

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 Central High School. 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 group 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 has not been given one of these labels.

Central High School students continue to demonstrate strong academic performance, scoring well above the state average on statewide standardized assessments, including the M-STEP, SAT, and Advanced Placement exams. These results reflect not only high levels of achievement but also the positive impact of our enhanced focus on student engagement, instructional practices, and college and career readiness.

As part of our ongoing commitment to continuous improvement and our School Improvement Plan, the faculty and staff at Central High School remain focused on increasing proficiency levels for students who fall below benchmark in each tested subject area. To support the growth of all learners, particularly those needing additional academic support, we are committed to the implementation of a comprehensive Multi-Tiered System of Support (MTSS).

Our MTSS framework begins with high-quality Tier 1 instruction for all students within the classroom and includes a strong emphasis on:

- **Executive Functioning Skills** – Maintaining updated and active Canvas pages that allow students to access content, calendars, and resources to support learning both in and out of school.
- **Universal Accommodations** – Providing extended time on formative classroom activities when appropriate to support student success.
- **Intentional Academic Discourse** – Creating collaborative learning opportunities that engage students in meaningful academic dialogue with peers, promoting deeper understanding and long-lasting learning.

- **Tier 2 Interventions** – Offering additional targeted support through tutoring, check-ins with our MTSS Interventionist, and teacher-led supports outside of the classroom.
- **Tier 3 Supports (Specially Designed Instruction)** – Implementing individualized plans for students who require more intensive, personalized interventions.

In addition, Central High School has strengthened the work around our Professional Learning Communities (PLC+) approach to further strengthen student achievement. Within each department, teachers meet regularly to analyze student data, align instruction to standards, establish success criteria, and share effective instructional strategies focused around student engagement. This collaborative, data-informed approach has strengthened instructional practices and contributed to increased academic proficiency across all subject areas.

These systems of support, combined with our focus on engaging instruction and real-world learning experiences, ensure that students are not only academically prepared but also developing the skills necessary for postsecondary success.

Equally important, Central High School continues to prioritize a deep sense of belonging. Our entire staff is committed to the belief that **Every Ranger is Known**, valued, and supported, creating a school culture where students feel connected, confident, and empowered to reach their full potential.

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:

Over the past year, Forest Hills Central has experienced continued growth in student achievement, driven by enhanced efforts around student engagement and a strong focus on college and career readiness. These intentional practices have created meaningful learning experiences that prepare our Rangers for success beyond high school. The Class of 2025 exemplifies this progress, earning average SAT scores well above national benchmarks in both Reading (577) and Math (564). In addition, 495 students completed an impressive 1,202 AP exams, with 86% of our Rangers achieving a score of 3 or higher, an outstanding reflection of their academic commitment, resilience, and readiness for postsecondary success.

#### 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 2023	538	53%
Spring 2024	N/A	N/A
Fall 2024	508	51%
Spring 2025	N/A	N/A

**POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES**

#### NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students	Percentage of Students
2023-2024	15	1.5%
2024-2025	15	1.5%

#### NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	Number of Courses
2023-2024	23
2024-2025	22

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

School Year	Number of Students	Percentage of Students
2023-2024	541	52%
2024-2025	592	59%

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

School Year	Number of Students	Percentage of Students
2023-2024	382	70.61%
2024-2025	432	72.97%

Congratulations to the Forest Hills Central students, staff, and families on another year of continued excellence. Your commitment to high expectations, strong relationships, and a shared sense of purpose is clearly reflected in our academic success and the positive experiences our Rangers have each day. The progress we continue to make is no accident; it is the result of a culture grounded in *Every Ranger Known*, where each student is seen, supported, and challenged to grow. As we look ahead, we are excited to work together within our new redesign to build on this momentum, creating even more meaningful, innovative opportunities that prepare every Ranger for success beyond Central and into their post-secondary journeys.

Thank you for your continued support,

Jonathan Haga  
Principal