

Annual Education Report – District

February 7, 2022

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 Forest Hills Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Scott Haid, Assistant Superintendent for Instruction, at 616-493-8800 or shaid@fhps.net for help if you need assistance.

The DISTRICT AER is available for you to review electronically by following this [link](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ada Elementary	No Label	Teachers continue to work toward creating a culture of thinking and reflecting in all subject areas. Students are learning routines to help them think critically, share their thinking with others, and support their thinking with reasoning and evidence.
Ada Vista Elementary	No Label	Teachers make instructional choices to effectively scaffold the information to meet the unique language needs of an immersion student, incorporate high-leverage teaching strategies for language acquisition, and adapt their instruction to meet the diverse needs of their students.
Central Woodlands 5/6	No Label	Our initiatives are our teachers learning and working in the areas of Balanced Literacy as well as making our students' thinking visible. CW's school-wide focus on developing a culture of thinking opened up the doors of equity for learners at all levels to understand, engage, and learn at CW. All students' thinking is valued.
Collins Elementary	No Label	Collins staff are working as Professional Learning Communities (PLCs) within an inquiry cycle to help identify essentials in reading, writing, and math. These teams also address what they will use for common formative assessments, interventions, and enrichment for all our students.
Goodwillie Environmental 5/6	No Label	Goodwillie staff members have implemented research-based instructional practices to support all students and targeted interventions for individual students. As a team, teachers at Goodwillie will continue to engage in the inquiry process to evaluate their impact on student achievement.
Knapp Forest Elementary	No Label	With the support of our paraprofessional staff members, and with the guidance of our MTSS Instructional Coach provided by the district, we are able to target individualized reading and math skills on a daily basis within each grade level for students who are performing above, at, and below grade level.
Meadow Brook Elementary	No Label	We have implemented a Reading and Writing Workshop Model (K-4) and Phonics Workshop (K-2) in each ELA classroom. Teams of our ELA teachers had opportunities for intensive four day Workshop training over the last three summers while all ELA teachers have engaged in high levels of training designed to implement workshops with fidelity.
Northern Trails 5/6	No Label	We continue to draw upon "W.I.N" or "What I Need" time to help all students achieve the core standards of their grade level. Spaced throughout the year, teaching teams committed to a minimum of three cyclical data meetings to inform grade level instruction and intervention.
Orchard View Elementary	No Label	With the implementation of the Units of Study, we strive to ensure that students can write clearly and skillfully and read flexibly and joyfully. Our staff is committed to enhancing student engagement and motivation around literacy. Culturally responsive teaching also remains a top priority as we constantly update our classroom libraries and instructional practices to best reach all students.
Pine Ridge Elementary	No Label	All students have been differentiated into intervention groups with specific learning goals designed to target each specific student's need. Language arts tier two intervention groups have been created

School Name	Status Label	Key Initiative to Accelerate Achievement
		and research based instructional lessons are provided to all students for 30-40 minutes a day, 4-5 days of the week.
Thornapple Elementary	No Label	Our school improvement efforts focus on using research-based approaches to meet the differentiated needs of our students. Through the school improvement process, we have identified literacy as a targeted area, implementing the Units of Study and Workshop Architecture at increasingly high levels school-wide to meet the needs of our learners.
Central Middle School	No Label	All core subject areas are currently immersed in PLC work with a clear curricular focus around engagement, common formative assessment, and student voice. It is our belief that with an intentional focus on these three areas we will positively engage students in a learning process that leads to tremendous gains and successes.
Eastern Middle School	No Label	In an effort to provide more “real-world” experiences for our learners, we also implemented Project Lead the Way across all three grades. This STEM-based curriculum allowed students to experiment with design and modeling, as well as an elective course in flight and space.
Northern Hills Middle School	No Label	Our focus has been on making sure all students feel connected to our school as a way to promote positive attendance. Our work with SEL and CREW permeates our school to close any attendance gap.
Central High School	No Label	To continue to grow and as a part of our School Improvement Plan, the faculty and staff at Central High School continue to focus on improving the proficiency levels of students who fall below the benchmark in each subject area tested. Central High School has adopted a Professional Learning Communities (PLCs) approach to increasing student achievement at all levels.
Eastern High School	No Label	We have created a program that delivers instruction, support, and activities for every student at Eastern High School. This program allows students to do deep career exploration, job shadow opportunities, test preparation, 21st century skill development, leadership training, and engage in 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.
Northern High School	No Label	As we continue to deliver the essential learning standards and focus on the 21st Century Skills, we have turned our focus to giving students opportunities to have experiences. These experiences assist students in identifying what they may want to do upon graduating from high school. Several seniors have had the opportunity to do research around careers, participate in site visits, job shadows, and internships.

We are committed to serving each child by providing a world-class education across our 18-school district. Our instructional model is highly aligned with evidence-based best practices to ensure excellence in teaching and learning in every classroom. Specialized programs are offered in language immersion, STEM, gifted and talented, as well as environmental education.

Forest Hills Public Schools is committed to helping each child reach their individual potential and developing the knowledge and skills to be lifelong, self-directed learners. This work gets done by people helping people. We are grateful for our dedicated team of professional educators and support personnel who are aligned by the common aim of doing what is best for children. We are widely recognized for excellence in a variety of published rankings. We enjoy tremendous support from our community, including the passage of a bond election in 2018 to “Invest, Secure, and Inspire” improvements that will result in the creation of safe, dynamic, and state-of-the-art learning environments in each of our schools over the next several years. Additionally, various volunteer organizations across our school district, including PTOs, the FHPS Foundation, and booster organizations make a difference for our students every day. To learn how to get involved, you are encouraged to contact your neighborhood school principal.

Sincerely,

Daniel S. Behm
Superintendent