

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Central 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 visiting the following [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 in 2021-2022. 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 in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

Based on statewide standardized testing data that includes the M-STEP, SAT, and Advanced Placement testing results, Central High School students scoring above benchmark goals is well above the state average. To continue to grow and as a part of our School Improvement Plan, the faculty and staff at Central High School continue to focus on improving the proficiency levels of students who fall below the benchmark in each subject area tested.

To help all students and in particular those who fall below the benchmarks the faculty and staff are collectively committed to the implementation of a Multi-Tiered System of Support (MTSS). This MTSS structure gives all students the support they need first (Tier 1) in the classroom. We are committed as a staff to support students in the classroom by focusing on:

- Maintaining updated and active Canvas pages in our classrooms that give all students the ability to access content, calendars, and resources to help with their learning whether in or out of school.
- Allow all students extended time when needed on formative classroom activities.
- Providing collaborative learning opportunities in the classroom that include all students. These opportunities engage students in academic dialogue in groups or partners that encourage students to learn together and from each other. Research shows that this type of learning is more engaging and long lasting than just learning individually.

Students who may still need additional supports for their learning are given additional opportunities through tutoring, checking in with our MTSS Interventionist, or support from their teachers outside of the classroom to help close the learning gaps that they are experiencing. (Tier 2)

Finally, those who need more intensive interventions (Tier 3) are evaluated for what might lead to an individualized plan of support to help that student be successful.

In addition, Central High School has adopted a Professional Learning Communities (PLCs) approach to increasing student achievement at all levels. Within each academic department, teachers meet as a PLC on a regular basis to share student data, innovative ideas, and instructional strategies to help all students achieve their potential. This approach has helped teachers work especially well with students who are struggling and has increased academic proficiency levels across the board. 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.

State law requires that we also report 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:

The focus of Forest Hills Central High School's School Improvement Plan has been two-fold. The first goal is to increase proficiency levels of all students with a focus on students considered "at-risk." Our counselors, social worker, school psychologist, and administrators continue to meet regularly to analyze student data and provide support for at-risk students. The process is used to evaluate student progress, provide appropriate strategies for success, and determine best interventions for each student moving forward.

The second School Improvement goal is for all staff to actively maintain purposeful and positive relationships with students, families, and the community to support student learning. All CHS staff has been intentional in making connections with students and families so that students feel a connectedness to their school and feel valued as a member of our school community. These intentional relationship building strategies have helped students develop a resilience that has helped them maintain high levels of learning and achievement.

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:

N/A

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Semester	Number of Students	Percentage of Students
Fall 2020	440	38%
Spring 2021	357	31%
Fall 2021	438	39%
Spring 2022	341	30%

Postsecondary enrollment and college equivalent courses

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)

School Year	Number of Students	Percentage of Students
2020-2021	9	1%
2021-2022	11	1%

Number of College Equivalent Courses Offered (AP/IB)

School Year	Number of Courses
2020-2021	24
2021-2022	24

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

School Year	Number of Students	Percentage of Students
2020-2021	420	36%
2021-2022	388	34%

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

School Year	Number of Students	Percentage of Students
2020-2021	314	74.76%
2021-2022	316	81.44%

We are proud of the collective and individual achievements of the students who represent Forest Hills Central High School. We are grateful for the hard work and effort made to continue the tradition of excellence that has defined Forest Hills Central through the years.

Thank you to the Forest Hills Central High School community for their continued support and dedication to our students. Our staff is committed to all students reaching their individual potential. It is only through our partnership with you that we can make this vision a reality.

Sincerely,

Steve Passinault
Principal