

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 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 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.

At Eastern High School, our focus continues to be student academic achievement and college and career readiness. Our most recent data demonstrates a drop in the area of mathematics (SAT data), so our staff is working diligently to ensure our students have access to a rigorous curriculum, comprehensive interventions, and supports to ensure all learners are achieving at high levels. This drop in our overall math score is not indicative of a trend; rather it appears to be a one-year phenomenon, but we are committed to evaluating data and ensuring all learners are properly supported to meet all math targets. We continue to design and implement interventions to help all students learn. We have developed strategies to ensure all of our learners are provided with targeted support and progress monitoring. At Eastern High, we not only focus on academic progress, but we continue to invest in a school wide program that helps students practice college and career readiness skills, create connections to both students and adults in the building, and help students grow in confidence and understanding of the world around them.

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:

At Eastern High School, one of our School Improvement Goals is built around a continuous focus on ensuring ALL students are demonstrating academic achievement. Our other goal is to strategically help students plan and prepare for life after high school.

In the area of academic achievement, we continue to use our Child Study team as the avenue to build individualized plans for students to succeed. Through this process, individual student data and information is analyzed and a team works to create a personalized plan for each student. Using data as the guide, the team works to ensure students have equitable access to the curriculum and appropriate supports in place. Our teachers also meet regularly to analyze curriculum and find ways to improve instruction.

In the area of college and career readiness, we have committed to a school-wide program that ensures students have an opportunity to build and practice 21st Century skills, engage in connection activities, and learn about a multitude of careers prior to leaving high school. This program allows students to do deep career exploration, job shadow opportunities, test preparation, 21st century skill development, leadership training and 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.

Our culture and climate survey data (given to students, staff and families) indicates that our program is overwhelmingly meeting the goals. While we continue to strive for improvement, we are happy to report that 73% of our students indicated they felt a sense of belonging at our school, and 87% of families said their child felt a sense of belonging.

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	322	41%
Spring 2021	275	35%
Fall 2021	307	42%
Spring 2022	282	38%

Postsecondary enrollment and college equivalent courses

Number and Percentage of Postsecondary Enrollment (Dual Enrollment)

School Year	Number of Students	Percentage of Students
2020-2021	14	2%
2021-2022	22	3%

Number of College Equivalent Courses Offered (AP/IB)

School Year	Number of Courses
2020-2021	19
2021-2022	20

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

School Year	Number of Students	Percentage of Students
2020-2021	175	22%
2021-2022	242	30%

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

School Year	Number of Students	Percentage of Students
2020-2021	135	77.14%
2021-2022	182	75.21%

Eastern High School is an incredible place to grow and learn. While most schools in Michigan saw a decrease in standardized test scores following the pandemic, our school system noted an increase and we believe this is due to exemplary teachers, targeted support systems, and a strong community. The 2021-22 school year was filled with substantial growth in all areas and we are very proud of students. We continue to be in the top 1.5% of all schools in the State of Michigan (based on SAT scores), and we also celebrate incredible success in arts, athletics and other student learning opportunities. Our kids have committed to being 21st Century Skill ready and eagerly participate in our Hawk Team/Take the Lead program each week. This program gives our students exposure to professionals in all career pathways, as well as opportunities to practice skills, make intentional connections with others in the building, and prepare for life after high school. Our student body elects to participate in over 30 clubs and activities, including award winning DECA, Model United Nations and Science Olympiad. The outstanding culture and climate at Eastern High School is something our entire community has invested in and we have seen tremendous growth over the past few years. We are proud of our Hawks, and we continue to celebrate our Hawk Pride every chance we get.

Sincerely,

Amy Pallo
Principal