



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

February 5, 2021

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for the 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 following this [link](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Although Central Middle School's M-STEP scores are 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. Although data for the 2019-2020 school year is not available due to cancellation of statewide testing in response to the COVID-19 pandemic, our continued focus will be to improve achievement in our students who scored "Partially Proficient" - moving more of them into the "Proficient" range. In addition, 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 social studies 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 consistently by department in Professional Learning Communities (PLCs). 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?

On Friday, March 13, 2020, all students and staff faced a new challenge of learning remotely due to a statewide executive order to assist in containing the spread of COVID-19. As part of our continuity of learning plan, staff continued to provide learning opportunities for all students and monitored their level of engagement. This data guided our planning and preparation for the next school year in providing

interventions, identifying essential learning standards and offering extensions to meet students where they are and continue moving each of them forward. The data also informed staff that increased social-emotional learning and resources were critical to supporting our student's well-being and mental health.

State law requires that we also report this additional information:

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.

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 these questions such as: What are you learning? Why is it important? How will you know if/when you've 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.

A brief description of each specialized school:

Forest Hills Public Schools offers K-4; K-6; 5-6; 6-8; 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.

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.

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

[NWEA MAP Growth: Mathematics 2018-2019 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	301	231.3
7	Win	300	236.0
7	Spr	296	241.4
8	Fall	293	236.2
8	Win	288	238.6
8	Spr	281	242.2

[NWEA MAP Growth: Mathematics 2019-2020 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	265	229.8
7	Win	260	234.4
8	Fall	296	238.9
8	Win	291	242.6

[NWEA MAP Growth: Reading 2018-2019 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	303	222.2

Grade	Test Window	Number of Students	Mean RIT
7	Win	305	224.1
7	Spr	278	224.1
8	Fall	299	223.5
8	Win	299	226.5

NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
7	Fall	265	222.2
7	Win	261	223.4
8	Fall	300	225.1
8	Win	296	227.0

NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
7	Fall	303	220.3
7	Win	304	223.7
7	Spr	287	224.6
8	Fall	300	222.1
8	Win	297	224.3

NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
7	Fall	265	220.6
7	Win	261	221.6
8	Fall	299	223.5
8	Win	296	224.8

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

Semester	Number of Students	Percentage of Students
Fall 2018	327	54%
Spring 2019	275	47%
Fall 2019	353	63%
Spring 2020	265	47%

Central Middle School is a place where learning is paramount. This is due 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 reflecting on our practice and making the necessary adjustments to meet the needs of our wonderful students and families!

Sincerely,

Charlie Vonk

Principal