



## Henry FORD II High School

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Henry Ford II is a  
Michigan Blue Ribbon  
Exemplary School

# Annual Report of School Year 2007-2008

*Reaching Higher — Indicators of Excellence* successfully launched in 2007-2008 to increase student achievement

It is our expectation in Utica Community Schools that every student will achieve academically to his/her potential and prepare for and pursue some level of higher education or career training following high school graduation.

Utica Community Schools is also required to meet by 2014 the federal No Child Left Behind requirement that 100 percent of our students and student subgroups achieve proficiency on the state MEAP assessments in grades 3 - 9 and the Michigan Merit Exam in high school. In addition, each of our 40 schools is required to annually achieve Adequate Yearly Progress (AYP) based on the state standards.

To meet these expectations, *Reaching Higher — Indicators of Excellence*, a data-driven school improvement initiative, was launched in 2007-2008 in Utica Community Schools. It is our guide for increasing student achievement in all academic areas by means of a series of clear, measurable Indicators that are to be met within a specified time.

*Reaching Higher* is based on three district-wide goals:

- **District Goal 1 —**  
*By 2014 all students in the Utica Community Schools will meet or exceed proficiency standards in English language arts (reading and writing), math, science, social studies, fine arts and career and technical education, as identified by national, state and UCS standards.*
  - **District Goal 2 —**  
*The school district will implement a world-class instructional program.*
  - **District Goal 3 —**  
*Parent, business and community partnerships will be an integral part of student learning.*
- Stemming from the district goals are three tiers of Indicators — I, II and III — that define how and when the established student achievement targets will be met:
- **Tier I Indicators** — These are the district-wide *Indicators of Excellence* (seven at the elementary level and eight each at the junior and senior high levels - 30 total) designed to assess whether federal, state and district academic requirements are being met within a given time frame.
  - **Tier II Indicators** — These are school-based indicators established during the 2007-2008 school year by each UCS school. Tier II Indicators are specific to the student needs in that building and designed as the basis for targeted

### Michigan Report Card for Ford II High School

**Adequate Yearly Progress (AYP) —**  
2006-07: No      2007-2008: Yes

**Education YES! Grade —**  
2006-07: B      2007-2008: B

All UCS schools are accredited by the Michigan Department of Education. In addition, the four UCS high schools are accredited by the North Central Association of Colleges and Schools (NCA).

A building report of student achievement on the Michigan Merit Exam (MME) is available on-line. Go to [www.uticak12.org](http://www.uticak12.org) and, under the Information heading, click on MEAP/MME scores to find our school. The report also includes information on teacher qualifications, parent-teacher conference attendance and the district retention rate.

improvement in support of the *Indicators of Excellence*. The Tier II Indicators are supported by SMART goals (specific, measurable, attainable, realistic and timely) for each grade level established by the building staff.

- **Tier III Indicators** — These are the schools' narrative reports on their progress in 2007-2008 toward meeting their Tier II Indicator(s). Our school's Tier II and Tier III Indicators are printed on the back of this page.

The district's Tier I Indicators for its four senior high schools are as follows:

**Indicator 1.16:** Beginning with the graduating class of 2011, all students will meet or exceed state standards and qualify for the Michigan Promise Scholarship, based upon qualifying scores on the Michigan Merit Exam.

**Indicator 1.17:** By 2014, the number of students earning college credit or transferable certificates of completion will increase to 100 percent in all Career and Technical Education classes.

**Indicator 1.18:** Eleventh graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

**Indicator 1.19:** Tenth through twelfth graders receiving English Language Learners (ELL) services will show growth in reading, writing, speaking and listening as measured by the English Language Proficiency Assessment.

**Indicator 1.20:** The number of eleventh graders selected to take the PSAT/NMSQT tests will increase, resulting

in more students qualifying for National Merit recognition.

**Indicator 1.21:** Beginning in the fall of 2007, the number of students enrolled in Advanced Placement and/or International Baccalaureate courses who take AP or IB exams and achieve a score of three or better will increase annually.

**Indicator 1.22:** All tenth and eleventh graders will be proficient and on track to meet state graduation requirements as measured by the district reading, writing, math, science and social studies tests.

**Indicator 1.23:** Every twelfth grader will submit an application for post-secondary education through a monitored acceptance process.

#### **Ford II High School's Tier II Indicator:**

Increase the number of students who score proficient or higher on the ACT style 6-point writing rubric utilizing a persuasive writing prompt.

#### **Ford II High School's Tier III Indicator:**

The 2007-2008 school year represents academic growth in many respects for Ford II High School. We are proud to report on our progress as we continue to focus on rigor in the classroom and increasing student achievement.

Writing – the first Tier II Indicator at Henry Ford II High School was implemented across the curriculum at each grade level and occurred in three phases.

The first phase of our writing initiative utilized professional development time for teachers to generate ACT persuasive writing prompts. These prompts (essay questions) were rooted into their curricular area to connect with the subject matter they teach on a daily basis. Each department was then given a week during the first quarter to deliver the writing assignment to students. Teachers were trained in the use of the ACT 6-point rubric (grading instrument) for the purpose of scoring the student writing and giving feedback on the structure of their essays.

During the second phase of our writing initiative, ACT persuasive essays were assigned to tenth through twelfth grade students in their English classes. Generic writing prompts were given as those seen on the actual ACT Test. Data was then collected for a sample student group (approx. 15% of the student body) using the ACT six-point rubric.

For remaining students, holistic scoring was used to give immediate feedback and an opportunity to reflect on the writing experience (metacognition). Juniors had one additional opportunity to improve their writing skills using the Learning Express/Efolio that administers an ACT writing experience on-line and scores the essay immediately. In all, we saw growth and improvement with our sampled group improving scoring from a three to a four on average. A six is the highest score possible.

Finally, the third phase of the writing initiative focused in on the tenth and eleventh grade students. Using the data collected in phase II, English teachers focused their writing instruction on the weaknesses observed from our sample student group.

The staff and students eagerly anticipate positive results on the Michigan Merit Exam, as we have seen growth in our students writing this year.

#### **Our School's Points of Pride –**

- **Advanced Placement Classes** – Course offerings increased by nearly 50% with 486 students scheduled into 13 AP classes in 2007-2008. The number of AP exams taken by Ford II students increased by 102. For the first time, AP World History will be offered to Ford II freshmen in 2008-2009.
- **Mathematics** – An intervention program began second semester for those students failing geometry in the first semester of their ninth grade year. In lieu of a second semester elective, those students repeated first semester geometry. Hands-on manipulatives and supplementary materials were used to move failing students forward within the Michigan Merit Curriculum. The after-school intervention program, STRIVE, continues to provide tutoring from certified math educators to students in need of this instruction.
- **ACT Workshop** – More than 300 juniors attended an ACT workshop for the 2008 testing cycle. The 2007 ACT results revealed that the 280 students who attended had the workshop scored nearly three points higher on their overall composite score.
- **Henry Ford II Class of 2008** posted the second highest overall ACT score in Macomb County.
- Two National Merit Finalists and two National Merit Commended students were in the 2008 graduating class: Finalists – **Adam Geml** and **Aaron Taylor** Commended – **Claire LeGuen** and **Sarah Smith**
- Six seniors of 2008 were named to the Class A All-County Academic Team: **Ryan Duffy**, **Claire LeGuen**, **Sarah Smith**, **Liana Raggio**, **Adam Geml** and **John Bui**.
- **HFII Key Club** received a \$2,000 Key Club International Youth Opportunities Fund grant to help support the club's Project 24/7, which works to improve the lives of homeless children throughout the day by donating backpacks, outdoor games, school supplies and bedtime bags.
- The **Ford II Marching Band** was recognized by our Board of Education for Division I ratings (highest possible) at the Michigan School Band and Orchestra Association (MSBOA) festival. Junior **Beth Kuczma** was nominated a Michigan Youth Arts Festival outstanding soloist, with the opportunity to perform with the Detroit Symphony Civic Orchestra at the Michigan Youth Arts Festival.
- Senior **Marcella Barretta** took second place at the State Class A Swimming and Diving Finals – she placed in the state's top five all four years of her high school diving career.
- Senior swimmer **William Woods** was named First Team All County Division I in the 500 freestyle and placed at the state final. Sophomore **Benjamin Hunter** qualified for the diving regional competition.
- Junior **Stephanie Chisholm** took first place in her division at the Music Achievers Conservatory 2007 Fall Classic Piano Competition, earning a perfect score for her flawless performance.
- Ford II's Interact Club sponsored two American Red Cross blood drives, collecting 366 pints, which equates to helping more than 800 patients.
- At the Tri-County Scholastic Art and Writing competition, **Kari Kilpela** received the American Visions Award \$40,000 College for Creative Studies scholarship. **Marissa Havers** received the Gold Key Award \$26,000 College for Creative Studies scholarship.