

UNIVERSITY HIGH SCHOOL

ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 23, 2011

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2010-2011 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 University High School'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 2010-2011, University High School 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.html 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



UNIVERSITY HIGH SCHOOL 2010-2011 ANNUAL REPORT

AUGUST 2011

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 21st century. University High School just completed its sixth year and graduated its fourth class. The total enrollment for the 2010-11 school year was 477 students. 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 courses. 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 9th or 10th grade.

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 occur 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 fourth 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 2011 graduation was the third 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, and received two first place trophies at the Convergence Conference in Fall 2010.
- DECA again had an excellent showing at the state competition and took 3 students to the international competition in Orlando, FL, with one of the students gaining a seat on the state DECA board. Membership and DECA activity have been strong since the inception of DECA at UHS.
- Digital Media Studies (DMS) continued 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. UHS students have also taken dual-enrollment classes for DMS.
- 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 Enroll-

ment 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 has MHSAA girls volleyball and girls basketball.
- Girls GET IT robotics group, sponsored by the Michigan Council of Women in Technology Foundation (MCWTF), enjoyed its fifth 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 for St Jude's Hospital and Cancer research.
- Staff at UHS continued a leadership program with workshops for 64 students identified as leaders in the school.

Parent Involvement

Parent involvement includes the PTSA and all of its initiatives, which include: fundraising, staff appreciation efforts, the senior breakfast, scholarships and other school related activities. Parents also provided volunteer support in the main office and at sporting events, dances and other school activities, and assisted with other initiatives and planning. Parents regularly 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.

State of the Curriculum

UHS continues to have rigorous requirements for core content areas, including four years of language arts, science, mathematics, and social studies. The science curriculum requires students take biology in ninth grade, physics by their junior year, and a science elective during their senior year. The math sequence begins with Algebra 1 and requires all students at least complete Pre-calculus.

Areas of concern are the acquisition of foundational skills in English language arts (ELA) and mathematics. To address these concerns and issues, UHS has created and instituted a foundation skills primer for mathematics, science and ELA. This primer will cover fundamental skills necessary for success in each of the three core areas and will be covered in the first month of each area. The School Improvement SMART goals are based on the results of assessments in these areas and implementation plans are designed to address these needs. The foundation skill building will continue to expand at UHS to include additional skills and courses.

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

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 21st century. UHS offers students a dynamic learning environment where project-based learning occurs in order 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 and staff, as well as university, industry and foundation partners working together to reform traditional educational practices in order to ensure student achievement. Success is determined by the number of students who not only are admitted to, but who also attend and more importantly, finish college.

The UHS School Improvement Plan (SIP) is based on the ACT College Readiness standards and benchmarks, the assessments in the core content areas, and the Oakland Schools culture/climate needs assessment. 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 on student growth in the areas of ELA, science and mathematics. These goals are written to address deficiencies identified by pre- and post-assessments and practice ACT tests given to gauge student skill levels and college readiness. Students are also given common assessments throughout the school year to monitor progress. 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 standards-based assessments with multiple measures for learning. The assessments will utilize PLC discussions for monitoring and adjusting instruction to address student weaknesses, inform instruction, share best practices and re-teach content.

- **Data collection and analysis through assessments** common, authentic and standardized) continue to be the foundation of the data-driven approach. Standards-based assessments are reviewed every card marking and aligned with SIP goals. Extensive use of Pearson Benchmark is essential to generate important data on a regular basis. All data is reviewed departmentally, building wide (SIP team), and reviewed by building administration and the learning consultant.
- **Grading, reporting and feedback** are reviewed, adjusted and refined through professional development, SIP analysis, and decision-making on practices and policies. Grading practices are included in the approach to mastery, mastery testing, and attendance. UHS has gradually moved to a proficiency based approach to grading and promotion.
- **Closing the gap in standardized testing** is another focus area. The SIP describes the continued use of data to determine reasons for low scores and then use of such data to inform instructional practice and curriculum responses to areas of weakness. Gap concerns are currently addressed through Math and English support courses, academic support (tutoring, Compass Learning, achievement goals worksheets) and best practices in everyday instruction.
- **Culture/ Climate** UHS takes the dialogue with respect to cultural competence to the next level by developing campaigns for learning and academic achievement. Teach-

ers post expectations for behavior, professionalism and achievement. For example, each room has college banners, degrees, and materials posted outlining college requirements and college expectations. Culture/Climate at UHS also focuses on gender meetings, conversations on diversity, learning and celebrations. Interpersonal relationships are still at the heart of everyone's practice at UHS. UHS also finished the year with professional development in the "person of the teacher".

- **Professional Development (PD)** is scheduled periodically throughout the year and covers assessment, grading, achievement/data, Professional Learning Community activity and culture/climate. PD at UHS is aligned with the SIP.
- UHS utilizes **community resources** through partnerships with LTU, industry, foundations and the local community.
- **UHS' SIP team** is comprised of staff, parents, students and administration. As a team, they write, review and evaluate all building-level actions and initiatives involving instruction, achievement, behavior, procedures and practices.
- The SIP team is primarily responsible for the building-level decision making process. Committees have changed and expanded to include the coordinating council for policies, procedures and practices; culture/climate; ninth grade practices; fundraising; and parent involvement. Committees generate goals and action plans which are in turn submitted to the SIP/leadership team. All decisions are weighed by the SIP team before they go to administration.

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 take AP English, AP Government and History. 24 students enrolled in AP English (70%) took the AP exam. Of the 24 who took AP Government and History, 3 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.

MME scores in Mathematics doubled and have risen in all areas except reading.

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.

Achievement Data

Adequate Yearly Progress

UHS made AYP for the 2010-11 school year. It received an EdYES report card grade of C. Previous areas of deficiency were addressed by the staff through the School Improvement Plan, and we look forward to continuing to increase proficiency rates as measured by the Michigan Merit Exam and the ACT.

To view the University High School achievement data for 2010-2011, visit www.mischooldata.org and search University High School in the Dashboard, or [click here](#) for the complete report.