

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Northern 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 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Forest Hills Northern faculty is spending staff meetings, flexible professional development, and professional learning community times to study the College Board Suite of Assessments. We have focused on the change in the assessments since the switch to the digital format. This intense focus has revealed a small increase in the number of students (an additional six students in total) who are not demonstrating proficiency on the SAT overall. Specifically, students continue to struggle to demonstrate proficiency in the area of mathematics as only 56% demonstrated proficiency. To close this gap, students who were struggling in math were assigned a tools class period with a certified mathematics teacher. Additionally, we have successfully filled our MTSS coordinator position this year. This staff member has focused specifically on students who are not demonstrating proficiency within the College Board Suite of Assessments and their core area courses.

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:

Northern High School continues to respond to students' diverse learning needs by offering an array of programs aimed at providing differentiated instruction, a variety of instructional strategies, and authentic learning opportunities. Helping students and their families identify the ideal learning environment is a focus through offering project-based coursework and traditional learning modalities. When students are placed in their preferred learning environment, we can maximize their output. Through this process, we have identified students who continue to need additional support through our child study process. Our team includes our school

psychologist, school counselors, mental health liaison, school social worker, MTSS coordinator, and administrators. We have utilized our MTSS coordinator to support students who are struggling on standardized assessments as well as in their pursuit of the Michigan Merit Curriculum. Overall, students continue to struggle in mathematics according to our data analysis conducted on the College Board Suite of Assessments.

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 2022	576	52%
Spring 2023	Not Available	Not Available
Fall 2023	560	51%
Spring 2024	Not Available	Not Available

POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES

NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students	Percentage of Students
2022-2023	147	13%
2023-2024	154	14%

NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	Number of Courses
2022-2023	20
2023-2024	21

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

School Year	Number of Students	Percentage of Students
2022-2023	374	33%
2023-2024	558	50%

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

School Year	Number of Students	Percentage of Students
2022-2023	298	79.68%
2023-2024	324	58.06%

Forest Hills Northern continues to take pride in the sense of belonging within our high school community first and foremost as this is the bedrock of learning. We focus on fostering a sense of community through the inclusion of all students. As Huskies, we care deeply for one another and our overall well-being. Likewise, we are committed to continuing to look for areas of improvement by identifying actional steps towards our goal of improvement academically. Holding one another accountable for consistently following through on our agreed-upon steps will fortify our growth. Together, we can accomplish these goals.

Sincerely,

Heather McKinney-Rewa
Principal