

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 Northern Hills 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 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.

We continue to focus on the attendance and achievement of our economically disadvantaged (ED) students. Coming off of the impacts of COVID on the educational process, we have continued to focus on the achievement levels of our ED students. We believe that best practices to support increased achievement in reading and math with this subgroup will also support higher levels among all students. We see achievement levels in math 10.9% below all students and 9.2% below in reading.

Our key initiatives to support closing this gap is to increase opportunities for tier 2 intervention opportunities, using our MTSS coach for after school tutoring, continued use of personalized software to support additional time within math/reading, and our continued focus on making sure students feel known, valued, and accountable.

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:

As shared earlier, we continue to have an achievement gap in math and reading with our ED students in comparison to all students. However, data from this past year shows promising results from our 3-5 year school

improvement plan in closing this achievement gap. In 2020-21, our ED students were 26.6% below the proficiency levels of all students in reading and were 21.2% below in math. However, in 2021-22, we closed this achievement gap to where our ED students were 10.9% below all students in reading proficiency and 9.2% below all students in math proficiency.

We continued to use practices that engage all students in increase time within math and reading to support our goal to eliminate this achievement gap. Our work in CREW has increased time with reading along with our focus on the development of age appropriate skills for all students.

We will continue to focus on the implementation of the Units of Study in language arts to support increased proficiency in reading along with higher levels of engagement. In addition, our staff began the process of implementing PBIS in our school to support a positive learning environment for all students. We have seen a decrease in negative behaviors; thus, increasing opportunities for all students to learn at higher levels.

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 2021-22 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
7	Fall	222.5	255	228.0	249
7	Winter	222.7	247	232.0	248
7	Spring	224.6	254	233.7	252
8	Fall	225.3	258	228.3	203
8	Winter	225.0	253	231.5	201
8	Spring	227.1	256	234.2	201

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	254.9	52
Winter	260.3	50
Spring	266.1	52

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

Semester	Number of Students	Percentage of Students
Fall 2020	364	67%
Spring 2021	275	51%
Fall 2021	501	91%
Spring 2022	341	62%

While our work is never finished, I am proud of the efforts of our students and staff. By realizing our vision of students feeling known, valued, and accountable, we have created the conditions to close the achievement gap of students, have students feel part of our school community, and supported positive behavior. This work is not easy, yet our students and staff show up daily to demonstrate our Husky CREW principles. Additionally, I am thankful for the continued support and partnership with our families as we move forward.

Sincerely,

David Simpson, Ph.D.
Principal