

**Annual Education Report
Ford High School****Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Ford High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2012-13	73.7%	28.6%	<10	<10	<10	<10	<10	98%
Mathematics	11th Grade	African American	2012-13	73.5%	5.7%	<10	<10	<10	<10	<10	97.9%
Mathematics	11th Grade	Asian	2012-13	<10	58.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	74.7%	27%	<10	<10	<10	<10	<10	98.2%
Mathematics	11th Grade	Male	2012-13	72.4%	30.3%	<10	<10	<10	<10	<10	97.6%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	74.6%	13%	<10	<10	<10	<10	<10	97.7%
Mathematics	11th Grade	Students With Disabilities	2012-13	66.7%	3.7%	<10	<10	<10	<10	<10	100%
Reading	11th Grade	All Students	2012-13	79.7%	53.5%	12.8%	<10	<10	<10	38.7%	53.8%
Reading	11th Grade	African American	2012-13	79.5%	28.9%	12.8%	<10	<10	<10	39%	53.3%
Reading	11th Grade	Asian	2012-13	<10	64.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	81.3%	56%	15.7%	<10	<10	<10	47.5%	44.3%
Reading	11th Grade	Male	2012-13	77.6%	51%	9.3%	<10	<10	<10	26.7%	66.7%
Reading	11th Grade	Economically Disadvantaged	2012-13	81.4%	37.9%	12.9%	<10	<10	<10	36.5%	55.2%
Reading	11th Grade	Students With Disabilities	2012-13	71.4%	19%	<10	<10	<10	<10	<10	66.7%
Science	11th Grade	All Students	2012-13	73.7%	25.7%	<10	<10	<10	<10	<10	96.9%
Science	11th Grade	African American	2012-13	73.5%	3.9%	<10	<10	<10	<10	<10	96.9%
Science	11th Grade	Asian	2012-13	<10	44.7%	<10	<10	<10	<10	<10	<10

**Annual Education Report
Ford High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Female	2012-13	74.7%	22.5%	<10	<10	<10	<10	<10	98.2%
Science	11th Grade	Male	2012-13	72.4%	28.9%	<10	<10	<10	<10	<10	95.2%
Science	11th Grade	Economically Disadvantaged	2012-13	74.6%	11.5%	<10	<10	<10	<10	<10	96.6%
Science	11th Grade	Students With Disabilities	2012-13	66.7%	5.1%	<10	<10	<10	<10	<10	100%

Annual Education Report
Ford High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

**Annual Education Report
Ford High School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	<10	65.8%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	<10	91.9%	3760%	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	<10	59%	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	<10	47.4%	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	<10	85.9%	935.1%	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	<10	38.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	<10	58.9%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	<10	93.1%	3311.8%	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	<10	55.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2012-13	<10	69.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2012-13	<10	91.3%	4091.3%	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	<10	61.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	<10	63.6%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2012-13	<10	91.2%	2828.6%	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2012-13	<10	57.2%	<10	<10	<10	<10	<10

Annual Education Report
Ford High School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
Ford High School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Ford High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Mathematics	84.4%	<30
Bottom 30%	District	Mathematics		
American Indian	District	Mathematics	<30	
African American	District	Mathematics	83.8%	<30
Asian	District	Mathematics	91.1%	
Hispanic of Any Race	District	Mathematics	94.6%	
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	
Two or More Races	District	Mathematics	<30	
White	District	Mathematics	83.7%	
Economically Disadvantaged	District	Mathematics	85.5%	<30
English Language Learners	District	Mathematics	94.9%	
Students With Disabilities	District	Mathematics	79.6%	
All Students	School	Mathematics	61.8%	13.2%
Bottom 30%	School	Mathematics		<30
African American	School	Mathematics	61.5%	13.3%
Asian	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	63.8%	14.9%
Students With Disabilities	School	Mathematics	58.1%	<30
All Students	District	Reading	86.3%	<30
Bottom 30%	District	Reading		
American Indian	District	Reading	<30	
African American	District	Reading	85.6%	<30
Asian	District	Reading	91.1%	
Hispanic of Any Race	District	Reading	94.6%	
Native Hawaiian or Other Pacific Islander	District	Reading	<30	
Two or More Races	District	Reading	<30	
White	District	Reading	94.6%	
Economically Disadvantaged	District	Reading	87.3%	<30
English Language Learners	District	Reading	96.4%	
Students With Disabilities	District	Reading	81.4%	

**Annual Education Report
Ford High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Reading	67.1%	27.1%
Bottom 30%	School	Reading		<30
African American	School	Reading	66.9%	27.4%
Asian	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	69.8%	26.3%
Students With Disabilities	School	Reading	64.5%	<30
All Students	District	Science	77.9%	<30
Bottom 30%	District	Science		
American Indian	District	Science	<30	
African American	District	Science	77.3%	<30
Asian	District	Science	<30	
Hispanic of Any Race	District	Science	89.9%	
Native Hawaiian or Other Pacific Islander	District	Science	<30	
Two or More Races	District	Science	<30	
White	District	Science	81.1%	
Economically Disadvantaged	District	Science	79.1%	<30
English Language Learners	District	Science	94.1%	
Students With Disabilities	District	Science	71.6%	
All Students	School	Science	61.8%	2.6%
Bottom 30%	School	Science		<30
African American	School	Science	61.5%	2.6%
Asian	School	Science	<30	<30
Economically Disadvantaged	School	Science	63.8%	3%
Students With Disabilities	School	Science	58.1%	<30
All Students	District	Social Studies	78.8%	<30
Bottom 30%	District	Social Studies		
American Indian	District	Social Studies	<30	
African American	District	Social Studies	78.7%	<30
Asian	District	Social Studies	<30	
Hispanic of Any Race	District	Social Studies	89.2%	

**Annual Education Report
Ford High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	
Two or More Races	District	Social Studies	<30	
White	District	Social Studies	73.3%	
Economically Disadvantaged	District	Social Studies	79.7%	<30
English Language Learners	District	Social Studies	88%	
Students With Disabilities	District	Social Studies	69.1%	
All Students	School	Social Studies	77.3%	10.8%
Bottom 30%	School	Social Studies		<30
African American	School	Social Studies	77.3%	11%
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	
Economically Disadvantaged	School	Social Studies	78.4%	11.1%
Students With Disabilities	School	Social Studies	70.3%	<30
All Students	District	Writing	81%	<30
Bottom 30%	District	Writing		
American Indian	District	Writing	<30	
African American	District	Writing	80.5%	<30
Asian	District	Writing	<30	
Hispanic of Any Race	District	Writing	95.9%	
Native Hawaiian or Other Pacific Islander	District	Writing	<30	
Two or More Races	District	Writing	<30	
White	District	Writing	84.9%	
Economically Disadvantaged	District	Writing	81.7%	<30
English Language Learners	District	Writing	92.1%	
Students With Disabilities	District	Writing	73.1%	
All Students	School	Writing	67.7%	9.4%
Bottom 30%	School	Writing		<30
African American	School	Writing	67.5%	9.5%
Asian	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	69.8%	9.6%

**Annual Education Report
Ford High School****Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Writing	61.3%	<30

**Annual Education Report
Ford High School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
American Indian	Statewide	66.4%
African American	Statewide	59.9%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	School	50.7%
African American	School	51.1%
Economically Disadvantaged	School	49.5%
Students With Disabilities	School	54.7%

* All data based on students enrolled for a full academic year.

**Annual Education Report
Ford High School****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	District	79%

** All data based on students enrolled for a full academic year.*

**Annual Education Report
Ford High School****Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Ford High School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Education Achievement Authority of Michigan	Ford High School	Priority School	Green	2	Green	2	Green	2	Green	2	Green	2	Red	42

**Annual Education Report
Ford High School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	2	13	15	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	3.2%

**Annual Education Report
Ford High School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report
Ford High School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report
Ford High School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Ford High School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Ford High School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5