



Henry Ford Academy
ELEMENTARY School

School Annual Education Report (AER) Cover Letter

March 9, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for the Henry Ford Academy Elementary 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 Ms. Felicia Brimage, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.hfaes.org or you may review a copy in the main office at your child's school.

For the 2016-17 year, new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Priority School.

Review of our 2015-16 student achievement data shows challenges in the following areas: Math Achievement, English Language Arts Achievement, Science Achievement, and Social Studies Achievement and progress of the lowest 30% of our students. We are pursuing the following strategies to strengthen performance in these areas:

1. To accelerate progress in Math, we have introduced a new Math program, Engage NY. This program has been highly effective in other schools across the country. Our staff is being supported in the implementation of this program through a partnership with Achievement Network, a non-profit educational organization that helps schools working to boost student

learning outcomes. Building-based instructional coaches observe in every learning studio at least once every two weeks to support teachers in strengthening their practice. In addition, two Math Interventionists provide supplementary instruction to identified students, working to close learning gaps and accelerate the progress of our lowest 30% in Math. Grade level paraprofessionals also provide small group supplementary instruction to students who need re-teaching or additional practice of specific concepts/skills that need to be strengthened.

2. To accelerate progress in English Language Arts for all our students, our Instructional Coaches are providing professional development in Balanced Literacy, observing in learning studios and providing teachers with supportive feedback and resources. All students are engaged in guided reading groups to provide systematic reading-level instruction. We are addressing the needs of our lowest 30% in English Language Arts by having Reading Interventionists provide supplementary instruction using the Leveled Literacy Intervention Program. Grade level paraprofessionals also provide small group supplementary instruction to students who need re-teaching or additional practice of specific concepts/skills that need to be strengthened.
3. To accelerate progress in Science, we are partnering with Michigan State University to pilot a new Science program in 3rd and 4th grades. This uses a hands-on, project-based approach and integrates the application of reading and writing skills as well as teaching Science concepts.
4. The strategies we are implementing in the area of English Language Arts (reading and writing) are our primary focus for improving achievement in the area of Social Studies, both for all students as a whole and for the lowest 30% of our students.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** – Students are assigned to Henry Ford Academy Elementary School through an open lottery process.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** – HFAES completed a comprehensive needs assessment during the 2014-15 school year. The results of this assessment were used to develop a new School Improvement Plan. The needs assessment was updated last year. We are in Year 2 of implementation of that plan.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** – Henry Ford Academy Elementary School is a college prep Art and Design focused school. In addition to receiving instruction in all core academic subjects, as required

by the Michigan Department of Education, HFAES students receive comprehensive instruction in Visual Art and Design. They also participate in quarterly Design Challenges. There are no special entrance requirements.

4. THE CORE CURRICULUM – An explanation of the Core Curriculum and its implementation can be downloaded from the school’s website at the following address: <http://hfaes.hfli.org/about/studentlearning>.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS – HFAES students in grades K-5 take the Measures of Academic Progress (MAP) Test, a nationally normed achievement test that measures achievement in Reading and Mathematics. This test reports student achievement in RIT scale units. The RIT scale is a measure developed by NWEA that uses individual item difficulty values to estimate student achievement. Advantages to the RIT scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests, and it is equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT scale, and it has the same meaning regardless of grade level. The table below shows our students’ mean scores for the 2014 and 2015 end of year MAP Test compared to the national mean.

	Reading Spring		Reading NWEA	Math NWEA		Math NWEA
	2015	2016	2016	2015	2016	2016
Kdg	154.2	156.8	158.1	157.6	151.7	159.1
Grade 1	170.3	173.1	177.5	174.8	168.8	180.8
Grade 2	181.7	185.5	188.7	187	182.4	192.1
Grade 3	193.2	192.1	198.6	195.3	186.9	203.4
Grade 4	196.9	198	205.9	202.4	195.2	213.5
Grade 5	207.1	205.3	211.8	207.6	211.8	221.4

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES - Parent involvement is an key element of HFA: SCS and parent-teacher conferences are an important part of our communication with each other. In 2014-15, 91% of HFAES students were represented by at least one parent during parent-teacher conferences. In 2015-16, 86% of students were represented by at least one parent during parent-teacher conferences.

Congratulations to the staff, scholars and families of Henry Ford Academy Elementary School for all of your hard work thus far. While it’s our goal to create the foundation for academic success, it is also our goal to instill hope and possibility

for our children. It's important that we not only teach, but also inspire our scholars by empowering and engaging them through culturally relevant lessons. Our continued success wouldn't be possible without the dedication of our staff and parents who continue to ensure that we are meeting the social, emotional and academic needs of each and every child daily. Our staff embraces the whole child and we continue to encourage self-pride along with confidence. Studies show that when a child is given high expectations, and possesses positive self-confidence they are willing to strive for excellence while gaining a love for learning. At this school, our scholars can and will do their best, because we are a family that strives towards greatness, together. We look forward to the continued partnership to help our scholars reach their highest potential.

Sincerely,

A handwritten signature in blue ink that reads "Felicia Jimenez". The signature is written in a cursive style with a large, looping initial "F".