



# Annual Education Report

February 1, 2021.

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Henry Ford Academy. 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 the principal's office for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/r7d2M1> or you may review a copy in the main office at your child's school.

For the 2019-2020 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. **Our school has not been given one of these labels.**

Henry Ford Academy, like many schools, has its challenges. We continue to work on ensuring that our top students are challenged and at the same time systematically support students who struggle. We offer after-school tutoring in all core areas and have courses for 9<sup>th</sup> and 10<sup>th</sup> graders who need to strengthen their math and reading skills.

State law requires that we also report the following information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL  
Students are accepted into the school each fall by random lottery.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN  
Due to COVID-19, the goals of our school improvement plan have been extended. We are still working on increasing the number of students meeting the targets in reading, writing, and math.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL  
All students are required to take the core college and career prep curriculum.
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL  
HFA has a college prep curriculum designed by curriculum writers and continually adapted by HFA staff; all curriculum is aligned to Michigan Standards, Common Core Standards, and other Professional Standards; HFA has a college prep, project-based curriculum which is monitored in its implementation using the Charlotte Danielson Model; HFA curriculum includes the Senior Mastery Process where students complete college and career exploration including a 75-hour internship and defense. For a copy of HFA's curriculum contact the principal's office or access course descriptions at <http://hfa-dearborn.org/>
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS  
PSAT 9, 10 and SAT are given each year. It measures student achievement in reading and math. % meeting proficiency standards are as follows:
  - Class of '20: EBRW 53% / Math 27%
  - Class of '21: EBRW 42% / Math 26%
  - Class of '22 (Sept Test): EBRW 38% / Math 22%
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
  - Freshmen – 91 parents (58%)
  - Sophomores – 71 parents (52%)
  - Juniors – 47 parents (41%)
  - Seniors – 39 parents (36%)
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS  
21 Post secondary enrollments (19%)
  - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED  
1 course – Advanced Placement English Literature
  - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)  
23 Students (21%)

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE  
LEADING TO COLLEGE CREDIT  
21 Students (80%)

Henry Ford Academy is the nation's first charter school developed jointly by a global corporation, public education, and a nonprofit cultural institution. Designed to prepare students for life in the 21<sup>st</sup> century, the Academy began in the fall of 1997. Henry Ford Academy was conceived, developed, and implemented by The Henry Ford and Ford Motor Company, and chartered by Wayne County Regional Educational Service Agency. Inspired by Henry Ford's "Learning by Doing" philosophy, the Academy has been at the forefront of innovative teaching and active learning, successfully delivering a college and career prep curriculum through projects and experiences using the assets of The Henry Ford and other community resources. HFA's mission is to "develop critical thinkers, life-long learners, and responsible citizens prepared for college, career, and the global community."

***Henry Ford Academy—Innovate. Achieve. Make History.***

Sincerely,

A handwritten signature in black ink on a light yellow background. The signature reads "Craig Christman" in a cursive script.

Principal/Superintendent