



Henry Ford II High School

June 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 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/Ford.asp> or you may review a copy at your child's school.

For 2010 – 2011, Henry Ford 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

Tier II Indicators

- The percentage of 11th graders scoring at proficiency or higher in writing will increase by the end of 2011 as measured by the MME/ACT test administered in the spring of 2011.
- The percentage of 11th graders scoring at proficiency or higher in reading will increase by the end of 2011 as measured by the MME/ACT test administered in the spring of 2011.
- The percentage of 11th graders scoring at proficiency or higher in math will increase by the end of 2011 as measured by the MME/ACT test administered in the spring of 2011.

Tier III Narrative

The 2010-2011 school year has been an outstanding year at Henry Ford II High School. We are proud that we have shown improvement on the MME/ACT for two years in a row. Our ACT composite score for the March, 2011 is 21.2 which is an improvement from 20.7 in 2010. Our primary goal continues to be preparing all students for college. Currently, 25% of our students take one or more AP classes. We

offer 21 AP courses and have 343 students taking 643 exams -the most in our school history. While growing in the number of students and exams given over five years, our rate of students earning college credit has stayed steady, 67% of our AP testing students a college equivalent score. We boast that 16% of our graduates will graduate with a 3.67 GPA or higher, an improvement from the year before. 12% of our graduating seniors have taken 4 or more AP classes and have a 3.67 or higher GPA in these classes. 28% of our seniors are on the honor roll with a 3.0 G.P.A. or higher. Parent participation at Parent Teacher Conferences reached 90% this year, due in part to our automatic phone and email reminder system. We continue to use high yield strategies like reading apprenticeship, close and critical reading and activities like timed ACT persuasive writing prompts, guided highlighted reading and ACT warm-up question in math matching the lesson that is being taught each day. We have implemented and started mining the data from our common district final exams in math, science, English, and social studies. Our after school tutoring (STRIVE) averages over 70 student visits daily. We continue to provide a bus service so all students have the opportunity to attend. Our professional development for the year included work in our content level data teams, and as a staff we completed five universal design for learning modules in Blackboard as a way for staff to learn new instructional techniques to reach every learner. Ford is engaged in a continuous improvement model as part of our NCA accreditation cycle. We have three tier 2 smart goals. Our focus for 2011-2012 will be using our data team time to review our testing data to pinpoint the skills our students still have not mastered so plans can be developed and the content spiraled and retaught so all students can continue to show growth on the MME/ACT.

Points of Pride

- We offer 21 different AP Course and 13 honors courses.
- 67% of our AP student testers earned college credit.
- Over 50% of our seniors meet the ACT college readiness benchmarks.
- Ford is in the top 5% of Michigan High Schools in the Michigan Department of Education Top to Bottom List.
- Ford has the second highest ACT composite score in Macomb County.
- Students from Ford attend every university in our state as well as Columbia, Purdue and Harvard.
- 87 seniors were Presidential Scholars earn a 24 or higher on the ACT and having a 3.5 GPA.
- 16 Different Service clubs the largest the NHS requires a 3.4 GPA and 30 hours of community services to be a member.
- Our Annual Musical was Hairspray only the second school to perform the play in Michigan.
- 90% parent participation at our fall Parent Teacher Conferences.
- We offer a comprehensive athletic program for both boys and girls from freshmen to Varsity.
- Our student artwork won over 60 scholastic awards the most in Southeastern Michigan.
- Our Marching Band earned a 1 at Band Festival and performed at halftime of the Chick-A-Fil Bowl in Atlanta, Georgia.

Student Enrollment

2,087 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. Students who meet basic entrance qualifications can enter the program through a lottery. .

Project CLIME

Project CLIME (Critical Language Initiative in Mandarin Education) 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 continue to follow the

Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE) and are aligning the expectations with the Common Core State Standards. 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.

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 Representation

In the fall of 2010 we had 90% of our parents participate in parent/teacher conferences. This percentage is up from the previous two years. Our automated email and phone system helps remind parents and helped us make a jump in parent participation at conferences.

High School Dual Enrollment

We have 35 students enrolled in dual enrollment classes at Macomb Community College and Oakland University.

High School College Equivalent Courses Offered

The number of college equivalent courses offered in 2010 – 2011 was 21.

High School Students Enrolled in College Equivalent Courses

At Henry Ford II High school we had 493 students enrolled in 901 *college* equivalent classes which represents 25% of the student body.

College Credit Potential

The number and percentage of students receiving a score leading to college credit in 2009 – 2010 was 334 students who earned a 3, 4, or 5 on an AP exam.

We are pleased to provide this annual education report to our school community. The information that is 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.

Our 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,

Steven M. Beyer

Principal

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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	2008-09	99.6%	59.9%	67.1%	65%	3.1%	61.9%	24.3%	10.6%
English Language Arts / Reading	11	All Students	2009-10	99.6%	65.2%	71.8%	72.9%	3%	69.9%	20.6%	6.5%
English Language Arts / Reading	11	Female	2008-09	99.6%	64.2%	72.1%	67.7%	5.3%	62.4%	25.2%	7.1%
English Language Arts / Reading	11	Female	2009-10	99.6%	68%	74%	72.8%	3.4%	69.4%	20.7%	6.5%
English Language Arts / Reading	11	Male	2008-09	99.6%	55.5%	62.2%	62.4%	0.9%	61.5%	23.5%	14.2%
English Language Arts / Reading	11	Male	2009-10	99.6%	62.3%	69.4%	73%	2.6%	70.4%	20.4%	6.5%
English Language Arts / Reading	11	Black or African American	2008-09	94.4%	33.4%	37.5%	35.3%	0%	35.3%	29.4%	35.3%
English Language Arts / Reading	11	Black or African American	2009-10	100%	37.5%	52.4%	61.1%	5.6%	55.6%	27.8%	11.1%
English Language Arts / Reading	11	American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	67.2%	73.3%	66.7%	0%	66.7%	20%	13.3%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	73.5%	80%	0%	80%	20%	0%
English Language Arts / Reading	11	Hispanic or Latino	2008-09	<10	44.5%	63.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	58.3%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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	White	2008-09	99.8%	66.1%	68.4%	66.1%	3.4%	62.7%	24.5%	9.4%
English Language Arts / Reading	11	White	2009-10	99.8%	71.5%	72.6%	73.5%	3%	70.5%	20.2%	6.3%
English Language Arts / Reading	11	Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2008-09	100%	23.5%	36.9%	31.8%	0%	31.8%	22.7%	45.5%
English Language Arts / Reading	11	Students with Disabilities	2009-10	96.2%	23.6%	31.4%	44%	0%	44%	32%	24%
English Language Arts / Reading	11	Economically Disadvantaged	2008-09	100%	42.4%	44.6%	45.8%	0%	45.8%	37.3%	16.9%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	98.8%	48.5%	51.1%	60%	1.2%	58.8%	28.2%	11.8%
Mathematics	11	All Students	2008-09	99.6%	49.3%	64.9%	64.4%	15.5%	48.9%	15.3%	20.4%
Mathematics	11	All Students	2009-10	99.1%	50.4%	62.9%	63.9%	15.2%	48.7%	16.5%	19.6%
Mathematics	11	Female	2008-09	99.6%	47.2%	63.8%	62.4%	11.5%	50.9%	16.4%	21.2%
Mathematics	11	Female	2009-10	98.7%	48.3%	60.2%	58.7%	12.6%	46.1%	16.1%	25.2%
Mathematics	11	Male	2008-09	99.6%	51.5%	66%	66.4%	19.5%	46.9%	14.2%	19.5%
Mathematics	11	Male	2009-10	99.6%	52.5%	65.7%	69.1%	17.8%	51.3%	17%	13.9%
Mathematics	11	Black or African American	2008-09	94.4%	16.4%	22.3%	29.4%	5.9%	23.5%	5.9%	64.7%
Mathematics	11	Black or African American	2009-10	94.4%	16.4%	30.1%	41.2%	0%	41.2%	23.5%	35.3%
Mathematics	11	American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	11	American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	72.3%	78.7%	60%	26.7%	33.3%	20%	20%
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	73.5%	90%	30%	60%	10%	0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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	Hispanic or Latino	2008-09	<10	32.4%	42.1%	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	33.3%	<10	<10	<10	<10	<10
Mathematics	11	White	2008-09	99.8%	56.5%	66.7%	65.6%	15.7%	49.9%	15.7%	18.6%
Mathematics	11	White	2009-10	99.5%	57.9%	64.2%	64.1%	15.4%	48.7%	16.6%	19.3%
Mathematics	11	Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2008-09	100%	10.2%	24.5%	40.9%	4.5%	36.4%	4.5%	54.5%
Mathematics	11	Students with Disabilities	2009-10	96.2%	11.2%	24.3%	32%	4%	28%	8%	60%
Mathematics	11	Economically Disadvantaged	2008-09	100%	28.9%	40.5%	47.5%	8.5%	39%	16.9%	35.6%
Mathematics	11	Economically Disadvantaged	2009-10	96.5%	30.4%	39.2%	51.8%	7.2%	44.6%	22.9%	25.3%

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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)
English Language Arts	11	All Students	2008-09	100%	89.8%	100%	100%	89.5%	10.5%	0%
English Language Arts	11	Female	2008-09	<10	91.5%	100%	<10	<10	<10	<10
English Language Arts	11	Male	2008-09	100%	88.9%	100%	100%	84.6%	15.4%	0%
English Language Arts	11	Black or African American	2008-09	<10	84.5%	<10	<10	<10	<10	<10
English Language Arts	11	White	2008-09	100%	91.8%	100%	100%	94.1%	5.9%	0%
Mathematics	11	All Students	2008-09	100%	68.5%	93.8%	94.7%	57.9%	36.8%	5.3%
Mathematics	11	All Students	2009-10	100%	71.8%	89.9%	88%	56%	32%	12%
Mathematics	11	Female	2008-09	<10	61.8%	97.1%	<10	<10	<10	<10
Mathematics	11	Female	2009-10	<10	65.3%	85.3%	<10	<10	<10	<10
Mathematics	11	Male	2008-09	100%	72.5%	91.3%	92.3%	61.5%	30.8%	7.7%
Mathematics	11	Male	2009-10	100%	75.8%	92.7%	88.2%	52.9%	35.3%	11.8%
Mathematics	11	Black or African American	2008-09	<10	52.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Mathematics	11	White	2008-09	100%	74.8%	94.3%	94.1%	64.7%	29.4%	5.9%
Mathematics	11	White	2009-10	100%	78.9%	88.5%	86.4%	59.1%	27.3%	13.6%
Mathematics	11	Multiracial	2009-10	<10	76.9%	<10	<10	<10	<10	<10
Science	11	All Students	2008-09	100%	70.7%	88.9%	94.7%	68.4%	26.3%	5.3%
Science	11	All Students	2009-10	100%	70.8%	93.3%	96%	68%	28%	4%
Science	11	Female	2008-09	<10	65%	94.3%	<10	<10	<10	<10
Science	11	Female	2009-10	<10	67.2%	94.1%	<10	<10	<10	<10
Science	11	Male	2008-09	100%	74.1%	84.8%	92.3%	69.2%	23.1%	7.7%
Science	11	Male	2009-10	100%	73%	92.7%	94.1%	64.7%	29.4%	5.9%
Science	11	Black or African American	2008-09	<10	53.3%	<10	<10	<10	<10	<10
Science	11	Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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)
Science	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Science	11	White	2008-09	100%	77.5%	91.4%	100%	76.5%	23.5%	0%
Science	11	White	2009-10	100%	78.6%	94.9%	95.5%	72.7%	22.7%	4.5%
Science	11	Multiracial	2009-10	<10	69.2%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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	2009-10	<10	76.8%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
English Language Arts	11	White	2009-10	<10	74.4%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	86%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	83.1%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Science	11	Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Science	11	White	2009-10	<10	77.9%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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)
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Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	99.1%	93.9%
All Students	State	Mathematics	98.9%	93.7%
All Students	District	English Language Arts / Reading	99.9%	95.7%
All Students	District	Mathematics	99.7%	95.5%
All Students	School	English Language Arts / Reading	99.8%	93.1%
All Students	School	Mathematics	99.4%	87.6%
Black or African American	State	English Language Arts / Reading	97.7%	88.4%
Black or African American	State	Mathematics	97.4%	88%
Black or African American	District	English Language Arts / Reading	100.3%	90.4%
Black or African American	District	Mathematics	100.3%	89.4%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	99.2%	93.2%
American Indian or Alaska Native	State	Mathematics	99%	92.4%
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	99.5%	96.8%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.6%	97.5%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	99.5%	97%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.8%	97%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	99.3%	91.3%
Hispanic or Latino	State	Mathematics	98.9%	92.4%
Hispanic or Latino	District	English Language Arts / Reading	99.2%	90.5%
Hispanic or Latino	District	Mathematics	99.2%	94.8%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.3%
White	State	Mathematics	99.3%	95.1%
White	District	English Language Arts / Reading	99.9%	95.9%
White	District	Mathematics	99.7%	95.7%
White	School	English Language Arts / Reading	100%	93.3%
White	School	Mathematics	99.8%	87.5%
Multiracial	State	English Language Arts / Reading	102.4%	93.5%
Multiracial	State	Mathematics	102.3%	94.3%

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial	District	English Language Arts / Reading	98.9%	94%
Multiracial	District	Mathematics	98.9%	96.4%
Multiracial	School	English Language Arts / Reading	<30	<30
Multiracial	School	Mathematics	<30	<30
Limited English Proficient	State	English Language Arts / Reading	123.6%	86.9%
Limited English Proficient	State	Mathematics	126.3%	92.3%
Limited English Proficient	District	English Language Arts / Reading	141.8%	88.4%
Limited English Proficient	District	Mathematics	149.3%	91.2%
Students with Disabilities	State	English Language Arts / Reading	102.6%	73.1%
Students with Disabilities	State	Mathematics	102.2%	76.5%
Students with Disabilities	District	English Language Arts / Reading	104.9%	77.7%
Students with Disabilities	District	Mathematics	104.3%	79.7%
Students with Disabilities	School	English Language Arts / Reading	100%	54.5%
Students with Disabilities	School	Mathematics	100%	45.5%
Economically Disadvantaged	State	English Language Arts / Reading	102.6%	90.6%
Economically Disadvantaged	State	Mathematics	102.5%	91.1%
Economically Disadvantaged	District	English Language Arts / Reading	104.1%	92.3%
Economically Disadvantaged	District	Mathematics	104.8%	92.9%
Economically Disadvantaged	School	English Language Arts / Reading	97.9%	90.1%
Economically Disadvantaged	School	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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II High School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.39%
All Students	District	91.82%
All Students	School	>95%
Black or African American	State	56.59%
Black or African American	District	76.64%
Black or African American	School	92%
American Indian or Alaska Native	State	65%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	84.47%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Asian, Native Hawaiian, or Pacific Islander	School	>95%
Hispanic or Latino	State	59.94%
Hispanic or Latino	District	87.5%
White	State	81.85%
White	District	92.5%
White	School	>95%
Multiracial	State	71.12%
Multiracial	District	<10
Multiracial	School	<10
Limited English Proficient	State	65.51%
Limited English Proficient	District	77.78%
Students with Disabilities	State	57.61%
Students with Disabilities	District	75.12%
Students with Disabilities	School	80%
Economically Disadvantaged	State	59.8%
Economically Disadvantaged	District	78.57%
Economically Disadvantaged	School	83.87%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II High School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.7%
All Students	District	95.7%
All Students	School	95.4%
Black or African American	State	91%
Black or African American	District	93.9%
Black or African American	School	93.2%
American Indian or Alaska Native	State	93.7%
American Indian or Alaska Native	District	96%
American Indian or Alaska Native	School	95.9%
Asian, Native Hawaiian, or Pacific Islander	State	96.5%
Asian, Native Hawaiian, or Pacific Islander	District	96.4%
Asian, Native Hawaiian, or Pacific Islander	School	97.5%
Hispanic or Latino	State	94.1%
Hispanic or Latino	District	94.1%
Hispanic or Latino	School	91.2%
White	State	95.7%
White	District	95.8%
White	School	95.4%
Multiracial	State	94.8%
Multiracial	District	93.6%
Multiracial	School	93.7%
Limited English Proficient	State	94.6%
Limited English Proficient	District	95.1%
Students with Disabilities	State	93.5%
Students with Disabilities	District	94.6%
Students with Disabilities	School	94.3%
Economically Disadvantaged	State	94.8%
Economically Disadvantaged	District	95.8%
Economically Disadvantaged	School	95.8%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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 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

% of Schools making AYP: 100%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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	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

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II High School

Teacher Quality Data

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
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 Macomb ISD, Utica Community Schools, Henry Ford II 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 Macomb ISD, Utica Community Schools, Henry Ford II 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