



Henry Ford II High School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 education progress for Henry Ford II High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2udRL8Z> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a has no been given one of these labels.

School Improvement Plan

Henry Ford II High School Objectives:

85% of ninth, tenth, eleventh, and twelfth grade students will demonstrate a proficiency in writing in English Language Arts by 6/14/2024 as measured by the spring state assessment.

85% of ninth, tenth, eleventh, and twelfth grade students will demonstrate a proficiency in reading in English Language Arts by 6/14/2024 as measured by the spring state assessment.

85% of ninth, tenth, eleventh, and twelfth grade students will demonstrate a proficiency in the strands in Social Studies by 6-14-2024 as measured by the spring state assessment.

85% of ninth, tenth, eleventh, and twelfth grade students will demonstrate a proficient within the claims and targets in Science by 6-14-2024 as measured by the spring state assessment.

85% of ninth, tenth, eleventh, and twelfth grade students will demonstrate a proficiency on claims and targets in Mathematics by 6-14-2024 as measured by the spring state assessment.

Henry Ford II High School had a successful 2017-2018 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

Henry Ford II High School data teams utilized a variety of assessments to analyze data including state and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Key Challenges

There has been an increase in the number of students who receive free and reduced lunch. The school wide percentage of these students has increased to nearly 29%, therefore a daily breakfast program continues in the building, with 33% of eligible students participating. There is a need for community services in the UCS area. Student groups at HFII gladly volunteer their time, effort and fund-raising activities in serving those who are less fortunate. Altruistic clubs and organizations such as the National Honor Society, Key Club. Student Council and Interact engage in community service projects designed to improve the quality of life for members of the community. The challenge for HFII will be to provide students with the skills they need to master the more rigorous Michigan state standards. The school needs to help increase the skills students need to be considered college ready. A new program has been established this year - Advancement Via Individual Determination (AVID). This elective college preparatory class combines students with a specific teacher who will remain with them for the full four years of their high school career, teaching the specific skills that will prepare the students for a successful college experience. HFII uses content level teams and common district-wide midterm and final exams linked to Michigan state standards to help identify students' strengths and weaknesses; these teams meet monthly to monitor progress and develop ways to close the gap between high and low achieving students. HFII continues to monitor student progress and endeavors to find ways to address the unique academic and social needs of its student body.

Student Enrollment

Students attend Henry Ford II High School based on the attendance area serviced within our school boundary. A number of Utica Community Schools' 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.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become

active, compassionate and lifelong learners who value intercultural understanding and respect for others.

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.

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.

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 Academic Standards in English Language Arts and Mathematics and are transitioning to the Michigan Science Standards. All other content areas continue to follow the High School Content Expectations (HSCE). These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district's vision and mission statements can be accessed at www.uticak12.org.

Parent/Teacher Conference Attendance 2016-2017

Number: 4,699

Percentage: 21.6% of total conferences available (6 courses per student)

Parent/Teacher Conference Attendance 2017-2018

Number: 4,267

Percentage: 18.3% of total conferences available (6 courses per student)

High School Dual Enrollment 2016-2017

Number: 40 students with 92 courses

Percentage: 2%

High School Dual Enrollment 2017-2018

Number: 34 students were in 77 courses

Percentage: 1.7%

High School College Equivalent Courses Offered 2016-2017

Number: 24

High School College Equivalent Courses Offered 2017-2018

Number: 24

High School Students Enrolled in College Equivalent Courses 2016-2017

Number: 851 (Number of students taking 1 or more AP classes)

Percentage: 42.4%

High School Students Enrolled in College Equivalent Courses 2017-2018

Number: 745 (Number of students taking 1 or more AP classes)

Percentage: 38.2%

College Credit Potential 2016-2017

Number: 747 (Number of AP exams taken)

Percentage: 37.3%

College Credit Potential 2017-2018

Number: 790 (Number of AP exams taken)

Percentage: 33.8% (Percent of students that took an AP exam)

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

61% of the graduates took at least 1 AP class this year, their senior year.

30 students graduated valedictorians and two were salutatorians,

12 students were members of the Utica Center for Math Science and Technology,

25 students were members for the Utica Center for Science and Industry,

125 students were falcon scholars, which means they have maintained a GPA of 3.67 or higher for seven straight semesters,

55 students were AP scholars having earned 3.67 GPA in 4 or more AP classes.

39 students were presidential scholars having earned at least a 1160 on the SAT and having a GPA of at least 3.5 or higher,

156 graduates were members of the National Honor Society, they are wearing the gold stoles signifying their dedication to scholarship, service, character and leadership,

98% of the graduating class will pursue higher education. Our students will attend almost every university in our state, and places like.....Florida State University, DePaul University, The University of Notre Dame and the University of Alabama, just to name a few.

The graduating class earned over 110 scholarships which equates to over 1,000,000 dollars for their first year of college and over \$3 million over the life of their college career.

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.

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,

Mr. Kenneth L. Cucchi III

Principal