



# Henry Ford High School

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Ms. Yvonne Lewis, Acting Principal

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## Annual Education Report 2012-2013

August 13, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 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](mailto:ylewis@eaaofmichigan.org) for assistance.

- The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/ea> 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 our lowest achieving students.

Ford High School utilizes a system of instructional delivery that is focused on a student-centered learning (SCL) paradigm of education. The utilization of our SCL model allows students to work at their own pace to achieve mastery. In addition, the administration of the Performance Series test provides data that allows teachers and students to see

their areas for learning gaps, thereby giving them the opportunity to strengthen their proficiency in the content areas.

Some of the initiatives that were put into place to improve student achievement and attendance include:

- 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 – works to increase parental involvement by providing workshops and commit to parent agreements that assist parents monitor student academic progress
- Esperanza – Mentoring Program that provides students with behavioral support, mentoring, tutoring, and counseling to increase student achievement.
- In-school programs - enhance student learning by providing real world application such as:

Mock Trial Program/Competition, SME Society of Manufacturing Engineers, Michigan Youth in Government/Competition, Women of Tomorrow, and Young Executives Male Mentoring Program

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

**STUDENT ACHIEVEMENT RESULTS:**

**ACT Results**

|           | <b>English</b> | <b>Mathematics</b> | <b>Reading</b> | <b>Science</b> | <b>Composite</b> |
|-----------|----------------|--------------------|----------------|----------------|------------------|
| 2012-2013 | 11.0           | 14.1               | 13.6           | 14.6           | 13.4             |

**MME 11<sup>th</sup> Grade Results**

|                           | <b>Mathematics</b> | <b>Reading</b> | <b>Science</b> |
|---------------------------|--------------------|----------------|----------------|
| % Proficient<br>2012-2013 | 28.6%              | 53.5%          | 25.7%          |

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

|         | <b>Parent Teacher Conference Attendance</b> |
|---------|---|
| 2012-13 | 100/ 19%                                    |

**THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

In 2012-13, Ford High had no students who exercised the dual enrollment option.

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

Ford High School did not offer AP/IB courses that students may select as preparation for Advanced Placement during the 2012-2013 school year.

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

Ford High School did not offer AP/IB courses that students may select as preparation for Advanced Placement during the 2012-2013 school year.

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

There were no students receiving a score leading to a college credit.

**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 and meeting students where they are and by providing blended learning, technology labs, JROTC program, athletics, Mock Trial, and Michigan Youth in Government. Our staff is committed to ongoing professional development to broaden their educational knowledge. These include 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 Henry Ford High School.

Sincerely,

Ms. Yvonne Lewis

Acting Principal