



Henry Ford Academy

SCHOOL for Creative STUDIES

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 Henry Ford Academy: School for Creative Studies. 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 Dr. Curtis Lewis, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://scs.hfli.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 not given one of these labels.

While an increasing percentage of SCS students met proficiency standards on the State of Michigan MSTEP test at some grade levels in some subject areas, over 50% of our middle and high school students are not yet demonstrating mastery of state standards in core academic areas. The key challenge for our school is the full implementation and sustainability of a multi-tiered system of support that includes strengthening instructional effectiveness across all curricular areas for all students, improving the design and delivery of supplementary instructional programs to support our lowest achieving students, and providing targeted intervention to accelerate the progress of students receiving special education services. Actions we are taking to strengthen instructional effectiveness across curricular areas include the following: implementation of the Marzano Framework for Teaching and Learning, observing and providing coaching feedback to all teachers at least once every two weeks throughout the school year, professional development for teachers in content areas as well as in cultural relevance to promote better student engagement in learning activities. In addition, we are engaging in a review of all supplementary programs and their delivery to assess effectiveness and plan changes where needed. To accelerate the achievement of students receiving special education services, we have hired a Director of Student Support Services to supervise our Special Education staff, provide professional development in data driven instruction, and support teachers in identifying the most powerful interventions for individual students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Students are assigned to HFA: SCS through an open lottery process.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – HFA: SCS 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 during the 2015-16 school year. We are in Year 2 of the implementation of that plan in 2016-17.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL- HFA: SCS is a college prep Visual Art and Design focused school. In addition to receiving instruction in all core academic areas, as required by the Michigan Department of Education, HFA: SCS 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 may be found on the school's website at the following address: <http://scs.hfli.org/about-hfa/curriculum>.
5. AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS – HFA:

SCS students in grades six through eight 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 2015 and 2016 end of year MAP test compared to the national mean.

	Reading – HFA: SCS		Reading NWEA	Math – HFA: SCS		Math NWEA
	2015	2016	2016	2015	2016	2016
Grade 6	206.6	211	215.8	211.7	209.6	225.3
Grade 7	212.6	212.2	218.2	215	215.7	228.6
Grade 8	216.2	219.5	220.1	216.9	222.3	230.9

HFA: SCS students in grades 9-11 also took College Readiness Benchmark tests to measure their achievement at the end of both the 2014-15 and 2015-16 school years. In 2014-15, students took the ACT test that measured achievement in English, Math, Reading and Social Studies. In 2015-16, the State of Michigan switched its assessment to the SAT test (a new test with new norms) and all HFA: SCS students in grades 9-11 took this test. The SAT measures achievement in Evidence Based Reading and Writing (EBRW), Math, Science, and Social Studies. The charts below show the median national percentile score for HFA: SCS students.

2015 ACT Results

	English	Math	Reading	Science
Class of 2016	26	15	20	32
Class of 2017	34	33	33	27
Class of 2018	42	36	33	49

2016 SAT Results

	EBRW	Math	Social Studies	Science
Class of 2017	22	15	28	29
Class of 2018	21	23	35	25
Class of 2019	51	18	27	30

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, 55.6% of HFA: SCS students were represented by at least one parent at parent-teacher conferences. In 2015-16, 63% of HFA: SCS students were represented by at least one parent at parent-teacher conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS – HFA: SCS offers dual enrollment courses in collaboration with our founding partner, the College for Creative Studies. In the 2015-16 school year, 17 students participated in dual enrollment courses.

 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) – HFA: SCS offered two AP classes during the 2015-16 school year (AP English and AP Government).

 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) – In the 2015-16 school year, 18 students were enrolled in AP English and 22 students were enrolled in AP Government courses.

 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT – No students received scores leading to college credit.

We are excited about the academic growth that our middle school students (6th-8th) achieved on the Measures of Academic Progress (MAP) Test, a nationally normed achievement test. In our high school, we are proud of the fact that 95% of our seniors graduated on time and were accepted to college. This year, we will continue to provide our teachers with the necessary professional development that would help facilitate the academic growth and social-emotional development of our students. We look forward greater academic achievement this year in both the middle and high school. In 2016-2017, we look forward to building on our great art and design tradition, while also delivering an excellent education to all of our students in other core subject areas.

Sincerely,



Curtis Lewis, Ph.D
Principal