



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

April 12, 2019

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 Central Middle 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/2GZfeSW>, 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.

Although Central Middle School's M-STEP scores were among the highest in the state and much higher than the state average in all M-STEP categories, It is clear after analyzing student achievement data from M-STEP, that Central Middle School still has work to do. Our continued focus will be to improve achievement in our students who scored "Partially Proficient" - moving more of them into the "Proficient" range. Also, we will continue to focus on students who scored in our bottom 30% as well as our economically disadvantaged students and our students with disabilities. Too many students in these categories performed low. Finally, we also need to focus our attention on our Science scores in all categories.

Teachers at Central Middle School have made a commitment to identifying essential learning standards in each subject area and ensuring all students reach mastery of those standards. This commitment will eventually produce programs and support services to address students who are struggling to achieve any given essential standard. Teachers at Central Middle School will continue to meet weekly by

department in professional learning communities. Their work is clear and profound: What is it we want our students to learn? How will we know if they have learned it? What will we do for students who have not learned? What will we do for students who already know the standard?

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:

Central Middle School continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. All core subject areas are currently experiencing a redesign with a clear curricular focus on active engagement in solving problems that requires students to think, visualize, plan, reason, compute, evaluate, and communicate. To help gauge our progress, students are asked questions such as: What are you learning? Why is it important? How will you know if/when you have learned it? What are you doing to help yourself learn?

We know that students think best when they feel safe to do so. To that end, all staff have now been trained in restorative practices as a tool to assist students in owning their behavior and resolving the conflict by determining what needs to happen to make things right. Students at Central Middle School are also organized into "Houses" to foster stronger teacher-student connections. A "House" is comprised of approximately 150 students working with four specific teachers, one in each of the four core content areas. Healthy relationships serve as the foundation for learning and growing.

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:

NWEA MAP Growth: Mathematics – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	7	Fall	319	231.7
2016-17	7	Win	323	235.8
2016-17	7	Spr	315	240.6
2016-17	8	Fall	295	238.6
2016-17	8	Win	291	241.8
2016-17	8	Spr	292	245.5
2017-18	7	Fall	276	232.2
2017-18	7	Win	285	237.1
2017-18	7	Spr	281	241.8
2017-18	8	Fall	319	238.1
2017-18	8	Win	314	241.8
2017-18	8	Spr	307	244.1

NWEA MAP Growth: Reading – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	7	Fall	318	221.6
2016-17	7	Win	323	225.2
2016-17	8	Fall	302	226.1
2016-17	8	Win	298	228.0
2017-18	7	Fall	276	223.1
2017-18	7	Win	283	224.2
2017-18	8	Fall	325	226.3
2017-18	8	Win	327	227.2

NWEA MAP Growth: Language Usage – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	7	Fall	319	219.7
2016-17	7	Win	322	221.9
2016-17	8	Fall	301	223.2
2016-17	8	Win	296	226.3
2017-18	7	Fall	276	221.9
2017-18	7	Win	286	224.6
2017-18	8	Fall	324	224.3
2017-18	8	Win	327	227.1

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

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	400	63%	276	44%
2017-18	387	63%	287	47%

Central Middle School is a place where learning is paramount. This is due much in part to a special combination of factors including caring and dedicated adults, motivated and engaged students, and supportive and involved families. As a result, Central Middle School continues to be a place where students thrive and get the most from their school experience. Most of all, Central Middle School is committed to continuous improvement - honestly looking at ourselves in the mirror and making the necessary adjustments to meet the needs of our wonderful students and families!

Sincerely,

Charlie Vonk
Principal