	61.5%	<10	<10	<10	<10	<10
English Language Arts	11	Female	2010-11	<10	60.9%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2009-10	<10	74%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2010-11	<10	73%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	56.7%	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	<10	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	62.2%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	55.4%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	55.7%	<10	<10	<10	<10	<10
Mathematics	11	Female	2009-10	<10	49.7%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	50.9%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	59.1%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	59.8%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	11	All Students	2010-11	<10	44.8%	<10	<10	<10	<10	<10
Science	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	<10	<10	<10	<10	<10	<10
Science	11	Black or African American	2009-10	<10	52.5%	<10	<10	<10	<10	<10
Science	11	Black or African American	2010-11	<10	49.3%	<10	<10	<10	<10	<10
Science	11	White	2009-10	<10	46%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	46.3%	<10	<10	<10	<10	<10
Science	11	Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
Science	11	Female	2010-11	<10	40%	<10	<10	<10	<10	<10
Science	11	Male	2009-10	<10	47%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	47.5%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.8%	95.8%
All Students	District	Mathematics	99.4%	96.2%
All Students	School	English Language Arts / Reading	99%	89.7%
All Students	School	Mathematics	99%	85.7%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	100.3%	98.1%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.5%	98.1%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.3%	92.8%
Black or African American	District	Mathematics	99.1%	92%
Black or African American	School	English Language Arts / Reading	98.4%	85.6%
Black or African American	School	Mathematics	98.4%	77.9%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	102%	94.4%
Hispanic or Latino	District	Mathematics	99%	94.4%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.9%	96.5%
White	District	Mathematics	99.6%	97.4%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	School	English Language Arts / Reading	99.4%	92.8%
White	School	Mathematics	99.4%	90.8%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.7%	91.6%
Economically Disadvantaged	District	Mathematics	99.5%	92.3%
Economically Disadvantaged	School	English Language Arts / Reading	100%	79.7%
Economically Disadvantaged	School	Mathematics	100%	70.9%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	99.8%	90%
Limited English Proficient	District	Mathematics	99.8%	93%
Limited English Proficient	School	English Language Arts / Reading	100%	60%
Limited English Proficient	School	Mathematics	100%	76%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	98.9%	77%
Students with Disabilities	District	Mathematics	98.3%	78.6%
Students with Disabilities	School	English Language Arts / Reading	94.4%	75%
Students with Disabilities	School	Mathematics	94.4%	50%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	89.2%
All Students	School	90.16%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Asian, Native Hawaiian, or Pacific Islander	School	93.75%
Black or African American	State	57.97%
Black or African American	District	79.76%
Black or African American	School	88.18%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	86.36%
Hispanic or Latino	School	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	91.9%
White	School	90.81%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	73.28%
Economically Disadvantaged	School	78.33%
Limited English Proficient	State	83.13%
Limited English Proficient	District	<10
Limited English Proficient	School	<10
Students with Disabilities	State	58.68%
Students with Disabilities	District	64.21%
Students with Disabilities	School	58.62%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96%
All Students	School	96%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.5%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	96.3%
Asian, Native Hawaiian, or Pacific Islander	School	97.8%
Black or African American	State	91.9%
Black or African American	District	95.3%
Black or African American	School	95.7%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.3%
Hispanic or Latino	School	92.3%
Two or More Races	State	94.7%
Two or More Races	District	93.5%
White	State	95.6%
White	District	96.2%
White	School	96%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.8%
Economically Disadvantaged	School	94.6%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.4%
Limited English Proficient	School	96.7%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.7%
Students with Disabilities	School	94.7%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison 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	Not Met	Not Met	Not Met	B	N/A	0

% of Schools making AYP: 79.1%
 % of Schools in School Improvement status: 4.3%
 % of Schools in Corrective Action status: 1.8%
 % of Schools in Restructuring status: 5.3%
 % of Title I Schools making AYP: 82.9%
 % of Title I Schools in School Improvement status: 2.7%
 % of Title I Schools in Corrective Action status: 1%
 % of Title I Schools in Restructuring status: 3.6%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	15	60	1

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	1.3%

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Teacher Quality Data

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Farmington Public School District, Harrison High School

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505