

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Central 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 2023-24 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 2022-2023. 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 Central Middle School our students, staff, and community work tirelessly to ensure that Every Student, Every Day is seen, heard, and cared for. We believe that living into this vision on a daily basis will provide our students with the tools, support, and systems to be successful in and out of the classroom. However, this year brought about new challenges. We found larger gaps in attendance, engagements, and achievement than in previous years. The incoming data that we had forced us to change some of the systems we have in place to support all learners. In order to do that we shifted two major systems of support for our students. The first shift came with our Advisory period, or A.C.E. period. In the past this time was spent on work completion, homework, etc. We made intentional systems and support shifts to create a true intervention block that allowed all students to receive interventions throughout the week. It also addressed many of the executive functioning skills we noticed were lacking. Monday became an executive functioning day, Tuesday we worked on our Math interventions with IXL, Wednesday we engaged in sustained reading and discussion around literacy, Thursday we dove into grammar and literary elements interventions with IXL, and Friday we built community within our House systems with culture building activities. We immediately saw engagement and confidence build within our students, surely leading to success. The next intentional shift was around supporting students with Tier 2 interventions. At CMS we restructured what our academic intervention looks like by having our Academic Interventionists/teachers create a systematic approach to Tier 2 intervention. Using Data-Driven decision-making protocols we are able to identify individual or small group students who need a little extra support in Math, ELA, and Executive Functioning and work with them to bring the content to life, and positively enhance their learning outcomes.

Taking both of these new systems of intervention we are able to support, extend, and grow the thinking of Every Student, Every Day. The efforts of the teachers, support staff, community, and students led us to a 93% of our 8th graders proficient on the ELA PSAT, 83% proficient on the Math PSAT, 64% of our 7th graders proficient on the ELA M STEP, and 64% for Math M STEP.

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:

Looking at the past two years of data we are seeing a slight decline in proficiency. We are, year by year, evaluating our systems and supports based on the MTSS framework beginning with our RTI. Moving forward we established a high-functioning team of educators, our Instructional Leadership Team, that will dive into school-wide shifts to our Climate and Culture, PBIS, Intervention, Collaboration, and Instruction. Over the course of the past two years this team as activated learning for our staff that led to increased collective efficacy amongst our staff, in turn creating a motivating, relationship-based learning environment that breeds high achievement. These shifts will support all students, all content areas, and ensure that Every Student, Every Day is able to ready their individual potential.

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 2022-23 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
7	Fall	222.7	252	229.1	252
7	Winter	223.6	253	232.8	253
7	Spring	225.0	255	235.3	256
8	Fall	226.8	264	234.0	201
8	Winter	228.7	266	236.2	199
8	Spring	228.8	270	240.0	202

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	257.4	64
Winter	263.4	66
Spring	268.8	68

[IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES](#)

Semester	Number of Students	Percentage of Students
Fall 2021	351	63%
Spring 2022	368	66%
Fall 2022	349	66%
Spring 2023	270	51%

Every year the US News and World Report compiles data from every public school in the nation. This report is then broken down by state to compile a list of the very best Elementary, Middle, and High Schools in each respective state. For each state, schools were assessed on their pupils’ proficiencies in mathematics and reading,

as measured by state assessment tests (MSTEP and PSAT). Half of the ranking formula was the results themselves; the other half was the results in the context of socioeconomic demographics. In other words, the top-ranked schools are high-achieving ones that succeed in educating **Every Student, Every Day**. U.S. News published distinct elementary and middle school rankings calculated at the state and district levels. Two years ago, Central Middle School was Ranked 38th Best Middle School in Michigan, last year we jumped to 36th. Our students, teachers and community have worked tirelessly to implement new systems and supports for all students. Each system and/or support is geared toward succeeding at a very high level. Our teachers, students, and families show **PRIDE** in their work, their learning community, and their Ranger family, every day.

This year, because of this hard work, Central Middle School has been recognized as the [#8 Best Middle School in Michigan!](#) (out of 2,026 middle schools) One of two middle schools in West Michigan in the top 10!

I want to thank each and every one of the teachers and staff in this building who work tirelessly to support our Rangers. There isn't a moment in time, before or after school, you won't see our team working with students. I want to thank you, and our families, for believing in the work we do and partnering with us to reach your students' individual potential. **But we aren't done yet.** You can be assured we will continue to push for high achievement in and out of the classroom, this year we have added more opportunities for students to extend their impact on the community through sports or clubs, we offer tutoring after school every day, and we have additional staff with research-based and targeted approaches to closing gaps and push students forward.

Together, we can do amazing things for our Rangers.

Sincerely,

Jonathan Haga
Principal