



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 2019-2020 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:

<https://bit.ly/34WfZrk> 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 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 High School Objectives:

- 85% of Eleventh grade students will demonstrate a proficiency in reading and writing across all claims in English Language Arts by 06/11/2021 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 06/11/2021 as measured by the spring state assessment.
- 85% of Eleventh grade students will demonstrate a proficiency on the strands in Social Studies by 06/11/2021 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 06/11/2021 as measured by the end of the semester common assessment.
- 53% of Eleventh grade students will demonstrate a proficiency on claims and targets in Mathematics by 06/11/2021 as measured by the spring state assessment.

Henry Ford II had a successful 2019-2020 school year. Based on the data prior to the pandemic 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 and administrators meet regularly to analyze data and collaborate on intervention strategies. In years past Henry Ford II surpassed the state and surrounding districts on the SAT in mathematics and English but due to the pandemic spring state assessments were not administered.

Key Challenges

Henry Ford II has utilized a variety of supports and measures to ensure that all students succeed. Although Henry Ford II continues to surpass the state on the SAT assessments there are challenges with student sub-groups. The challenge for HFII will be to provide all students with the necessary 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, Advancement Via Individual Determination (AVID), has been established. The AVID program was able to continue to support students with challenges by providing the necessary support and reinforcements throughout the pandemic. 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 to find ways to address the unique academic and social needs of its student body. The onset of COVID-19 pandemic has created a key challenge for us to be able to identify the progress that has been made in closing the achievement gap. During the pandemic grades were not given but 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. Key strategies highlighted in our school improvement plan to address this achievement gap include a focus on focus note taking and independent objectives as part of daily instructional practice.

Student Enrollment

Students attend Henry Ford II High School based on the attendance area serviced within our school boundary. Several 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 equitably 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.

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 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.

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 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 2018-2019

Number: 4,269

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

Parent/Teacher Conference Attendance 2019-2020

Number: 2,604

Percentage: 25.5% of total conferences available (6 courses per student)

High School Dual Enrollment 2018-2019

Number: 39 students with 83 courses

Percentage: 2%

High School Dual Enrollment 2019-2020

Number: 22 students with 65 courses

Percentage: 1.2%

High School College Equivalent Courses Offered 2018-2019

Number: 27

High School College Equivalent Courses Offered 2019-2020

Number: 28

High School Students Enrolled in College Equivalent Courses 2018-2019

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

Percentage: 36.9%

High School Students Enrolled in College Equivalent Courses 2019-2020

Number: 701 (Number of students taking 1 or more AP classes)

Percentage: 38.5%

College Credit Potential 2018-2019

Number: 757 (Number of AP exams taken)

Percentage: 24.6%

College Credit Potential 2019-2020

Number: 776 (Number of AP exams taken)

Percentage: 25.9%

Points of Pride

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

- 52% of the seniors in this class chose to take at least 1 AP class this year, their senior year.
- Class of 2020 had 39 valedictorians and 2 salutatorians.
- 3 students were members of the Macomb County All-Academic Dream Team, which means you are in the top 25 students in Macomb County.
- 111 students of the graduating class were Falcon Scholars, which means they have maintained a GPA of 3.67 or higher for seven straight semesters.
- 88 Seniors were AP Scholars having earned a 3.67 GPA or higher in 4 or more AP classes.
- 42 students received Presidential Scholars having earned at least a 1160 on the SAT and having a GPA of at least 3.67 or higher.
- 26% of the graduating class participated in the National Honor Society (NHS).
- 99% 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,

Lori Singleton
Principal