

# UNIVERSITY HIGH SCHOOL

## ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 19, 2010

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for University High School. This Annual Education Report addresses the reporting requirements identified by the United States Office of Education and the Michigan Department of Education.

Included in the report are UHS's points of pride, school improvement plan, parent involvement data, student assessment results, Adequate Yearly Progress data and status information, and teacher qualification data. The format of the report was provided by the Michigan Department of Education. For your convenience, the report may be viewed in its entirety or by selecting individual chapters. To review the report by chapter, click on the chapter heading you wish to review.

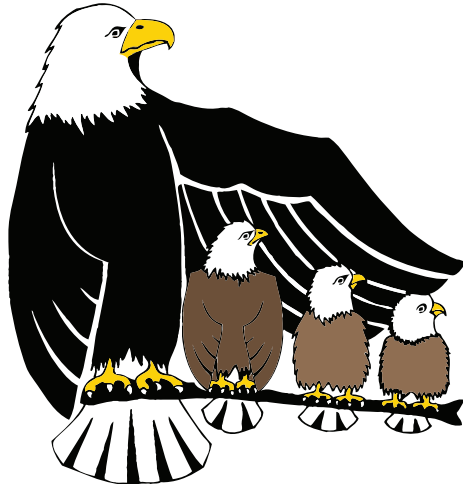
For 2009-2010, University High made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The report is available for review electronically at [www.ferndaleschools.org/publicationsreports](http://www.ferndaleschools.org/publicationsreports) or you may contact Jessica Stilger at (248) 586-8677 to obtain a printed copy.

If you have questions regarding this report contact me at (248) 586-8846.

Sincerely,

George Tomey, Principal



# 2009-2010 UNIVERSITY HIGH SCHOOL ANNUAL EDUCATION REPORT FERNDALÉ PUBLIC SCHOOLS

## 1. University High School Information

Introduction to School, Points of Pride, Curriculum, School Improvement Plan,  
and Additional State Required Data and Information

## 2. University High School Student Assessment Results

## 3. University High School AYP Results

## 4. University High School Teacher Data

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**Just can't hide our Eagle pride!**  
[www.ferndaleschools.org](http://www.ferndaleschools.org)



# UNIVERSITY HIGH SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

GEORGE TOMEY, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

## Introduction to University High School

University High School (UHS) is a College Preparatory High School in partnership with Lawrence Technological University (LTU) whose curriculum is organized around the college preparedness and careers in the 21<sup>st</sup> century. University High School just completed its fifth year and graduated its third class, the second to complete four years at UHS. UHS had 425 students for the 09-10 school year. UHS continues to engage in and complete many exciting projects, and immerse students in learning opportunities in and outside of the classroom and the school. These learning opportunities include those at LTU where students take their senior classes and Dual Enrollment. Oakland Technical Center provides students an opportunity to pursue interests in the vocational and technical areas.

## Mission Statement

The mission of UHS is to create a school that lives by the following beliefs:

- Each individual at UHS deserves to be treated with dignity and respect
- The UHS learning community requires contributions from all of its members: parents, students and staff
- Rigor, Relevance and Relationships drive the educational model at UHS
- All students can learn, and can learn at a high level
- Students immersed in learning activities will be more engaged and learn at a deeper level

- High expectations lead to high levels of achievement
- Every student must take Mathematics, Science, English and Social Studies for four years to be better prepared for college
- Collaboration and cooperation are fundamental skills for the workplace and need to be acquired in school

## School Assignment

University High School is a school of choice 105C school that takes students from any county that touches Oakland County. Students may attend if they are entering the 9<sup>th</sup> or 10<sup>th</sup> grade. The number of new 10<sup>th</sup> grader enrollees is limited to 25 per year.

## Specialized School

University High School is a non-traditional high school that has reform in education as part of its mission. The specialization is the university and industry partnerships. The goal of providing learning opportunities outside of the school as much as inside is a large part of the vision and the reform. College preparedness and college success are the goals of teaching and learning at UHS.

## Points of Pride

Points of pride at UHS include many of the educational activities that take place at LTU, in the community and sites off campus. Listed below are some of the ongoing initiatives at UHS. These initiatives and activities are supported by LTU, Square One Network and other offsite partners. This support comes in the form of funding, technical support, and resources from these partners.

- The third UHS graduating class had a graduation rate 99% with 100% of the students applied and accepted in a 2 or 4 year college or university.
- The class of 2010 graduation was the second at LTU's field house with a reception for graduates and their families directly after commencement.
- The third convergence Innovative Vehicle Design (IVD) electric car has been under construction in the newly designed course at UHS.
- DECA again had an excellent showing at the state competition and took 3 students to the international competition in Louisville, Kentucky. Membership and DECA activity have been strong since the inception of DECA.
- Digital Media Studies (DMS) was launched with four iMac Apple computers that each have Final Cut and Pro Tools software for audio and video production on a professional level. Professional grade cameras and mixers were added to the DMS environment.
- EPICS (Engineering Projects in Community Service) engaged in a new project this year. The project was to build 25 new computers that were donated to the FPS head start program (10) and the Royal Oak Township Recreation department (25). The EPICS class also provided web design for fledging businesses was also part of the EPICS.
- UHS seniors attended advanced placement classes at UHS and LTU throughout the school year. 47% of the senior class attended

AP classes and 38% took the AP exams.

- One of UHS' most important goals is to give students the exposure to higher education to help with the transition to a post-secondary experience. UHS had 70% of the senior class attending Dual Enrollment classes. UHS also had 30% of the junior class taking a dual enrollment class.
- UHS had a MHSAA schedule for a boys basketball team for the fourth year. The team participated in the statewide district tournament and made it to the district championship. UHS also added girls volleyball, and girls basketball to their MHSAA schedule.
- Girls GET IT robotics group, sponsored by the Michigan Council of Women in Technology Foundation (MCWTF), enjoyed its fourth successful year. Students went to state and national level competitions in robotics.
- National Honor Society (NHS) Has maintained peer mentoring and tutoring, trips to Gleaners food bank and fall cleanup in the local community for seniors citizens.
- Student Council raised over \$1000.00 for St Jude's and Cancer research.
- Staff at UHS also began a leadership program with workshops for 64 students identified as leaders in the school.

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## Parent Involvement

Parent involvement includes the PTSA and all of the PTSA initiatives, which include fundraising, staff appreciation efforts, senior breakfast, scholarships and other school related activities. Parents have also provided support in the main office and at sports, dances and other school activities, initiatives and planning. Parents attend open houses, curriculum night, parent/teacher conferences,

honors night, National Honor Society induction and Graduation.

### Parent/Teacher Conferences

Participation in parent/teacher conferences averaged approximately 58% attendance for fall. The average was approximately 50% for spring conferences.

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## State of the Curriculum

UHS continues to have rigorous requirements for core content areas. This includes four years of each core area; language arts, science, mathematics, and social studies. Science starts with Biology and every student must take Physics by his/her junior year and a Science elective in their senior year. Math begins with Algebra 1 and the minimum class every student must get through is Pre-calculus.

Areas of concern are English Language Arts (ELA) and Mathematics. The specific concerns are in the areas of foundational skills. To address these concerns and issues, UHS has instituted a foundation skills primer across the curriculum, for Mathematics, Science and ELA. This primer will cover fundamental skills in these three core areas and be covered in the first month of each course. The School Improvement SMART goals are based on the results of assessments in these areas and the implementation plans were designed to address these needs. The foundation skill building will continue to grow at UHS. This will be in the form of cross-curricular efforts in the core areas and in the core primers that are at the beginning of each course.

UHS has also received approval for curriculum revision or rewritten curriculum in the four core content areas.

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## School Improvement

The following quote best describes the foundation of University High School's school improvement initiative:

[The report] called for the reinvigoration of the teaching force and a reinvention of the profession. It argued that teachers should become leaders in curriculum, instruction, school redesign, and professional development and that the real power to improve achievement lay with teachers, who needed to be entrusted with new responsibility and accountability for change.

~ Roland Barthes

University High School is a rigorous, innovative college preparatory school, with a curriculum organized around college preparedness and careers in the 21<sup>st</sup> century. UHS offers students a dynamic learning environment where project-based learning occurs to prepare students to meet the ever-growing challenges of college and the professional world. UHS students are self motivated learners who are professional, respectful and invested in their education. Students and teachers work together to create a safe and caring learning environment.

The school community of UHS includes students, staff, university and industry and foundation partners working together to reform traditional educational practices. Success for UHS students is in getting into college and, more importantly, finishing college.

The UHS School Improvement Plan (SIP), based on the ACT college readiness goals formulated from the assessments in the core content areas and the culture/climate, needs assessment through Oakland Schools. The school improvement team (SI team) meets throughout the school year and during the summer to plan, strategize and implement the SIP and all related initiatives.

The college readiness goals continue to be focused in the areas of ELA, science and mathematics. These goals are based on pre and post testing and practice ACT tests to gauge student skill levels and college readiness. Students are then given common assessments throughout the school

year. The common assessments are based on formative (unit-like) tests and summative assessments (final exam-like).

The implementation of the SIP is made up of the following areas of focus:

- **Achievement and evaluation** with a formalized approach to common assessment. This will include formative and summative exams that are standards based, with multiple measures for learning. The assessments will utilize Professional Learning Communities (PLC) discussions for monitoring and adjusting instruction to address student weaknesses, inform instruction, share best practices and re-teach content.
- **Data, data collection and analysis** through assessments (common, authentic and standardized) continue to be the foundation of the data driven approach. The assessments are standards based, reviewed every card marking and aligned with SIP goals. Extensive use of Pearson Benchmark departmentally is important to the data generated on a regular basis. All of the data is reviewed departmentally, building-wide (SIP team), and finally reviewed by building administration and the learning consultant.
- **Grading, reporting and feedback** are reviewed, adjusted and refined through professional development and SIP analysis and decision-making on practices and policies. Grading practices are always part of the approach to mastery, mastery testing, and attendance. UHS has a gradually moved to a proficiency based approach to learning grading.
- **Closing the gap in standardized testing** is another focus area. SIP continues to utilize data to determine reasons for low scores and then use the data to inform instructional practice and curriculum responses to areas of weakness. The

gap concerns are currently being addressed through the Math and English support courses, academic support (tutoring, Compass Learning, achievement goals worksheets) and best practices in everyday instruction.

- **Culture/ Climate** places **cultural competence** and taking the dialogue to the next level to raise academic achievement. UHS continues to take the approach of developing campaigns for learning and achievement. Teachers continue to post expectations for behavior, college, professionalism and achievement. Each room has college banners, degrees, college requirements and college expectations. Culture/ Climate also continues to focus on gender meetings, conversations on diversity, learning and celebrations. Relationships are still at the heart of everyone's practice at UHS.
- **Professional Development (PD)** continues to cover assessment, grading, achievement/data, Professional Learning Community activity and culture/climate. PD is scheduled throughout the year and is aligned with the SIP.
- UHS continues to use community resources through LTU, industry, foundations and the local community.
- The **Building level decision making** process is predominantly through the SIP team. The committees have changed and expanded. These committees include the coordinating council for policies, procedures and practices, the culture/climate committee, ninth grade practices, fundraising and parent involvement. Committees generate goals and action plans that are submitted to the SIP/leadership team. All decisions are then examined and processed by the SIP team before they go to administration.
- The **SIP team** is made up of staff, parents, students and administra-

tion. They write, review and evaluate all building level actions and initiatives involving instruction, achievement, behavior, procedures and practices.

## Student Achievement

Achievement has improved in some areas and has remained the same in others. UHS has increased the number of students on the honor roll and in National Honor Society. Scores on the MEAP are in the area of Social Studies, which is assessed in the fall of the student's ninth grade year, are largely determined by the 120 to 130 schools that feed UHS. Scores range between 57 and 76 percent.

Students take sections of the ACT, Explore and PLAN tests. UHS has seen improvement in the writing section of the ACT while scores have remained the same in math. Our scores on the ACT for the last two years have been at the national average.

UHS had 47% of the senior class taking AP English and AP Government and History. Students were enrolled in AP English and 24 took the AP exam (70%). Of the 24 who took AP Government and History, three took the AP Test. Forty seven (70%) seniors were dual enrolled for at least one class-students were dual enrolled in college classes at LTU.

## Teacher Quality Data

All of the teachers at UHS meet the standards of highly qualified as dictated by the State of Michigan and No Child Left Behind act. No teachers are teaching on an emergency basis nor are any teachers teaching in core area without highly qualified credentials.

## Full Annual Education Report

# School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, University High School

### Michigan Educational Assessment Program (MEAP)

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)
No records to display.									

### 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)
English Language Arts / Reading									

<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Grade: 11									
All Students	2008-09	100%	59.9%	37.7%	46.8%	0%	46.8%	35.1%	18.2%
All Students	2009-10	99.1%	65.2%	47.3%	48.2%	0%	48.2%	35.7%	16.1%
Female	2008-09	100%	64.2%	41.6%	47.4%	0%	47.4%	34.2%	18.4%
Female	2009-10	98.3%	68%	49.7%	51.7%	0%	51.7%	34.5%	13.8%
Male	2008-09	100%	55.5%	33.7%	46.2%	0%	46.2%	35.9%	17.9%
Male	2009-10	100%	62.3%	44.9%	44.4%	0%	44.4%	37%	18.5%
Black or African American	2008-09	100%	33.4%	30%	47.4%	0%	47.4%	35.5%	17.1%
Black or African American	2009-10	99.1%	37.5%	40.3%	46.8%	0%	46.8%	36.7%	16.5%
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	71.5%	70.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	37.3%	43.9%	0%	43.9%	41.5%	14.6%
Economically Disadvantaged	2009-10	98.8%	48.5%	43.7%	46.8%	0%	46.8%	38%	15.2%
Mathematics									

<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Grade: 11									
All Students	2008-09	100%	49.3%	24%	23.4%	0%	23.4%	18.2%	58.4%
All Students	2009-10	99.1%	50.4%	26.1%	11.6%	0%	11.6%	29.5%	58.9%
Female	2008-09	100%	47.2%	20.1%	15.8%	0%	15.8%	23.7%	60.5%
Female	2009-10	98.3%	48.3%	20.8%	5.2%	0%	5.2%	29.3%	65.5%
Male	2008-09	100%	51.5%	28.1%	30.8%	0%	30.8%	12.8%	56.4%
Male	2009-10	100%	52.5%	31.2%	18.5%	0%	18.5%	29.6%	51.9%
Black or African American	2008-09	100%	16.4%	15.2%	23.7%	0%	23.7%	18.4%	57.9%
Black or African American	2009-10	99.1%	16.4%	16.3%	11%	0%	11%	28.4%	60.6%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	57.9%	56.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	28.9%	18.6%	14.6%	0%	14.6%	26.8%	58.5%
Economically Disadvantaged	2009-10	98.8%	30.4%	21.2%	11.4%	0%	11.4%	26.6%	62%

## 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)
No records to display.								

### 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)
No records to display.								

### Participation

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

## MEAP-Access

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

## 2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Ferndale Public Schools, University High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%
School		
English Language Arts / Reading	99.1%	91.8%
Mathematics	99.1%	59.1%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	83.5%	88.1%
Mathematics	82.6%	83.2%
School		
English Language Arts / Reading	99.1%	91.6%
Mathematics	99.1%	57.9%
American Indian or Alaska Native		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	99.2%	95.3%
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	125.9%	77.8%
Mathematics	133.3%	83.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	109.4%	72.6%
Mathematics	108.8%	82%
Economically Disadvantaged		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	96.3%	88.8%
Mathematics	96.4%	87.5%
School		
English Language Arts / Reading	105.3%	91.1%
Mathematics	105.3%	57%

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

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

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
75.39%	
District	
42.33%	

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

School

>95%

Black or African American

State

56.59%

District

36.28%

School

>95%

American Indian or Alaska Native

State

65%

District

<10

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

School

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

<10

White

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

State

81.85%

District

83.33%

School

<10

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

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

District

<10

Students with Disabilities

State

57.61%

District

45.16%

Economically Disadvantaged

State

59.8%

District

43.17%

School

>95%

**Attendance Rate  
(Goal 90%)**

All Students

State

94.7%

District

96.7%

School

96.8%

Black or African American

State

91%

District

96.9%

School

96.7%

**Attendance Rate  
(Goal 90%)**

American Indian or Alaska Native

State

93.7%

District

92.8%

School

88.9%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

98.1%

Hispanic or Latino

**Attendance Rate  
(Goal 90%)**

State

94.1%

District

92.5%

White

State

95.7%

District

96.6%

School

98.3%

Multiracial

State

94.8%

**Attendance Rate  
(Goal 90%)**

District

93.2%

Limited English Proficient

State

94.6%

District

96.5%

Students with Disabilities

State

93.5%

District

94.7%

Economically Disadvantaged

<b>Attendance Rate (Goal 90%)</b>	
State	94.8%
District	96.7%
School	96.6%

\* 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)

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%



# 2009-10 School-Level Accountability (AYP) Status Reporting for Oakland Schools, Ferndale Public Schools, University High School

## School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	C	N/A	0

# December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Ferndale Public Schools, University High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	11	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	0%
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%