

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 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 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.

The recent assessment data provides an opportunity for celebration for Eastern High School. We noted several areas of growth in both the data presented from the MSTEP and SAT. The MSTEP data demonstrates a significant increase in students meeting/exceeding expectations in both science and social studies (Science: 43.8% in 21-22 to 67.9% in 22-23 and Social Studies: 52.6% in 21-22 to 63.6% in 22-23). Additionally, our students that are considered economically disadvantaged showed remarkable improvement, in both subject areas, from 21-22 to 22-23. Our SAT data is similar. Overall, we went from 54.2% (in 21-22) meeting/exceeding expectations to 64.7% in 22-23. The average score went from 1096 to 1140 from one year to the next. We also saw growth, specifically, in the area of mathematics. We did note, however, that our numbers declined in Evidence Based Reading and Writing. We had 83.9% meeting/exceeding expectations in 21-22 and that number declined to 79.9% in 22-23. While these numbers are far above state and national averages, we still are concerned that we are not at 100%. Because of this, we continue to evaluate practices and work to provide support and intervention to students that struggle. This includes tutoring, support classes, differentiated instruction, and Tier 1 instruction evaluation. 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. 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, we have two School Improvement Goals. The first 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. These have been our goals for the past two years.

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. Based on the data collected and the team decision making process, students that are struggling academically are offered Tier 2 or Tier 3 interventions (support classes, after school tutoring with a certified teacher, in-class accommodations, etc.). The work that we are doing is proving to be fruitful. Our families, in the most recent Climate and Culture survey, noted that 93.8% felt their child is receiving effective instruction at appropriate levels of challenge for his or her abilities, up from 89.4% the previous year.

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, engage in job shadow opportunities, learn and practice, 21st century skills, and leadership training. 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 most recent Culture and Climate survey data demonstrates that this program is impacting our kids. 90.3% of our families feel that our students are getting support at school for future academic/career planning.

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 89.2% 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 2021	307	42%
Spring 2022	282	38%
Fall 2022	346	45%
Spring 2023	224	29%

POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES

NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students	Percentage of Students
2021-2022	22	3%
2022-2023	15	2%

NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	Number of Courses
2021-2022	15
2022-2023	15

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

School Year	Number of Students	Percentage of Students
2021-2022	242	30%
2022-2023	237	30%

NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

School Year	Number of Students	Percentage of Students
2021-2022	182	75.21%
2022-2023	188	79.32%

Eastern High School is an incredible place to grow and learn. Our school continues to note year over year growth in our standardized assessments (both SAT and MSTEP) and we attribute this to exemplary teachers, targeted support systems, and a strong and engaged community. The 2022-23 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