



# 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 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 following the [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.

As we analyze our combined report data, we continue to notice that embedding skills into our curriculum is an important piece to ensuring success for all students. We continue to focus on the six skills of: problem solving, communication, global awareness, resilience, innovation and collaboration. We will continue to emphasize these skills while delivering the essential learning standards and curriculum to set our Husky students up for success on their life path after high school.

While navigating through the pandemic in the spring of 2020, we will continue to assess students for any learning gaps and provide interventions to narrow and close those gaps for students to become successful.

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:

Classroom Instruction - students will strengthen their skills of problem solving, communication, global awareness, resilience, innovation, and collaboration. Staff will embed the skill acquisition into the learning opportunities provided for students.

Any student entering ninth or tenth grade who has received a D or E in language arts or math has been encouraged to enroll in the Tools for Success course to strengthen the necessary skills for success. Students that failed two or more core courses were placed in the tools courses.

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 support 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” has been implemented for ALL students. All students are currently reading at a minimum of 50-minutes per week in their language arts classes.

### 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	659	57%
Spring 2019	537	47%
Fall 2019	683	58%
Spring 2020	0	0%*

\*No formal conferences due to COVID-19.

Postsecondary enrollment and college equivalent courses

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)

School Year	Number of Students	Percentage of Students
2018-2019	20	2%
2019-2020	105	9%

Number of College Equivalent Courses Offered (AP/IB)

School Year	Number of Courses
2018-2019	21
2019-2020	21

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

School Year	Number of Students	Percentage of Students
2018-2019	375	32%
2019-2020	348	29%

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

School Year	Number of Students	Percentage of Students
2018-2019	322	85.9%
2019-2020	275	79.0%

Northern High School is committed to providing relevant, rigorous learning for all learners to achieve their individual potential and be prepared for life after high school. We continue to strive to build meaningful relationships within our school community to ensure success for all students. We have a great deal of Husky Pride in all of our Husky Community as we come together to dedicate ourselves in helping all of our learners become successful.

Sincerely,

Jon Gregory  
Principal