



A Michigan

Blue Ribbon School

The mission of Henry Ford II High School is to involve family, school and community to educate our students through a supportive environment and a stimulating curriculum.

# Ford II Senior High

## ANNUAL REPORT 2005-2006

11911 Clinton River Road • Sterling Heights, MI 48313 • 586.797.1600  
Principal Robert S. Monroe • Average Daily Attendance 95.16%

### Our school is state and nationally accredited

Henry Ford II Senior High School is accredited by both the North Central Association (NCA) Commission on School Accreditation and Improvement and Michigan's Education YES! legislation – as are all 40 schools in the Utica Community Schools district. Accreditation certifies that our schools meet recommended standards for quality education for all students.

NCA is a regional agency recognized by the U.S. Department of Education that establishes demanding standards for public and non-public schools. As a participant school, we have undertaken a rigorous NCA-monitored process for continuous school improvement. Our staff works together within the process to identify goals for improving student achievement, implement strategies to meet our goals and utilize recommended assessments to accurately measure progress.

Education YES! is the state's report card accreditation system for public schools. Schools are assigned letter grades based largely on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Adequate Yearly Progress (AYP), a standard set by the federal No Child Left Behind legislation, is also part of the report card.

Whether a school makes AYP is based on these factors:

- MEAP scores of all students in English Language Arts (ELA) and Mathematics
- MEAP ELA and Mathematics scores of student subgroups\*
- 95 percent participation of all students on the MEAP tests
- student attendance or graduation rate.

\*Student subgroups include Ethnic Origin, Economically Disadvantaged, English Language Learners and Students with Disabilities.

### All UCS teachers meet the Highly Qualified standard

As mandated by the federal No Child Left Behind legislation, all Utica Community Schools teachers in core academic subject areas, such as English, reading, language arts, science (physics, chemistry, biology, earth science or physical science), mathematics, government and civics, history, economics, geography, foreign languages, fine arts or elementary education, have met the law's Highly Qualified requirements.

In addition, all UCS teachers possess a bachelor's degree from an accredited college or university. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

Three-quarters of UCS teachers possess master's degrees and many have also completed course work or degrees beyond the master's level.

Newly hired teachers are assigned an experienced mentor teacher, and all teachers, new and experienced, are regularly observed and evaluated by their building administrators as they work with students. UCS teachers are required to participate in continuous professional development programming, and all new teachers must meet additional professional development requirements.

### Our points of pride

- French language instructor, Marge Mandl was honored with the Barbara Ort Smith Award from the World Language Association.
- Mr. Schoenherr's instrumental music students collected \$4,341.20 in student and teacher donations for the Red Cross Hurricane Relief Fund.
- Senior Bradley Johnson was selected from 6,000 applicants to the National Skeet Shooting Foundation to attend the Olympic Development Training Camp in Colorado Springs, where he placed third.
- Seniors Adam Sloan and Dana Connor were named National Merit Commended students.
- Boys Varsity Soccer Team - All County, All Conference, All District and MAC Red Champion.
- All three Destination Imagination teams qualified for State competition by finishing first at the regional level.
- Ford II had 13 student members on the UCS ThunderChickens team that captured the 2006 FIRST Robotics World Championship in Atlanta, GA.
- Freshman Stephanie Chisholm was among 100 pianists who competed in the Music Achievers Conservatory 2005 Fall Classic and placed third in her division.
- Sophomores Nicole Dyer (500 Freestyle) and Marcella Barretta (Diving) were named to the All County Swimming and Diving Team. Dyer, Barretta and freshman Kristina Oberly were named to the All Conference Team. Sophomore Kaitlyn Swiderski was a State Regional Qualifier and Barretta took First Place at the State Diving Regionals.
- Tara Hayes was named All Conference First Team and Singles State Finalist and won two matches at the State Individual Tennis Championships.

#### FORD II Report Card

AYP 2005: Yes

AYP 2006: No

In 2006, one subgroup did not make AYP

Education YES!

Grades:

2005 - B

2006 - B

MEAP summary on page 3

## School improvement boosts student achievement

Utica Community Schools continually works to strengthen its educational programs by implementing proven school improvement initiatives designed to increase all aspects of student learning and achievement. Following is an update of ongoing district-wide school improvement initiatives, all of which impact our school:

### State and Federal Legislation

- Monitor progress of State of Michigan Education YES! accreditation and North Central Association (NCA) accreditation processes.
- Implement new high school graduation requirements, known as the Michigan Merit Curriculum in effect for the 2011 graduating class.\*
- Implement the Reading First initiatives at Burr, Dresden and Wiley Elem. schools.

### Curriculum Design

- Monitor alignment of grades K-12 core content areas of English Language Arts (ELA), Mathematics, Science and Social Studies with revised state standards.
- Facilitate and support co-curricular programs.
- Differentiate instruction so that all students can achieve and meet state standards.
- Implement and monitor the state-mandated high school content expectations.\*
- Monitor secondary English Language Learners curriculum reform.\*

### Instructional Practices

- Monitor and adjust alignment of math, science, foreign language, physical education, fine arts and career and technology education curricula with national and state standards.
- Facilitate technology use in the teaching and learning process at all levels.
- Support interdisciplinary instruction at all levels.
- Support auxiliary instructional programs such as alternative education and adult education.
- Continue implementation of Best Practices across the curriculum incorporating 21st Century skills.
- Implement and evaluate intervention programs targeting a range of student needs.
- Monitor implementation and progress of the schools' plans to improve student writing for grades K-6.
- Implement and monitor secondary level Reading Apprenticeship initiatives.\*

### Assessment

- Analyze and communicate standardized test data.
- Monitor the implementation of common assessments and common course outlines for grades 9-12.
- Evaluate current ELL program design in grades K-9.\*

### Staff Development

- Facilitate staff development aligned with the North Central Association school improvement process, the federal No Child Left Behind law and Michigan's Education YES! legislation.

### Behavioral Initiatives

- Monitor implementation of a comprehensive, standards-based guidance and counseling program in grades K-12.
- Monitor and continue implementation of anti-drug, alcohol and tobacco initiatives at all grade levels.
- Continue communicating updated UCS safety and security procedures to staff, students, parents and community.
- Continue promoting the Success Skills program in all grades.

### Parent/Community Involvement

- Continue parent, business and community involvement initiatives.

\*New initiatives in the 2006-2007 school year.

## UCS graduation rate remains high

Estimated data from the Michigan Department of Education indicates an average annual dropout rate of less than two percent at the district's four high schools.

On average, 96.22% of all ninth graders who remain in Utica Community Schools for their schooling will graduate from the district within four years.

Ford II estimated data from the Michigan Dept. of Education

	2004	2005
Dropout Rate	1.72%	.84%
Retention Rate	98.28	99.16
Graduation Rate**	93.11	96.62

\*\* Students who graduate in four years. Data does not include students who remain in school and graduate at a later date.

## UCS curriculum is standards-based

In Utica Community Schools, the core curriculum is based on national, state and district standards.

As indicated by the district-wide school improvement initiatives (at left), the curriculum is constantly reviewed and updated to assure that every student has the opportunity to gain the knowledge and skills necessary for success in the 21st Century workplace.

The UCS *Learning Links*, a district publication available on our website [www.uticak12.org](http://www.uticak12.org), clearly defines the learning standards UCS students can be expected to achieve in each area of study at each grade level. By reviewing the *Learning Links*, parents/guardians can track their child's progress throughout the school year

In addition, UCS curriculum and scheduling procedures are designed to ensure that every student is enrolled in core academic classes each year and remain challenged and encouraged to achieve at higher levels.

## MEAP scores

All public school students in grades 3, 4, 5, 6, 7, 8, 9 and 11 took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP is a criterion referenced test, meaning it measures a student's achievement on state-defined learning standards in each grade.

The following charts indicate the state target scores for Adequate Yearly Progress (AYP) in Mathematics and English Language Arts (ELA - reading and writing), and the percentage of Ford II students who met or exceeded MEAP proficiency standards in grade 11.

Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

Schools also must meet attendance or graduation requirements and 95 percent of all students must take the MEAP tests. The scores of subgroups with fewer than 10 students were not reported by the state, but were included in the total scores for all students. MEAP Science and Social Studies scores are not factored into AYP.

	<b>ELA</b>					
	<b>Reading</b>		<b>Writing</b>		State Target - 52% >95% participation	
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006
All Students	395/63	491/67	391/49	481/53	389/59	478/60
Males	204/57	241/62	201/39	234/43	200/53	232/52
Females	191/69	250/72	190/59	247/63	189/66	246/67
Am. Indian/Alaskan Nat.	<10		<10		<10	
Asian/Pacific Islander	10/60	11/82	10/30	11/82	10/60	11/82
Black/Not of Hispanic Origin	<10	13/77	<10	13/62	<10	13/69
Hispanic	<10	<10	<10	<10	<10	<10
White, Not of Hispanic Origin	375/63	463/67	371/49	453/52	369/59	450/59
Multiracial		<10		<10		<10
Economically Disadvantaged	24/54	28/71	24/50	27/41	24/58	27/63
Students with Disabilities	26/15	29/21	24/0	28/14	24/0	28/11
English Language Learners	<10	<10	<10	<10	<10	<10
District	2,092/63	2,186/67	2,093/46	2,160/50	2,078/56	2,151/57
State	98,100/65	104,302/61	100,371/47	104,959/46	97,219/57	102,219/52

	<b>Mathematics</b>						Social Studies 9th grade - 2006
	State Target - 44% >95% participation		<b>Science</b>		<b>Social Studies</b>		
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	
All Students	394/58	492/54	395/62	490/63	392/33	485/82	84
Males	203/58	242/54	203/67	241/67	202/35	241/78	
Females	191/59	250/54	192/57	249/59	190/32	244/85	
Am. Indian/Alaskan Nat.	<10		<10		<10		
Asian/Pacific Islander	<10	12/67	<10	11/64	<10	11/91	
Black/Not of Hispanic Origin	<10	13/23	<10	13/62	<10	13/85	
Hispanic	<10	<10	<10	<10	<10	<10	
White, Not of Hispanic Origin	375/59	463/55	376/64	462/63	373/34	457/81	
Multiracial		<10		<10		<10	
Economically Disadvantaged	24/50	28/39	24/46	28/61	24/13	28/86	
Students with Disabilities	26/0	29/14	26/35	29/21	26/8	29/34	
English Language Learners	<10	<10	<10	<10	<10	<10	
District	2,091/54	2,192/52	2,081/55	2,181/57	2,066/33	2,170/83	
State	99,508/46	105,295/46	98,768/49	104,130/52	98,270/32	103,324/79	

## American College Test (ACT) composite score

2004 2005 2006

Nation	20.9	20.9	21.1
State	21.4	21.4	21.5
Ford II	21.7	22.0	21.9

## Ford II Advanced Placement (AP)/post-secondary participation

- Number of AP (college-level equivalent) courses offered: 9
- Of the total enrollment in grades 10-12, the number/percentage of students enrolled in one or more AP classes: 225/16%
- Number/percentage of students in AP classes who took AP credit exams: 153/68%
- Number/percentage of those tested who earned scores qualifying for college credit: 127/83%
- Number of students enrolled in one or more post-secondary courses: 5

## Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Impaired
- Hearing Impaired
- Learning Disabled
- Emotionally Impaired
- Speech and Language Impaired
- Cognitively Impaired
- Early Childhood Development Delay
- Visually Impaired
- Physically or Otherwise Health Impaired

Approximately 3,800 students are enrolled in the district's special education programs.

Placement of a student into special education programming is based on the recommendation of the Individual Educational Planning (IEP) team, which is comprised of appropriate school district staff members and the student's parents/guardians.

In general, students requiring special education are well served by district programs. However, in certain cases, a student's needs may be better met by one of the programs provided by the Macomb Intermediate School District (MISD). In the 2005-2006 school year, 264 students from the Utica Community Schools district attended MISD school sites.

### Parent-teacher conferences

Participation in Parent-Teacher Conferences is one of the best ways for parents to monitor their child's academic progress.

At Ford II High School, the total number of fall conferences attended by parents/guardians was 5,319 in 2004 and 5,430 in 2005.

## Ford II High School's NCA school improvement goals

As a participant school in the North Central Association Commission on Accreditation and School Improvement, our staff has developed important school improvement goals that are specific to the needs of the students in our building. The goals, implementation strategies and assessment measures are as follows:

### • Performance Area: Technology

**Target Goal:** "All students will improve their technological skills which are needed to function successfully in the 21<sup>st</sup> century."

#### **Data to show the need for the goal:**

Student Technology Survey – We found that too many students are not taking the initiative to use technology on their own; they are only using it when they are directed to do so by staff members.

Staff Technology Survey – We observed that there are many staff members who are not using the technology available in our building, perhaps hindering students from using this technology as well.

#### **Plan to Measure Improvement:**

Survey new 9<sup>th</sup> graders each year and continue to survey the 9<sup>th</sup> grade class as they progress with the technology survey.

Students will cycle through computer labs asking them to complete a series of tasks using Microsoft Word, Microsoft Excel, Microsoft PowerPoint, the Internet, Video Streaming and various research databases.

Assess students with the "Technology and Internet Assessment" issued through H & H Publishing Company. This assessment tracks word processing skills, computer and Internet ethics, saving files, what students know about computers, as well as knowledge of the skills required for the workplace today.

### • Performance Area: Problem Solving

**Target Goal:** "All students will be able to analyze and interpret data to solve problems."

#### **Data to show the need for goal:**

The number of students not endorsed (Level 4) on the Science Michigan Educational Assessment Program increased by 5% from 2003 to 2004.

The number of students below average on the Metropolitan Achievement Test-8 in the subsection of Concepts and Problem Solving increased by only 4% from 2003 – 2004.

The number of students above average on the Metropolitan Achievement Test-8 in the subsection of Concepts and Problem Solving decreased by 11% from 2003 – 2004.

The number of students in the above average range on the Metropolitan Achievement Test-8 in the subsection of Computation Skills decreased from 43% in 2003 to 27% in 2004.

The students scored very low on the student technology survey, admitting that they are uncomfortable analyzing information from research databases.

#### **Plan to Measure Improvement:**

More pre- and post-testing of problem solving skills

More assessment that requires students to use research databases and choose information from them.

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## Points of pride *continued...*

- Suraj Bhamra and Jakob Yonan took top honors in the U of M-Dearborn Engineering and Computer Science Experience Competition, earning a \$2,000 scholarship each and \$250 for our electronics program.
- Senior Kari Rivers won a \$750 travel/study scholarship from the Societe Honoraire de Francais, sponsored by the American Association of Teachers of French.
- Junior Michael Ross scored in the top 100 nationally in the annual American Invitational Mathematics Examination. Ross also scored in the top one percent of the Michigan Mathematics Prize Competition, Second Round.
- Colin Tury won state-level first and second place awards for his creative jewelry boxes.

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*Thank you for taking time to read this Annual Report, which is also available on the UCS website, [www.uticak12.org](http://www.uticak12.org). Additional information about any part of this report may be obtained by calling the school principal.*