



January 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-2020 education progress for Eisenhower 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:  
<https://bit.ly/3nXcZCw> or you may review a copy in the principal's office at your child's school.

### **State of Michigan Rankings**

For the 2019-2020 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 has not been given one of these labels.

### **School Improvement Plan**

#### Eisenhower High School Objectives:

- 80% of All Students will demonstrate a proficiency in all domains in Mathematics by 06/14/2025 as measured by the state spring assessment.
- 85% of All Students will demonstrate a proficiency in content standards in Social Studies by 06/14/2025 as measured by State Spring Assessments - MStep.
- 85% of All Students will demonstrate a proficiency in content standards in Science by 06/14/2025 as measured by local end of course assessment data.
- 80% of All Students will demonstrate a proficiency in Reading and Writing - EBRW across all domains in English Language Arts by 06/14/2025 as measured by state spring assessment.



Eisenhower High School had a successful 2019-2020 school year despite the challenges of the COVID-19 pandemic. Traditionally, Eisenhower High School data teams have utilized a variety of assessments to analyze data including state and classroom assessments. As a result of the pandemic, this data was not readily available. Teachers continue to meet on a regular basis with the principal to collaborate in planning classroom lessons and intervention strategies.

### **Key Challenges**

Eisenhower High School is committed to providing all students opportunities to succeed while receiving supports relevant to their individual needs. As a whole, recent data over the past few years indicates that Eisenhower continues to see academic success however not all populations of students are achieving at the same level. The onset of the COVID-19 pandemic has created a key challenge for us to be able to identify if progress has been made in closing the achievement gap. Unfortunately, the result of the pandemic was that semester grades were awarded Credit/No Credit, semester exams were not given and spring state assessments were not administered leaving us with little data to analyze. In prior years, there has been an achievement gap present when comparing students with disabilities and their achievement levels and that of their general education peers. Additionally, our students who are identified as Limited English Proficient have also achieved at levels slightly behind that of their classmates. In order to close this achievement gap steps are being taken 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 focus on vocabulary instruction 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 Eisenhower 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](http://www.uticak12.org) under the Board of Education tab for further information.



### Gene L. Klida Utica Academy for International Studies

Gene L. Kilda 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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> through 12<sup>th</sup> 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.

### Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to Davis, Heritage, and Jeannette junior high school students scheduled to attend Stevenson High School.

### **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, Mathematics, Science and Social Studies. These



standards can be accessed at [www.michigan.gov/mde](http://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](http://www.uticak12.org).

**Parent/Teacher Conference Attendance 2018-2019**

Number: 2972  
Percentage: 25%

**Parent/Teacher Conference Attendance 2019-2020**

Number: 3578  
Percentage: 31%

**High School Dual Enrollment 2018-2019**

Number: 8 students took 16 courses  
Percentage: <1%

**High School Dual Enrollment 2019-2020**

Number: 23 students took 47 classes  
Percentage: 2%

**High School College Equivalent Courses Offered 2018-2019**

Number: 24 Advanced Placement courses

**High School College Equivalent Courses Offered 2019-2020**

Number: 25 Advanced Placement courses

**High School Students Enrolled in College Equivalent Courses 2018-2019**

Number: 1093 students  
Percentage: 54%

**High School Students Enrolled in College Equivalent Courses 2019-2020**

Number: 1091 students  
Percentage: 54%

**College Credit Potential 2018-2019**

Number: 426 students  
Percentage: 67% of students who took an AP assessment

**College Credit Potential 2019-2020**

Number: 400 students  
Percentage: 67% of students who took an AP assessment



## *Eisenhower High School*

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### **Points of Pride**

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

- Eisenhower High School is an AdvancEd/NCA Accredited school
- Eisenhower High School has been identified as a Michigan Blue Ribbon School
- Eisenhower High School has been identified as one of America's Best High Schools by Newsweek magazine
- Eisenhower High School has been identified as one of the Most Competitive High Schools by the Washington Post
- 25 Advanced Placement Courses are offered
- Students took 1152 AP exams with 67% of assessments resulting in scores of 3, 4 or 5
- Achievement levels on MME / SAT near the top in Macomb county
- EHS maintains National Green Ribbon School and Michigan Green School designations
- Our band earned an "I" rating at festival and our Choir earned a Superior rating.
- Students participate in 26 clubs & 25 sports teams.
- 9 Eisenhower students have been identified for National Merit Scholarship recognition
- 2 Eisenhower students have been identified as National Merit Scholarship Finalists

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.

Eisenhower 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,

Jared McEvoy  
Principal