



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 2018-2019 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 2018-2019 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.

Our school was identified as a has not been given one of these labels.

School Improvement Plan

Henry Ford II Objectives:

85% of Eleventh grade students will demonstrate a proficiency in reading and writing across all claims in English Language Arts by 06/14/2019 as measured by the spring state assessment.

53% of Eleventh grade bottom 30% and economically disadvantaged students will demonstrate a proficiency in reading and writing across all claims in Writing by 06/14/2019 as measured by the spring state assessment.

85% of Eleventh grade students will demonstrate a proficiency on the strands in Social Studies by 06/14/2019 as measured by the spring state assessment.

85% of Eleventh grade students will demonstrate a proficiency (70% or higher) on the content expectations in Science by 06/14/2019 as measured by the end of the semester common assessment.

53% of Eleventh grade students will a proficiency on claims and targets in Mathematics by 06/14/2019 as measured by spring state assessment.

Henry Ford II High School had a successful 2018-2019 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

Henry Ford II High School has demonstrated growth based on the schools' objectives and School Improvements Plan. We are committed to providing all students with opportunities to succeed while receiving support relevant to their individual needs. Henry Ford has a rigorous curriculum and has achieved high academic success however not all populations of students are achieving at the same level. Upon review of student achievement data from state and local assessments, a challenge at Henry Ford II High School is closing the achievement gap in our school between students in our subgroups when compared to the rest of our student population. In order to address this challenge, we are taking steps to ensure all students have access to rigorous coursework while the staff progress monitors students' growth through the use of formative and summative assessment data in the areas of English, Social Studies, Mathematics, and Science. Key strategies highlighted in our school improvement plan to address this achievement gap include a emphasis on focus notetaking and the utilization of learning objectives as part of daily instructional practice. These practices will continue throughout the year and will be adjusted as needed based on assessment data and the needs of our students.

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 2017-2018

Number: 4,699

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

Parent/Teacher Conference Attendance 2018-2019

Number: 4,269

Percentage: 20.8% of total conferences available (6 courses per student)

High School Dual Enrollment 2017-2018

Number: 40 students with 92 courses

Percentage: 2%

High School Dual Enrollment 2018-2019

Number: 39 students with 83 courses

Percentage: 2%

High School College Equivalent Courses Offered 2017-2018

Number: 24

High School College Equivalent Courses Offered 2018-2019

Number: 27

High School Students Enrolled in College Equivalent Courses 2017-2018

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

Percentage: 38.2%

High School Students Enrolled in College Equivalent Courses 2018-2019

Number: 685 (Number of students taking 1 or more AP classes)

Percentage: 36.9% of students

College Credit Potential 2017-2018

Number: 790 (Number of AP exams taken)

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

College Credit Potential 2018-2019

Number: 757 (Number of AP exams taken)

Percentage: 24.6% (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:

55% of the seniors in this class chose to take at least 1 AP class this year, their senior year.

Class of 2019 had 35 valedictorians and 2 that salutatorians.

Three students were members of the Macomb County All-Academic Team, which means they were in the top 100 students within Macomb County

One hundred and twenty students of the graduating class were Falcon Scholars, which means they have maintained a GPA of 3.67 or higher for seven straight semesters.

Fifty-six Seniors were AP scholars having earned 3.67 GPA in 4 or more AP classes.

Fifty-two students received presidential scholars having earned at least a 1160 on the SAT and having a GPA of at least 3.67 or higher

28% of the graduating class participated in the National Honor Society (NHS)

98% of the graduating class will pursue higher education.

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,

Mrs. Lori Singleton

Principal