



# 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 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 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.

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, such as economically disadvantaged students and students with disabilities, 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, through 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. We use a process to identify targeted and specific interventions, for each at-risk learner, to ensure we are meeting their specific needs and can monitor their progress. We not only focus on academic interventions, but we continue to provide social and emotional interventions, as we believe it is vital to support the whole child.

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:

At Eastern High School, our School Improvement Goals are built around increasing academic achievement for all students, especially students in a subgroup, and helping students grow in all areas, including

academic, social, emotional, and college and career readiness. We have two specific goals at Eastern High School. Our first goal is to support each student's academic growth. We do this by monitoring student scores and setting growth targets for each student in both their classes and on standardized assessments. We do this work by using targeted interventions and providing resources to support each student. Our second goal is to continue to build meaningful social, emotional, and academic support, for each learner, so students can be ready for life beyond high school. We have created a program that delivers instruction, support, and activities for every student at Eastern High School. This program allows students to do deep career exploration, job shadow opportunities, test preparation, 21st century skill development, leadership training, and engage in community service. This program also fosters connections among students, thus, increasing social and emotional health and creating opportunities for students to build and strengthen teamwork and leadership skills.

## 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:

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

Semester	Number of Students	Percentage of Students
Fall 2018	254	32%
Spring 2019	212	27%
Fall 2019	315	40%
Spring 2020	201	25%

Postsecondary enrollment and college equivalent courses

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)

School Year	Number of Students	Percentage of Students
2018-2019	15	2%
2019-2020	17	3%

Number of College Equivalent Courses Offered (AP/IB)

School Year	Number of Courses
2018-2019	18
2019-2020	18

Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)

School Year	Number of Students	Percentage of Students
2018-2019	228	29%
2019-2020	225	28%

Number and Percentage of Students Receiving a Score Leading to College Credit

School Year	Number of Students	Percentage of Students
2018-2019	181	79.4%
2019-2020	192	85.3%

Congratulations to the faculty and staff of Eastern High School for a wonderful year filled with academic, social and emotional growth! 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. Eastern High School students have unique opportunities to build 21st Century skills, engage with social and emotional learning competencies and build a culture of excellence through our Take

the Lead program. Through this experience, students are exposed to career opportunities, leadership experiences, and opportunities to prepare for life after high school. The outstanding culture and climate at Eastern High School is something we have worked hard on and have seen tremendous growth. Eastern High School also continues to see students thrive in a variety of extra and co-curricular activities. Students utilize the skills they learn in the classroom in award winning programs like Model United Nations and Science Olympiad. We are so proud of our Eastern High School family for their continued excellence in so many areas!

Sincerely,

Amy Pallo  
Principal