



# FOREST HILLS PUBLIC SCHOOLS

6590 Cascade Road SE • Grand Rapids, MI 49546 • (616) 493-8800 • Fax (616) 493-8552 • [www.fhps.net](http://www.fhps.net)

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 Northern 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/2tFTZ0w>, 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.

Based on our combined report data, staff has determined that we need to continue to strengthen critical thinking and problem-solving skills. Staff has analyzed the data and has noticed the lower scores in the areas of science and “non-calculator” math. With a focus on the inquiry cycle, problem-solving skills, and critical thinking skills, we believe that we can raise the proficiency levels for all students.

Academic Interventionist - Eligible students will receive one-on-one support during the course of the school day. The interventionist will re-teach difficult concepts, providing multiple methods of instruction to meet the needs of the individual student.

Classroom Instruction - students will be taught the necessary vocabulary associated with each unit of study to increase the potential comprehension of content. Staff will also concentrate on inquiry learning, problem-solving, and critical thinking skills.

Any student entering ninth or tenth grade who has received a D or E in language arts or math will be encouraged to enroll in the Tools for Success course to strengthen the necessary skills for success.

Any student entering the eleventh grade that has been identified as needing further support will be invited and encouraged to enroll in our SAT Prep course to continue to strengthen the necessary skills for success. The course is taught by an English language arts staff member, with a math staff member providing support. We also offer a voluntary SAT club that meets weekly after school to assist students in strengthening their critical thinking and problem-solving skills.

Administrators and counselors meet bi-weekly to analyze individual student data and provide supports for struggling students. The TEAM process is used to work with staff to evaluate student progress, provide appropriate strategies for success, and determine best schedules for students moving forward.

A school-wide focus on “Reading Comprehension” and “Inquiry Learning” will be implemented for ALL students. All students are currently reading at a minimum of 50-minutes per week in their Language Arts classes.

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:**

Since the implementation of “Book Love” in each of our English Language Arts (ELA) classrooms, the proficiency scores in “Evidence Based Reading and Writing” has continued to improve. The ELA staff continues to partake in professional learning to improve learning opportunities for students to improve in this area. The staff has implemented reading conferences with their students to monitor reading comprehension and continue to push the students toward improved proficiency.

Staff consistently works diligently to implement a guaranteed and viable curriculum. They meet on a regular basis to analyze student work and improve learning for all students.

A group of staff worked to implement a project based learning program offered to freshmen this year. The program focuses on critical thinking skills and problem-solving skills along with other 21st century skills.

**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 Northern 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>	776	68%	632	55%
<b>2017-18</b>	783	68%	641	56%

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

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)			
2016-17		2017-18	
22	2%	11	1%

Number of College Equivalent Courses Offered (AP/IB)	
2016-17	2017-18
21	21

Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)			
2016-17		2017-18	
317	29%	347	30%

Number and Percentage of Students Receiving a Score Leading to College Credit			
2016-17		2017-18	
274	86.4%	290	83.6%

The Northern High School staff is committed to providing a relevant and rigorous learning experience for all Husky learners. We focus on building meaningful relationships with our school community to establish an environment that is conducive to great learning. We are extremely proud of all our Husky learners and work to assist them in finding individual success.

Sincerely,

Jon Gregory  
Principal