



AER: 2023-2024

Dear West Hills Middle School Families 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 West 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 Andy Gignac, West Hills Middle School & Eastover Elementary Principal, AGignac@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2uaW5pK>, or you may review a copy in the main office at WHMS.

For the 2022-23 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. 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. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

West Hills is an International Baccalaureate World school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). We follow the Common Core curriculum standards for Mathematics and English Language Arts with an emphasis on differentiating instruction for all learners. Our commitment to meeting individual student needs is important to all our stakeholders and our staff works collaboratively to utilize a number of research based instructional strategies within our school - wide response to intervention model. For example, these strategies include reader's, writer's, and math workshop; visible thinking routines; data driven literacy and math supports; English as a second language support services and special education services. Equally important, school improvement goals have continually been aligned with these priorities and a greater emphasis has been placed on ensuring that West Hills' staff are dedicated to making our school community more equitable and inclusive for all constituents. To accomplish this work, staff is afforded time through our weekly Building Instructional Team, grade level team meetings with administration, and daily team planning time to interface and decide how best to use individual student data to inform the appropriate intervention/extension to implement for each learner.

State law requires that we also report additional information.

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has a space-available open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school.
- School improvement is based upon multiple factors including the PYP and MYP Implementation Guidelines and State assessment criteria. We have made efforts over the last several years to improve both climate and culture within our building as well as focus on teaching and learning aimed at decreasing our achievement gap. We will continue to focus our efforts on equity and inclusion for all stakeholders, deep intellectual understanding, international mindedness, community and service and preparedness for a changing world. School improvement goals are related to school climate and increasing literacy across the disciplines.
- Bloomfield Hills Schools welcomes children from all over the world, and at West Hills Middle School we have the good fortune to host our district-wide Newcomer Program for students in grades 4 - 8. Our Newcomer Program is designed for non-English speakers with the goal to expedite English language learning and enhance each child's acculturation into American schooling. Children are welcomed into a friendly group atmosphere where basic interpersonal communication skills and academic language are taught in an anxiety-free learning environment. As the students' English proficiency increases so does the opportunity to join their English speaking peers for additional academic instruction. Students who have limited English proficiency (LEP) receive academic support from a certified English Language Development (ELD) teacher in addition to their classroom instruction. ELD support continues until students reach a level of English proficiency as determined by annual assessments. Parents are notified when students are eligible for ELD services and are encouraged to be involved in the educational process.
- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators and teacher leaders coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.

Student Achievement Results

The District utilizes FastBridge Math (1-8) and FastBridge Reading (1-8) assessments. The data represented in the graphs below show the percent of students proficient by group, from the fall of 2021 to the spring of 2023. The data in the tables is composed of multiple sources of available data used to triangulate and assess students' needs during the global pandemic, during which instruction and assessment took various forms.

Reading Data Sources by Building Average								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	68%	80%	44%	73%	68%	45%	34%	42%
Fountas & Pinnell Fall 2021	82%	92%	31%	100%	90%	79%	<10	57%
Fountas & Pinnell Spring 2022	80%	100%	40%	89%	86%	Not. Av.	<10	50%
Fountas & Pinnell Fall 2022	85%	100%	52%	89%	88%	63%	57%	54%
Fountas & Pinnell Winter 2023	87%	100%	54%	100%	91%	65%	57%	54%
Fountas & Pinnell Spring 2023	85%	100%	54%	100%	88%	67%	57%	52%
FastBridge Avg. Fall 2021	77%	78%	59%	89%	78%	59%	32%	42%
FastBridge Avg. Spring 2022	77%	81%	45%	100%	79%	59%	40%	32%
FastBridge Avg. Fall 2022	79%	88%	43%	92%	81%	52%	21%	37%

Reading Data Sources by Building Average								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
FastBridge Winter 2023	81%	80%	50%	90%	85%	53%	24%	42%
FastBridge Spring 2023	80%	80%	52%	87%	82%	48%	29%	34%

Mathematics Data Sources by Building Average								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 5-Year Avg.	60%	78%	29%	61%	60%	33%	40%	34%
FastBridge Avg. Fall 2021	81%	89%	59%	86%	84%	57%	63%	45%
FastBridge Avg. Spring 2022	77%	91%	27%	100%	81%	57%	60%	31%
FastBridge Avg. Fall 2022	82%	82%	46%	88%	81%	59%	43%	42%
FastBridge Winter 2023	79%	83%	36%	87%	83%	45%	46%	39%
FastBridge Spring 2023	80%	87%	48%	95%	84%	41%	53%	27%

- To Access our M-Step data please click here: mischooldata.org

Parent-Teacher Conferences Data

- In 2022-2023, 87% of our students were represented by family members during our progress conferences spanning grades 4 through 8.
- In 2021-2022, 88% of our students were represented by family members during our progress conferences spanning grades 4 through 8.
- In 2020-2021, 86% of our students were represented by family members during our progress conferences spanning grades 4 through 8.

As an IB World School, West Hills emphasizes experiential learning to engage students in their learning and foster a connection to the greater world. Our faculty and staff, in partnership with our parents and community, are dedicated to supporting the whole child. We value the diversity of our student body and strive to provide the best educational programming available for our students with an emphasis on equity and inclusion for all. Coupled with an outstanding academic program are rich experiences in the arts, athletics, and a multitude of other co-curricular endeavors. With these authentic opportunities to foster growth in our students, it is our staff's goal to continue our tradition of excellence at West Hills Middle School.

It is Great to be a West Hills Warrior!

Sincerely,

A handwritten signature in black ink, appearing to read "Andy R. Gignac". The signature is fluid and cursive, with a large initial "A" and "R".

Andy Gignac
Principal, West Hills Middle School & Eastover Elementary