



# FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

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Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Forest Hills Eastern High School. 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tzjuRo>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%.

\*Note TSI and ATS definitions were changed for the 2018-2019 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Some schools are not identified with any of these labels. In these cases, such as with our school, no label is given.

The staff at Forest Hills Eastern is proud to acknowledge that the percentage of our students scoring above benchmark goals is well above state average on standardized assessments (MSTEP and SAT), but we continue to work toward the goal of ensuring that all of our learners are proficient. Our SAT data shows that we can better prepare some students who are part of underrepresented groups, and we will continue to design and implement interventions to help these learners succeed. We have developed strategies to ensure all of our learners are provided with targeted support, though specific practice and developmental programs. Our students are provided with extra practice in content areas to further embed skills, and have individual support provided in specific areas of need.

State law requires that we also report this additional information:

**1. Process for assigning pupils to the school:**

Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.

**2. The status of the 3-5 year school improvement plan:**

At Eastern High School, our School Improvement Goals are based on student achievement and growth in all areas. We continue to use standardized performance data to help guide this work, and this helps us develop plans for continuous improvement, and allows us to dig in and focus on specific areas with individual students. Additionally, our work this year has been in assessment alignment and data analysis so we have an additional data set to help us learn about our students' needs. We have also set a goal to embed the social and emotional learning competencies and develop a program aimed at career awareness and 21st century skill development.

**3. A brief description of each specialized school:**

Forest Hills Public Schools offers K-4; K-6; 5-6; 7-8; and 9-12 buildings. We have three specialized schools:

**Ada Vista Spanish Immersion School (K-4)** – Ada Vista is a Spanish immersion school in which all students are taught the Forest Hills curriculum using Spanish as the medium for instruction. It is amazing the way the students learn to read, write, and speak in both Spanish and English. In kindergarten and first grade, children are spoken to only in Spanish and are taught to read and write in Spanish too. In January of the first grade year, the students begin to speak only in Spanish during class time. In second grade students begin English language arts for 30 minutes; each subsequent year that time is increased by 15 minutes. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

**Meadow Brook Mandarin Chinese Immersion School (K-4)** – Meadow Brook Elementary hosts a 50/50 model Mandarin Chinese immersion program where students learn half the core content (math, science and Mandarin literacy) in Mandarin with English language arts and social studies taught in English. From the vast amount of research available, we know students can acquire any language faster and more easily if we begin as early as possible. Students in the Mandarin Chinese immersion learn to speak, read, and write at scaffold levels in each subsequent grade. Teachers in all grades begin the school year with no English and encourage students to only use the target language in class. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

**Goodwillie Environmental 5/6 School** – Since 2001, Goodwillie Environmental School has offered fifth and sixth grade students a model educational program based primarily on learning in the “living classroom,” the great outdoors. While this sounds easy on the surface, it is extremely difficult to adapt a challenging state mandated curriculum to meaningful and engaging lessons in nature. The awareness, dependency, and flexibility upon the weather are critical for weekly/daily planning. Phonology, Magic Spots, journaling, sketching, observing, writing, understanding, and of course, just enjoying nature is a special gift that these teachers are happy to share with their students.

**STEM Academy (9-12)** – STEM is a four-year specialized program for high school students who are interested in pursuing post-secondary studies in Science, Technology, Engineering, and/or Mathematics. Students in the STEM academy undertake a capstone design project in their senior year. The academy is based in Northern High School and utilizes an interdisciplinary curriculum grounded in community-based partnerships.

**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:**

The Forest Hills Public Schools Core Curriculum is aligned with academic standards adopted by the Michigan Department of Education. Curriculum committees comprised of teachers and administrators, work to align and update content at the district level. Further information related to the FHPS curriculum, its development, and implementation, may be obtained by contacting the Forest Hills Public Schools Instruction Office.

**5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests:**

Results of both the PSAT and SAT for Eastern High School students can be found on MISchoolData.org.

**6. Identify the number and percent of students represented by parents at parent-teacher conferences:**

	Number & Percentage Parents/Guardians			
	Fall		Spring	
<b>2016-17</b>	316	39%	213	26%
<b>2017-18</b>	293	37%	236	30%

**7. Postsecondary enrollment and college equivalent courses:**

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)			
2016-17		2017-18	
16	2%	17	2%

Number of College Equivalent Courses Offered (AP/IB)	
2016-17	2017-18
17	18

Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)			
2016-17		2017-18	
248	31%	223	28%

Number and Percentage of Students Receiving a Score Leading to College Credit			
2016-17		2017-18	
200	80.6%	193	86.5%

Forest Hills Eastern continues to be recognized as one of the top-performing high schools in the State of Michigan, as demonstrated by our outstanding SAT and Advanced Placement test scores. We are proud, not only of our robust curriculum, but of our many extracurricular opportunities that our students excel in. These opportunities serve as extensions of our classrooms and allow students to experience connections between their passions and curriculum. Our staff continues to work to find ways to expose our students to career opportunities, leadership development, and 21st century skill development, all while seeing the connections between skills and content. Congratulations to the EHS family for their continued excellence in so many areas!

Sincerely,

Amy Pallo  
Principal