



Henry Ford High School

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Ms. Yvonne Lewis, Acting Principal

Annual Education Report 2013-2014

August 13, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Ford 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 Principal Ms. Yvonne Lewis at (313) 494-7567 or ylewis@eaaofmichigan.org for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/eaa> and click on Annual Education Reports, or you may review a copy in our main office.

The state has identified schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a PRIORITY school. Several key challenges for our

school at this time are to reduce the achievement gaps in the core content areas of Reading, Mathematics, Writing, Science, and Social Studies on state benchmark tests such as the M.E.A.P., ACT, and MME and increase student attendance rates. At Ford High, we have targeted a number of interventions that will provide a structure to address the achievement gap between of our lowest achieving students. Some of the initiatives that were put into place to improve student achievement and attendance include:

- Promethean Board Technology Initiative – professional development in the use of Promethean Boards for teaching staff.

- READ180 Initiative– reading interventionist will be trained in the use of reading strategies to improve student reading comprehension.
- Differentiated Instruction – teachers will use differentiated instructional strategies and collaborate with their colleagues in order to implement and practice the researched-based teaching strategies in their classrooms.
- Parent Rock Program – advocates solicit parents to increase parental involvement by providing workshops and commit to parent agreements that assist parents monitor student academic progress
- Lifestyle 180 Turnaround Program – mentoring program to provide students with behavioral support, tutoring, and counseling to increase student achievement.
- Project Graduation Initiative – tutoring program for 12th graders to assist them meet academic goals in core content areas to increase graduation rates.
- In-school programs - enhance student learning by providing real world application such as:

Robotics Program/Competition, Mock Trial Program/Competition, STEM Engineering Program/Competition, Digital Media

Program; Linked Learning Business Program

State law requires that we also report the following additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the School of Choice option is selected.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Ford High School completed year two of the three to five year School Improvement Plan in June of 2014. The School Improvement Plan is available on our website at <http://icansoar.org/henry-ford-high-school/>. Ford High School utilizes a system of instructional delivery that is focused on a student-centered paradigm of education. The utilization of our SCL model allows students to work at their own pace to achieve mastery. As well, the administration of the Performance Series data allowed teachers and students to see their areas for improvement, thereby giving them the opportunity to strengthen their proficiency in the content areas.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Ford High School is not a specialized school.

A copy of the core curriculum may be obtained from the curriculum office at Henry Ford High School. The core curriculum is fully implemented.

There are no variances from the state's model.

STUDENT ACHIEVEMENT RESULTS:

ACT Results

	English	Mathematics	Reading	Science	Composite
2013-2014	11.2	14.5	13.4	13.7	13.3
2011-2012	11.0	14.1	13.6	14.6	13.4

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Parent Teacher Conference Attendance
2013-14	109/ 22%
2012-13	100/ 19%

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

In 2013-14, Ford High had 63 students exercise the dual enrollment option. These numbers were slightly lower during the 2012-2013 school year, there were 20 students that exercised the dual enrollment option.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Ford High School offers 11 accelerated courses that students may select as preparation for Advanced Placement during the 2013-2014 school year.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

In 2013-14, 492 (16%) in grades 9-12 took at least one of these courses. In 2012-13, 526 (4%) in grades 9-12 took at least one of these courses. The Advanced Placement courses are mostly taken by 12 grade students – 20% of seniors took these courses in 2012-13 and 63% took these courses in 2013-2014.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

There were 77 students that took courses leading to college credits- 57 or 75% of those students received a college credit during the 2013-2014 school year.

Principal's Statement

Ford High School is committed to providing a high quality education to all students. We support learning through the teamwork of our students, staff, parents, and community. We believe in a student center learning model by meeting students where they are and by providing blended learning, technology Mac Labs, Robotics room, ROTC program, Athletics, and Mock Trial, Michigan Youth in Government, and Decathlon teams. Our staff is committed to ongoing professional development and broadening their educational knowledge. These include Master's level coursework, Project Based Learning, Differentiated Instruction, and Response to Intervention training.

Our mission is to effectively prepare our students to successfully enter college or pursue a skilled profession after graduation through consistent educational instruction, web based learning, and real-world application of knowledge.

We remain committed to the development and success of our students. We are grateful to the community, parents, and staff who continually help us strive to meet the needs of Ford High School.

Sincerely,

Ms. Yvonne Lewis

Acting Principal