

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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://goo.gl/Hziuwj> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Henry Ford II High School Tier I Objectives:

85% of 11th grade students will demonstrate a proficiency in writing in English Language Arts by 6/13/2022 as measured by the spring state assessment.

85% of 11th grade students will demonstrate a proficiency in reading in English Language Arts by 6/13/22 as measured by proficiency rates on the state spring assessment.

85% of 11th grade students will demonstrate a proficiency in the strands in Social Studies by 6/13/22 as measured by the spring state assessment.

85% of 11th grade students will demonstrate a proficiency within the strands in Science by 6/13/22 as measured by the spring 2015 state assessment.

85% of 11th grade students will demonstrate a proficiency on the focal points in Mathematics by 6/13/22 as measured by the spring 2015 state assessment.

Henry Ford II High School had a successful 2014-2015 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 Tier I objectives.

Henry Ford II High School data teams utilized a variety of assessments to analyze data including PSAT, MME, ACT and end of course and unit assessments to examine student career and college readiness skills. Teachers meet on a regular basis in subject area data teams to analyze data and collaborate in planning classroom lessons and intervention strategies. District assessments are administered and analyzed and instructional changes are made based on the results.

Although Henry Ford II High School achieves higher than the state, and even district proficiency rates, there are areas of improvement. Asian students were less proficient than the district or state average on the mathematics portion of the spring state assessment. Additionally, Native Hawaiian or Pacific Islander, Hispanic and two or more races were below state and district proficiency average, but this may be due to the small sample size of students within those demographics. Hispanic students also scored lower than the district and state proficiency average in Social Studies. Finally, within Science the following demographic subgroups fell below district and state averages: African American, Hispanic, and two or more races. To meet the needs of students below district and state

averages efforts are being made to identify, analyze and address curricular and assessment achievement gaps, such as, differentiated instruction, and bottom 30% tier two strategies.

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.

Specialized Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6000 and 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is a half day shared time program that 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 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 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 have transitioned to the Michigan Academic Standards in English Language Arts and Mathematics and continue to follow

the High School Content Expectations (HSCE) in all other content areas. These standards can be accessed on www.uticak12.org under the instruction tab. The district's vision and mission document, entitled Reaching Higher, can be accessed at reachinghigher.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. In 2014-2015, the following assessments were given at each of the different levels to follow each student's academic progress.

Practice EXPLORE

The practice EXPLORE test is a preliminary ACT assessment given to all 8th grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success. It assesses students' skills in English, reading, mathematics and science.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT is a standardized test given to all 10th graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11th grader to take the test and possibly qualify for the National Merit Scholarship program.

Practice ACT

The practice ACT helps students prepare for success on the ACT state assessment. It is a college admissions exam which measures what a student has learned in high school to determine academic readiness for college. It assesses students' skills in English, reading, mathematics and science. It is given to all 11th graders and was administered in 2014-2015.

Parent/Teacher Conference Attendance

Number: 5,688 conferences held with the Fall and Spring conferences

Percentage: 25.3% of total conferences available (6 courses per student)

High School Dual Enrollment

Number: 46 students with 236 courses

Percentage: 2.3% of total student population

High School College Equivalent Courses Offered

Number: 22

High School Students Enrolled in College Equivalent Courses

Number: 491 students enrolled in college equivalent courses

Percentage: 24.6% of total student population

College Credit Potential

Number: 610 courses students are enrolled in courses for potential college credit

Percentage: 30.5% of total student population

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