



AER: 2025-2026

Dear South 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 2024-2025 educational progress for South 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 Randy English, South Hills Middle School Principal, at renghish@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the MISchoolData website [linked here](#), or you may review a copy in the main office at your child's school.

For the 2025-2026 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

The South Hills Middle School staff continually works to meet the needs of all individual learners. Ongoing interventions include general education, special education, counseling, social work, and English as a second language support services. Within the classrooms our teachers utilize formative assessments to determine individual student learning needs and determine the most effective, differentiated instructional strategies. The workshop model is utilized during math, reading, and writing instruction to allow teachers to best address the wide variety of learning styles and challenges within a classroom. South Hills Middle School teachers plan their instruction collaboratively, sharing and reflecting on best

practices as we continually seek the highest levels of instructional excellence for our students.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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 on a space-available basis.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The South Hills Middle School Improvement Plan is an ongoing effort to align our instructional efforts with the needs of students. Our goals for the upcoming school year include academic and school climate goals with a focus on approaches to teaching and learning that are aimed at decreasing achievement gap trends where they exist, and continued support of the International Baccalaureate Middle Years Programme. Progress toward the school improvement goals is monitored and goals are adjusted yearly. South Hills has established two goal areas: 1) All South Hills students will be proficient in literacy across disciplines.; and 2) Students' social-emotional competencies will be increased across all grade-levels and subject areas. Both of these goals support work in all content areas including mathematics, reading, social studies, science, writing, and other non-M-STEP or non-P-SAT tested curricular areas (electives) to ensure that all students are proficient in all areas of academic achievement. Along with an academic focus, the South Hills continuous improvement approach supports students' social and emotional well-being with several strategies and activities aimed at developing the whole child and creating a sense of belonging for all students. Progress toward these improvement goals is monitored and goals are adjusted yearly.

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

All BHS schools follow the Michigan State Standards, as adopted by the Michigan Department of Education, which are available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop, and write curriculum and assessments. This ongoing process encompasses research, analysis of current practices, selection of

resources, and implementation. These same curriculum committees also meet to ensure alignment both across grade levels and between them. This is referred to as horizontal and vertical articulation. Horizontal alignment ensures that all students have access to the same curriculum, regardless of which school within Bloomfield Hills Schools they attend or the teacher they are assigned to. Vertical articulation addresses the transition between one grade or subject level to the next.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR
COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Aggregated student achievement results for FastBridge aReading and aMath are available for you to review electronically, [linked here](#).

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

2024-2025: 91%

2023-2024: 89%

2022-2023: 92%

As an IB World School, South Hills Middle School emphasizes rich, experiential learning to engage students and to measure student achievement. South Hills Middle School emphasizes reading proficiency. In addition, student achievement is measured by the significant number of students involved in all aspects of student life from academics to co-curricular activities. South Hills Middle School offers a range of course offerings to support learning in core and elective courses providing both breadth and depth of programming. Students at South Hills Middle School grow and thrive as a result of a supportive home and school relationship where authentic learning opportunities are valued and students are given developmentally appropriate tasks to challenge them to apply learning in real and meaningful ways.

South Hills Middle School is committed to providing a challenging and rigorous curriculum that helps each student progress at a developmentally appropriate rate and provides a safe environment for all students. Maintaining each child's self-esteem and building a secure foundation for future growth is our biggest priority. We feel that through the efforts of our students, families, staff, and broader school community we are providing an atmosphere of concentrated and rigorous academic study, coupled with rich experiences in the arts, athletics, and other co-curricular endeavors. Thank you for your support.

Sincerely,

Randy English
Principal, South Hills Middle School