



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 Eastern 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.

Available data from 2019-20 is narrower than usual, given the COVID-19 pandemic and waiver of state tests typically administered in the spring. Our data from winter NWEA-MAP demonstrates that last year's seventh graders (210 students assessed) had the following math proficiency: 37% high, 35% high average, 13% average, 10% low average, and 5% low. In reading, the same group had the following proficiency: 31% high, 35% high average, 18% average, 12% low average, and 4% low. Last year's eighth graders (191 students) demonstrated the following math proficiency: 40% high, 30% high average, 19% average, 8% low average, and 3% low. In reading, that same group performed as follows: 33% high, 33% high average, 19% average, 8% low average, and 8% low.

At EMS, we continue to accelerate achievement and close persistent gaps through intentionally-planned daily lessons in every subject, and in every classroom. As a school, we continue to encourage reading with a choice reading bloc of time every day. In addition, we are supporting our struggling mathematicians with a specific math enhancement course that parallels daily math instruction.

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:

Our NWEA-MAP data, which is trending in the upward direction over the last two years, continues to support the reading and math instruction and supports we have in place. Continuing with our implementation of the Connected Math Project (third year in seventh grade and second year in eighth grade), choice reading time each day, and the introduction of book clubs in seventh and eighth grade language arts, has led to growth for most students. In addition, we implemented a new science curriculum (IQWST) in 2019-2020 that is comprised of those same Connected Math Project elements - inquiry and discovery. Finally, our social studies curriculum continues to be enriched with our revised 2019 state standards and explicit incorporation of the C3 Framework.

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 | 197 | 229.5 |
| 7 | Win | 197 | 233.5 |
| 8 | Fall | 198 | 234.1 |
| 8 | Win | 199 | 238.4 |

NWEA MAP Growth: Mathematics 2019-2020 School Year

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Fall | 218 | 230.0 |
| 7 | Win | 210 | 234.6 |
| 8 | Fall | 196 | 236.3 |
| 8 | Win | 191 | 241.1 |

NWEA MAP Growth: Reading 2018-2019 School Year

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Fall | 195 | 223.0 |
| 7 | Win | 194 | 223.7 |
| 7 | Spr | 188 | 224.1 |
| 8 | Fall | 198 | 222.5 |
| 8 | Win | 198 | 225.1 |
| 8 | Spr | 197 | 224.8 |

NWEA MAP Growth: Reading 2019-2020 School Year

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Fall | 218 | 220.4 |
| 7 | Win | 216 | 225.1 |
| 8 | Fall | 197 | 225.0 |
| 8 | Win | 194 | 228.1 |

NWEA MAP Growth: Language 2018-2019 School Year

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Fall | 198 | 219.7 |
| 7 | Win | 196 | 223.1 |

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Spr | 191 | 224.1 |
| 8 | Fall | 198 | 222.7 |
| 8 | Win | 197 | 224.6 |
| 8 | Spr | 195 | 225.8 |

NWEA MAP Growth: Language 2019-2020 School Year

| Grade | Test Window | Number of Students | Mean RIT |
|-------|-------------|--------------------|----------|
| 7 | Fall | 219 | 219.9 |
| 7 | Win | 211 | 222.8 |
| 8 | Fall | 199 | 224.4 |
| 8 | Win | 195 | 227.5 |

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

| Semester | Number of Students | Percentage of Students |
|-------------|--------------------|------------------------|
| Fall 2018 | 317 | 78% |
| Spring 2019 | 230 | 57%* |
| Fall 2019 | 296 | 71% |
| Spring 2020 | 218 | 52% |

*Impacted by rescheduling twice for snow days

We know families have a choice to make for school, and we are thankful for the choice you have made to enroll your children at EMS. Our teachers and students bring their best each and every day, and it shows, both in the shared data and in the way our school culture continues to evolve so that we live into our Guiding Principles each and every day.

Sincerely,

Dr. Judy Walton
Principal