

**District Annual Education Report (AER) Cover Letter**  
**Henry Ford Academy: School for Creative Studies**

October 15, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Henry Ford Academy: School for Creative Studies. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Principal Michelle White for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site [www.schoolforcreativestudies.org](http://www.schoolforcreativestudies.org) or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup

- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

#### Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

#### NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

HFA: SCS did not make AYP in 2009-2010. As this was our first year of operation and students took the MEAP test after only 6 weeks in the school, these scores do not indicate the impact of our educational design but indicate the skill level of our students. To address the low reading and math achievement levels, these areas have been included in our School Improvement Plan as goals. Strategies we will employ include providing academic coaching, supplemental math classes, use of interactive student notebooks and reading response journals. The school was not identified for school improvement, corrective action or restructuring.

Through the efforts of staff, students, parents and the community, HFA: SCS had a successful first year of operation and is on its way to a successful future.

Sincerely,

Michelle A. White  
Principal



Hawaiian, or Pacific  
Islander

Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	87.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	72.4%	77%	77%	20.7%	56.3%	16.1%	6.9%

Mathematics

06

All Students	2009-10	100%	82%	58.4%	58.4%	16.8%	41.6%	34.4%	7.2%
Female	2009-10	100%	83%	55.2%	55.2%	16.4%	38.8%	41.8%	3%
Male	2009-10	100%	81.1%	62.1%	62.1%	17.2%	44.8%	25.9%	12.1%
Black or African American	2009-10	100%	62.3%	58%	58%	15.1%	42.9%	34.5%	7.6%
Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	72.5%	55.6%	55.6%	13.6%	42%	34.6%	9.9%

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All Students	2009-10	100%	82.2%	66.4%	66.4%	21.1%	45.3%	29.7%	3.9%
Female	2009-10	100%	82.6%	72.5%	72.5%	22.5%	50%	23.8%	3.8%
Male	2009-10	100%	81.7%	56.3%	56.3%	18.8%	37.5%	39.6%	4.2%
Black or African American	2009-10	100%	62.6%	66.1%	66.1%	20.2%	46%	29.8%	4%
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10

White	2009-10	<10	87.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	72.4%	66.7%	66.7%	14.9%	51.7%	29.9%	3.4%

### Michigan Merit Examination (MME)

Student 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 records to display.

### MI-Access Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics								
06								
All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10

### Supported Independence

Student 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 records to display.

### Participation

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
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No records to display.

## MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
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No records to display.

# 2009-10 School-Level Accountability (AYP) Detail Reporting for Wayne RESA, Henry Ford Academy: School for Creative Studies (PSAD), Henry Ford Academy: School for Creative Studies (PSAD)

AYP Data

	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students			
State			
	English Language Arts / Reading	99.1%	93.9%
	Mathematics	98.9%	93.7%
District			
	English Language Arts / Reading	94.6%	0%
	Mathematics	94.2%	0%
School			
	English Language Arts / Reading	94.6%	0%
	Mathematics	94.2%	0%
Black or African American			
State			
	English Language Arts / Reading	97.7%	88.4%
	Mathematics	97.4%	88%
District			
	English Language Arts / Reading	94.4%	0%
	Mathematics	94%	0%
School			

	English Language Arts / Reading	94.4%	0%
	Mathematics	94%	0%
American Indian or Alaska Native			
State	English Language Arts / Reading	99.2%	93.2%
	Mathematics	99%	92.4%
Asian, Native Hawaiian, or Pacific Islander			
State	English Language Arts / Reading	99.5%	96.8%
	Mathematics	99.6%	97.5%
District	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Hispanic or Latino			
State	English Language Arts / Reading	99.3%	91.3%
	Mathematics	98.9%	92.4%
District	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
White			
State	English Language Arts / Reading	99.4%	95.3%

	Mathematics	99.3%	95.1%
District	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Multiracial	English Language Arts / Reading	102.4%	93.5%
State	Mathematics	102.3%	94.3%
Limited English Proficient	English Language Arts / Reading	123.6%	86.9%
State	Mathematics	126.3%	92.3%
Students with Disabilities	English Language Arts / Reading	102.6%	73.1%
State	Mathematics	102.2%	76.5%
District	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Economically Disadvantaged	English Language Arts / Reading	102.6%	90.6%
State	Mathematics	102.5%	91.1%

District	English Language Arts / Reading	93.8%	0%
	Mathematics	93.2%	0%
School	English Language Arts / Reading	93.8%	0%
	Mathematics	93.2%	0%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

[\\* AYP Targets \(Annual Measurable Objectives\)](#)

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

All Students	
State	75.39%
Black or African American	
State	56.59%
American Indian or Alaska Native	
State	65%
Asian, Native Hawaiian, or Pacific Islander	
State	

Multiracial State	71.12%
Limited English Proficient State	65.51%
Students with Disabilities State	57.61%
Economically Disadvantaged State	59.8%

**Attendance Rate  
(Goal 90%)**

All Students State	94.7%
Black or African American State	91%
American Indian or Alaska Native State	93.7%
Asian, Native Hawaiian, or Pacific Islander State	96.5%
Hispanic or Latino State	

White	94.1%
State	
Multiracial	95.7%
State	
Limited English Proficient	94.8%
State	
Students with Disabilities	94.6%
State	
Economically Disadvantaged	93.5%
State	94.8%

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

\*\* More information regarding AYP can be found at the following link:

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## **2009-10 School-Level Accountability (AYP) Status Reporting for Wayne RESA, Henry Ford Academy: School for Creative Studies (PSAD), Henry Ford Academy: School for Creative Studies (PSAD)**

School

## School AYP Status

<b>Title 1 Status</b>	<b>AYP ELA/Reading Status</b>	<b>AYP Mathematics Status</b>	<b>AYP Overall Status</b>	<b>Education Yes Report Card Grade</b>	<b>School Improvement Status</b>	<b>Years in Improvement</b>
No	Not Met	Not Met	Not Met	No Grade	N/A	0

# December, 2009 School-Level Teacher Quality Reporting for Wayne RESA, Henry Ford Academy: School for Creative Studies (PSAD), Henry Ford Academy: School for Creative Studies (PSAD)

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	16	7	0
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				
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification				4.2%
				<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers				5.6%