

Annual Education Report – Eastern Middle School

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 Eastern 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 this [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-2019. 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 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 had a graduation rate at or below 67% in 2016-17. 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.

In the 2020-2021 school year, Eastern Middle School welcomed its first class of sixth graders to the school. Available data for all three grade levels continued to be impacted by the COVID-19 pandemic, as we used the screener portion of the NWEA-MAP suite instead of the full growth assessments.

Recognizing the existence of some lost learning opportunities from the spring of 2020, EMS teachers worked with fifth-grade teachers and their EMS colleagues to identify what skills needed to be learned for success in the sixth, seventh, and eighth grades. Focusing on those skills and essential learning standards, with learners both in-person and virtual, our teachers continued to accelerate achievement and close persistent learning gaps.

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:

We continued with our implementation of the Connected Math Project across grades six through eight (years five, four, and three, respectively). We also were in year two of our implementation of the inquiry-based IQWST curriculum in science. Learners in social studies continued in year two with revised state standards and the C3 Framework. Finally, our readers and writers in sixth grade were exposed to the Units of Study, and we look

toward the implementation of the same in seventh and eighth grade over the next few years. We continue to provide students with dedicated time for choice reading in all three grades.

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.

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

Grade	School Year	Test Window	Average Reading Scale Score	Average Math Scale Score
6	2020-21	Fall	221.5	221.3
6	2020-21	Winter	222.4	224.8
6	2020-21	Spring	224.7	232.4
6	2021-22	Fall	218.3	221.0
6	2021-22	Winter	219.4	224.9
7	2020-21	Fall	226.0	227.5
7	2020-21	Winter	227.5	233.5
7	2020-21	Spring	228.5	238.6
7	2021-22	Fall	223.1	229.5
7	2021-22	Winter	226.0	234.9
8	2020-21	Fall	226.7	229.6
8	2020-21	Winter	229.1	233.3
8	2020-21	Spring	227.9	235.6
8	2021-22	Fall	227.2	230.2
8	2021-22	Winter	230.4	233.2

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

Semester	Number of Students	Percentage of Students
Fall 2019	296	71%
Spring 2020	218	52%
Fall 2020	480	83%
Spring 2021	453	79%

We are immensely proud of our staff and students, and so grateful to the support of our community. In a very unusual year, our learners excelled. We had hard days and fun days, many times on the same day. Teachers taught in modes never done before, and students learned no matter where they were. To quote Winston Churchill, “[t]his was their finest hour.”

Sincerely,

Dr. Judy Walton
Principal