

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 Henry Ford II High School. The AER demonstrates our progress toward implementing our district's vision of student achievement and meets all of the federal and state reporting guidelines for Michigan schools. 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 school principal for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.uticak12.org/schools/sc_ford.asp or you may review a copy at your child's school.

For 2009 – 2010, Henry Ford II High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school enjoyed a very successful year and we greatly appreciate the support from our school community. The reports below demonstrate our commitment to student achievement and the continuous improvement in our planning efforts.

School Improvement Plan

The 2009-2010 school year has been an outstanding year for Henry Ford II High School. We continue with our three Tier 2 SMART goals in math, reading and writing. Our focus is on increasing proficiency in each of these content areas as measure on the ACT/MME administer in the spring.

Our Advance Placement course offerings continued to increase this year. Here is a summary of our AP information:

- AP Courses offered 2008-09 School Year: **19**
- Students taking an AP class:476
- AP tests given: **510**
- Students tested: **316**
- Students taking 2 or more exams: **115**

Our after school Strive program is in its fourth year. The program averaged 60 students per visit. We had a total of 3,153 student visits to Strive this year. More underclassmen attend at a greater frequency than upperclassmen. This year we provided a bus every Thursday so all students had the opportunity to attend STRIVE.

Henry Ford II High School had 462 juniors take the ACT/MME test in March. Initial review of these results shows that we had one student score a 34 on the test. We had 40 students score a "28" or higher on the test, which represents 8% of our eleventh grade test takers. We had 230 students scored a 21 or higher composite score so these students are "college-ready." This group of 230 students represents nearly 50% of our current juniors. Our overall ACT composite score was 20.7 which is up .4 points from last school year.

We used the following school wide strategies:

- Each department had students write two writing prompts during the course of the year exposing students the persuasive writing given on the ACT. Results of these writing prompts were record in data director.
- Each department had students do at least one timed reading in their classroom during second semester, exposing students to the pressure of doing an informational reading and answering ACT style questions based on this reading. Results of these writing prompts were recorded in data director.
- We continued to use common course end assessments in which the HSCS of each question test for has been identified in Geometry, Algebra I and II, Chemistry, Physics and Biology. These assessments were scored and recorded using data director.
- We continued offering recovery classes in the area of Algebra I and Geometry. The computer guided E2020 curriculum was used in Geometry so the 54 students retaking these courses would be exposed to a different teaching delivery system in order to reach mastery.
- As a professional development activity our staff revised reading apprenticeship strategies. Strategies like reading minute, think-alouds, and talking to the text are used routinely in our school.

Henry Ford II is engaged in a continuous school improvement model and will continue with our Tier 2 Smart goals and strategies for the 2010-2011 school year. Our focus for the next school year will be to have every staff member trained on Universal Design for Learning so we are developing new teaching methods to reach every student.

Student Enrollment

Students attend Henry Ford II High School based on the attendance areas serviced by our school community. A number of Utica students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialized Programs

Utica Center for Math Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to

pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and

innovation. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21st century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Project CLIME (Critical Language Initiative in Mandarin Education)

Project CLIME is focused on developing a strategic initiative to promote a K-12 foreign language program within Utica Community Schools. The goal will be accomplished by establishing a grades K-6 partial immersion Mandarin program at Oakbrook Elementary School feeding into a 7-12 secondary target language program housed at Heritage Junior High School, Stevenson High School and the Utica Academy for International Studies.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE). These standards can be accessed on <http://www.macomb.k12.mi.us/utica/info/>. The district's vision document entitled Indicators of Excellence can be accessed at: <http://www.uticak12.org> under the district information tab, the annual reports link.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. The following assessments are also given at each of the different levels to follow each student's academic progress.

Michigan Literacy Progress Profile (MLPP) is given in grades K-6 to assess students' progress in reading comprehension, phonics and fluency.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in grades K-6 to monitor a student's reading growth on a more frequent basis. These assessments are quick snapshots of a child's improvement in literacy.

EXPLORE is a preliminary ACT assessment given to all ninth grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success.. It assesses students' skills in English, reading, mathematics and science.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT is a standardized test given to all 10th graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11th grader to take the test and possibly qualify for the National Merit Scholarship program.

Parent/Teacher Conference Attendance

Number 5612

High School Dual Enrollment

Percentage (less than 1%)

High School College Equivalent Courses Offered

The number of college equivalent courses offered in 2009 – 2010 was 24.

High School Students Enrolled in College Equivalent Courses

The number and percentage of students enrolled in college equivalent courses in 2009 – 2010

Number 292 Percentage 19%

College Credit Potential

The number and percentage of students receiving a score leading to college credit in 2009 – 2010

Number 194 Percentage 8%

We are pleased to provide this annual education report to our school community. The information contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Henry Ford II High School is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

Steve Beyer
Principal

Full Annual Education Report

School-Level Student Assessment Data for Macomb ISD, Utica Community Schools, Henry Ford II 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)
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									

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)
Grade: 11									
All Students	2008-09	99.6%	59.9%	67.1%	65%	3.1%	61.9%	24.3%	10.6%
All Students	2009-10	99.6%	65.2%	71.8%	72.9%	3%	69.9%	20.6%	6.5%
Female	2008-09	99.6%	64.2%	72.1%	67.7%	5.3%	62.4%	25.2%	7.1%
Female	2009-10	99.6%	68%	74%	72.8%	3.4%	69.4%	20.7%	6.5%
Male	2008-09	99.6%	55.5%	62.2%	62.4%	0.9%	61.5%	23.5%	14.2%
Male	2009-10	99.6%	62.3%	69.4%	73%	2.6%	70.4%	20.4%	6.5%
Black or African American	2008-09	94.4%	33.4%	37.5%	35.3%	0%	35.3%	29.4%	35.3%
Black or African American	2009-10	100%	37.5%	52.4%	61.1%	5.6%	55.6%	27.8%	11.1%
American Indian or Alaska Native	2008-09	<10	51.8%	<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	100%	67.2%	73.3%	66.7%	0%	66.7%	20%	13.3%

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)
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	73.5%	80%	0%	80%	20%	0%
Hispanic or Latino	2008-09	<10	44.5%	63.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	58.3%	<10	<10	<10	<10	<10
White	2008-09	99.8%	66.1%	68.4%	66.1%	3.4%	62.7%	24.5%	9.4%
White	2009-10	99.8%	71.5%	72.6%	73.5%	3%	70.5%	20.2%	6.3%
Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	23.5%	36.9%	31.8%	0%	31.8%	22.7%	45.5%
Students with Disabilities	2009-10	96.2%	23.6%	31.4%	44%	0%	44%	32%	24%
Economically Disadvantaged	2008-09	100%	42.4%	44.6%	45.8%	0%	45.8%	37.3%	16.9%
Economically Disadvantaged	2009-10	98.8%	48.5%	51.1%	60%	1.2%	58.8%	28.2%	11.8%
Mathematics									
Grade: 11									

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)
All Students	2008-09	99.6%	49.3%	64.9%	64.4%	15.5%	48.9%	15.3%	20.4%
All Students	2009-10	99.1%	50.4%	62.9%	63.9%	15.2%	48.7%	16.5%	19.6%
Female	2008-09	99.6%	47.2%	63.8%	62.4%	11.5%	50.9%	16.4%	21.2%
Female	2009-10	98.7%	48.3%	60.2%	58.7%	12.6%	46.1%	16.1%	25.2%
Male	2008-09	99.6%	51.5%	66%	66.4%	19.5%	46.9%	14.2%	19.5%
Male	2009-10	99.6%	52.5%	65.7%	69.1%	17.8%	51.3%	17%	13.9%
Black or African American	2008-09	94.4%	16.4%	22.3%	29.4%	5.9%	23.5%	5.9%	64.7%
Black or African American	2009-10	94.4%	16.4%	30.1%	41.2%	0%	41.2%	23.5%	35.3%
American Indian or Alaska Native	2008-09	<10	36.4%	<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	100%	72.3%	78.7%	60%	26.7%	33.3%	20%	20%
Asian, Native	2009-10	100%	72.1%	73.5%	90%	30%	60%	10%	0%

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)
Hawaiian, or Pacific Islander									
Hispanic or Latino	2008-09	<10	32.4%	42.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	33.3%	<10	<10	<10	<10	<10
White	2008-09	99.8%	56.5%	66.7%	65.6%	15.7%	49.9%	15.7%	18.6%
White	2009-10	99.5%	57.9%	64.2%	64.1%	15.4%	48.7%	16.6%	19.3%
Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	10.2%	24.5%	40.9%	4.5%	36.4%	4.5%	54.5%
Students with Disabilities	2009-10	96.2%	11.2%	24.3%	32%	4%	28%	8%	60%
Economically Disadvantaged	2008-09	100%	28.9%	40.5%	47.5%	8.5%	39%	16.9%	35.6%
Economically Disadvantaged	2009-10	96.5%	30.4%	39.2%	51.8%	7.2%	44.6%	22.9%	25.3%

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)
English Language Arts								
Grade: 11								
All Students	2008-09	100%	87.7%	98.3%	100%	84.6%	15.4%	0%
All Students	2009-10	100%	89.8%	100%	100%	88%	12%	0%
Female	2008-09	<10	88%	100%	<10	<10	<10	<10
Female	2009-10	<10	90.8%	100%	<10	<10	<10	<10
Male	2008-09	<10	87.5%	97.1%	<10	<10	<10	<10
Male	2009-10	100%	89.2%	100%	100%	88.2%	11.8%	0%
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10
White	2008-09	100%	91%	98%	100%	90%	10%	0%
White	2009-10	100%	93.1%	100%	100%	86.4%	13.6%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Multiracial	2009-10	<10	92.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	100%	70.3%	87.9%	92.3%	46.2%	46.2%	7.7%
All Students	2009-10	100%	71.8%	89.9%	88%	56%	32%	12%
Female	2008-09	<10	63.9%	82.6%	<10	<10	<10	<10
Female	2009-10	<10	65.3%	85.3%	<10	<10	<10	<10
Male	2008-09	<10	74.4%	91.4%	<10	<10	<10	<10
Male	2009-10	100%	75.8%	92.7%	88.2%	52.9%	35.3%	11.8%
Black or African American	2008-09	<10	53.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
White	2008-09	100%	76.7%	89.8%	100%	40%	60%	0%
White	2009-10	100%	78.9%	88.5%	86.4%	59.1%	27.3%	13.6%
Multiracial	2009-10	<10	76.9%	<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)
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	100%	62.9%	94.8%	100%	53.8%	46.2%	0%
All Students	2009-10	100%	70.8%	93.3%	96%	68%	28%	4%
Female	2008-09	<10	59.4%	87%	<10	<10	<10	<10
Female	2009-10	<10	67.2%	94.1%	<10	<10	<10	<10
Male	2008-09	<10	65.1%	100%	<10	<10	<10	<10
Male	2009-10	100%	73%	92.7%	94.1%	64.7%	29.4%	5.9%
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
White	2008-09	100%	71.7%	95.9%	100%	60%	40%	0%
White	2009-10	100%	78.6%	94.9%	95.5%	72.7%	22.7%	4.5%
Multiracial	2009-10	<10	69.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<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)
Disadvantaged								

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)
English Language Arts								
Grade: 11								
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
White	2009-10	<10	74.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	86%	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<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)
Science								
Grade: 11								
All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2009-10	<10	77.9%	<10	<10	<10	<10	<10

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.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Macomb ISD, Utica Community Schools, Henry Ford II High School

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	99.9%	95.7%
Mathematics	99.7%	95.5%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	99.8%	93.1%
Mathematics	99.4%	87.6%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	100.3%	90.4%
Mathematics	100.3%	89.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	99.5%	97%
Mathematics	99.8%	97%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	99.2%	90.5%
Mathematics	99.2%	94.8%
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	99.9%	95.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.7%	95.7%
School		
English Language Arts / Reading	100%	93.3%
Mathematics	99.8%	87.5%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	98.9%	94%
Mathematics	98.9%	96.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	141.8%	88.4%
Mathematics	149.3%	91.2%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	104.9%	77.7%
Mathematics	104.3%	79.7%
School		
English Language Arts / Reading	100%	54.5%
Mathematics	100%	45.5%
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	104.1%	92.3%
Mathematics	104.8%	92.9%
School		
English Language Arts / Reading	97.9%	90.1%
Mathematics	95.7%	89.9%

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	
	91.82%
School	

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

>95%

Black or African American

State

56.59%

District

76.64%

School

92%

American Indian or Alaska Native

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

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

State

84.47%

District

>95%

School

>95%

Hispanic or Latino

State

59.94%

District

87.5%

White

State

81.85%

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

District

92.5%

School

>95%

Multiracial

State

71.12%

District

<10

School

<10

Limited English Proficient

State

65.51%

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

District

77.78%

Students with Disabilities

State

57.61%

District

75.12%

School

80%

Economically Disadvantaged

State

59.8%

District

78.57%

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

School

83.87%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

95.7%

School

95.4%

Black or African American

State

91%

District

Attendance Rate (Goal 90%)	
	93.9%
School	
	93.2%
American Indian or Alaska Native	
State	
	93.7%
District	
	96%
School	
	95.9%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	

Attendance Rate (Goal 90%)	
	96.4%
School	
	97.5%
Hispanic or Latino	
State	
	94.1%
District	
	94.1%
School	
	91.2%
White	
State	
	95.7%
District	

Attendance Rate (Goal 90%)	
	95.8%
School	
	95.4%
Multiracial	
State	
	94.8%
District	
	93.6%
School	
	93.7%
Limited English Proficient	
State	
	94.6%
District	

Attendance Rate (Goal 90%)	
	95.1%
Students with Disabilities	
State	
	93.5%
District	
	94.6%
School	
	94.3%
Economically Disadvantaged	
State	
	94.8%
District	
	95.8%
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%

2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Utica Community Schools, Henry Ford II 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	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Utica Community Schools, Henry Ford II High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	93	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%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

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					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
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					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

† 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.

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					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
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					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ 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.

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					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
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.

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					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
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					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

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.

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
	Reading	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
	Reading	70.72	3.239	70.46	3.298	85.15	4.505