

February 17, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Ada Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, 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 2025-26 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 2024-25. An Additional Targeted Support (ATS) school is one that had a 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 label is given.

Our school was identified for: Has Not Been Given One of These Labels

Ada teachers are committed to creating a sense of belonging throughout our learning community. Staff members recognize the importance of supporting social-emotional learning and intentionally reflect and plan ways to create classroom communities where students feel safe, supported, and included. We are in our third year of implementing Positive Behavioral Interventions of Support (PBIS) for our staff and students, and continue to focus on methods to support teaching pro-social skills, increase positive student behaviors, and decrease challenging student behaviors.

Additionally, Ada teachers strive to provide opportunities for high levels of learning in all subject areas. Each quarter, teacher teams collaborate around common challenges in pro-social skills, reading, writing, and math. These common challenges result from analyzing our academic data and stakeholder feedback. Our leadership team is instrumental in leading this work.

Our staff is committed to enhancing student engagement and motivation around literacy and math. Ada teachers have been working to deepen their understanding of tier 2 and tier 3 targeted instruction to implement practices that close the achievement gap and address behavioral challenges. Students who have not yet met benchmark expectations, both academically and socially, are identified and receive additional targeted support based on data during a 30-minute WIN (What I Need) block. Students who have met expectations are challenged to extend their learning.

In March of 2025, Ada Elementary hosted a Family Literacy Night to promote literacy by helping families add to their repertoire of strategies to support their readers through everyday activities. Additionally, the event promoted the joy of reading and the celebration of our community. This collaborative effort was a great success!

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:

Ada Elementary continues to use the school improvement process to re-evaluate our current goals, establish new goals, and work collaboratively to improve the school's performance. Ada is focused on improving our coordinated services and providing robust multi-tiered instruction to meet the needs of all of our learners.

Through the school improvement process, we have identified behavior (showing respect), literacy (tier 2 intervention and reading comprehension), and math (Essential Mathematical Practices) as areas in which to focus. We implemented the use of a common grade level scheduled WIN intervention block of time school-wide to provide differentiated instruction to meet the diverse needs of all learners. Additionally, we are focused on providing strategic intervention and enrichment opportunities for all of our students.

#### 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 2023-24 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
K	Fall	142.4	42	148.1	41
K	Winter	147.4	41	155.4	41
K	Spring	152.8	42	161.2	42
1	Fall	165.7	67	167.1	67
1	Winter	175.7	66	181.4	66
1	Spring	181.1	66	187.6	66
2	Fall	179.4	62	178.8	61
2	Winter	189.0	62	190.4	62
2	Spring	191.7	62	195.6	62
3	Fall	197.2	60	194.2	61
3	Winter	204.0	60	205.6	61
3	Spring	206.2	60	212.0	61
4	Fall	206.6	77	206.6	77
4	Winter	211.8	76	214.3	76
4	Spring	213.1	76	223.5	75

NWEA MAP Growth 2024-25 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math K-12)
K	Fall	144.7	62	149.1	61
K	Win	152.4	61	159.1	61

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math K-12)
K	Spr	161.0	63	167.8	63
1	Fall	157.3	45	164.0	46
1	Win	170.6	46	174.6	47
1	Spr	178.0	47	182.7	47
2	Fall	181.4	62	181.8	62
2	Win	193.1	62	193.7	62
2	Spr	199.5	62	201.1	62
3	Fall	196.1	63	192.6	65
3	Win	200.7	66	203.7	66
3	Spr	203.4	67	212.0	67
4	Fall	208.0	60	207.9	60
4	Win	212.0	60	216.8	60
4	Spr	215.5	60	227.8	61

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

Semester	Number of Students	Percentage of Students
Fall 2023	342	99%
Spring 2024	327	95%
Fall 2024	315	98%
Spring 2025	318	98%

Ada Elementary is a wonderful place to learn, gain new experiences, and make friends. Our staff truly embraces the importance of helping each student learn to her or his full potential, and we are committed to continuous improvement in learning. Our staff is focused on student data to design instruction that supports the growth of all students, both academically and socially.

Our community partnerships, strong relationships with our families, and the generous support of our PTO are invaluable and allow us to enrich the instructional and learning experiences of our students and promote a welcoming community with our families. We are proud to offer an educational experience that is second to none at Ada Elementary!

Sincerely,

Melanie Hoeksema  
Principal