

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 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 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.

Our school faces challenges in addressing and closing the achievement gap among students, particularly focusing on students of color and those facing economic disadvantages. The combined report highlights disparities in academic performance and opportunities, revealing the need for targeted initiatives. To tackle these challenges head-on, the school has implemented key initiatives to accelerate student achievement and bridge persistent gaps. These initiatives encompass a multifaceted approach, including targeted tier 2 support programs, additional tutoring opportunities, and resource allocation strategies. By prioritizing a tailored support to students facing socio-economic challenges, the school is committed to fostering an environment that promotes success for every student.

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:

Over the past two years, our school improvement plan has shown promising progress in closing the achievement gap for students of color in the areas of reading. The data reflects targeted efforts and initiatives that have improved these students' academic outcomes and opportunities. However, there is acknowledgment that additional work is needed to further support students who are economically disadvantaged. Despite advancements, the data indicates persistent challenges in addressing the achievement gap related to economic disparities.

Ongoing data analysis and regular assessments are integral to our improvement plan, allowing the school to identify areas requiring continued attention and adjustment. The commitment to addressing both racial and economic disparities demonstrates a comprehensive approach to fostering an inclusive and equitable learning environment. Our school improvement efforts now include a schoolwide focus on full implementation of Positive Behavior Intervention and Supports. Our work on MTSS is fully committed to addressing both the academic and behavioral needs of our students. By doing so, we can fulfill our vision of students feeling known and valued.

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	222.4	263	229.2	260
7	Winter	224.2	264	232.3	262
7	Spring	226.1	266	234.9	264
8	Fall	224.4	268	231.0	226
8	Winter	225.7	264	233.6	220
8	Spring	228.3	264	236.0	219

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	258.3	44
Winter	263.7	44
Spring	268.0	43

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

Semester	Number of Students	Percentage of Students
Fall 2021	501	91%
Spring 2022	341	62%
Fall 2022	511	93%
Spring 2023	301	55%

I would like to extend my heartfelt congratulations to every member of our dedicated school community for their outstanding efforts to close the achievement gap, implement Positive Behavioral Interventions and Supports (PBIS), and ensure that every student feels known and valued. Our school community's commitment to fostering a learning environment to support every student has been commendable. The strides we have made in narrowing the achievement gap and instilling a positive and supportive culture through PBIS are testaments to our collective dedication to the success and well-being of each student. I look forward to our continued journey with enthusiasm and determination, knowing that our work is impacting the lives of those we serve. Thank you for your unwavering commitment, and let us forge ahead in our mission to provide a nurturing educational experience for all.

Sincerely,

David Simpson, Ph.D.
Principal