

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 Middle 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 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

Central Middle School remains grounded in the vision that "every student, every day, is seen, heard, and cared for." This vision guides both our academic programming and our commitment to fostering a supportive and inclusive school environment. CMS students continue to demonstrate strong academic performance, with achievement data from M-STEP and PSAT assessments showing results that consistently exceed state averages across content areas. While these outcomes reflect sustained success, analysis of the Combined Report and local performance data continues to highlight persistent achievement gaps, particularly among economically disadvantaged student populations and students requiring additional academic or behavioral supports.

In response to these challenges, CMS has refined its improvement efforts to focus on high-leverage instructional and cultural initiatives designed to accelerate student learning. A primary academic focus has been the implementation of a disciplinary literacy approach with a targeted emphasis on vocabulary development across all content areas. Research and state guidance identify vocabulary acquisition as a critical factor in improving student comprehension and content mastery. CMS has supported this work through structured teacher collaboration, professional learning, and the integration of intentional vocabulary strategies within classroom instruction. These efforts aim to strengthen Tier 1 instruction while improving access to rigorous grade-level content for all learners.

In addition to strengthening academic supports, CMS has expanded its implementation of Positive Behavioral Interventions and Supports (PBIS) alongside restorative practices to promote a positive and inclusive learning environment. These approaches are designed to build strong relationships, reinforce positive student behaviors, and ensure students feel connected to their school community. This work is embedded within our teaming

model, school-wide expectations, and classroom-level practices that prioritize student voice and belonging. CMS believes that fostering a safe, supportive, and welcoming environment is essential to maximizing academic engagement and long-term student success.

Through these focused initiatives, Central Middle School continues to build upon its strong foundation while intentionally addressing areas of need. We remain committed to using data-informed decision-making and collaborative instructional practices to close achievement gaps and ensure every student has the opportunity to thrive.

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:

Central Middle School has maintained a strong tradition of high performance over many years, and the past two years have continued to reflect that success. At the same time, the CMS staff and community recognize that meaningful growth remains necessary, particularly in closing achievement gaps and ensuring a culture of excellence that moves every student toward proficiency.

Over the past two years, our school improvement efforts have centered on strengthening Tier 1 core instruction while intentionally developing a more comprehensive and responsive Tier 2 support system. To support this work, CMS has identified and implemented targeted Tier 2 structures in English Language Arts, mathematics, social-emotional learning, and behavioral supports.

During this time, staff have collaborated to establish consistent data protocols that allow teams to analyze student performance and more accurately identify students in need of additional support. We have also created building-level systems that allow these interventions to be delivered during the school day, ensuring equitable access to support services. Additionally, CMS has begun implementing Tier 2 progress monitoring practices to better evaluate student growth in real time and assess the effectiveness of our interventions.

While we are proud of the progress made, we remain committed to refining these systems to ensure all students are supported and that achievement gaps continue to narrow. CMS will continue to use data-driven decision-making, staff collaboration, and intentional instructional practices to strengthen outcomes for every learner.

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)
7	Fall	222.2	248	227.2	245
7	Winter	223.4	245	234.1	244
7	Spring	225.4	247	237.5	245
8	Fall	225.0	262	228.8	198
8	Winter	226.7	259	234.1	197
8	Spring	228.6	260	240.9	195

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	260.3	66

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Winter	268.6	67
Spring	271.1	67

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)
7	Fall	223.4	237	228.9	234
7	Win	224.8	238	235.3	233
7	Spr	227.5	238	239.0	235
8	Fall	226.5	250	257.8	62
8	Fall	226.5	250	230.8	185
8	Win	227.7	248	238.7	186
8	Spr	229.3	249	244.3	186

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	258.1	65
Win	266.0	63
Spr	268.3	64

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

Semester	Number of Students	Percentage of Students
Fall 2023	361	71%
Spring 2024	311	61%
Fall 2024	338	69%
Spring 2025	250	51%

Central Middle School continues to serve as a proud pillar of our community, exemplifying excellence in education and collaboration. We are incredibly proud of the collective efforts of our students, staff, and families who work each day to create and sustain this culture. This shared commitment is reflected in Central Middle School being recognized as one of the top-performing middle schools in the state, currently ranked #7 in Michigan and the highest-ranked middle school in West Michigan according to U.S. News & World Report. Our dedication to innovative and engaging learning experiences has also resulted in Central Middle School being named a Project Lead the Way Distinguished School for two consecutive years, highlighting our commitment to providing meaningful opportunities in STEM education.

Our continued focus on student-centered learning was further strengthened through the completion of a nearly three-year, \$8 million renovation project that transformed over 70,000 square feet of learning space. These updated facilities were intentionally designed to support collaboration, flexibility, and an environment where every student, every day, is seen, heard, and cared for. This commitment is also evident in our House system,

which organizes students into smaller learning communities supported by interdisciplinary teacher teams who collaborate to provide coordinated instruction, individualized support, and strong family communication.

Beyond the classroom, Central Middle School remains deeply committed to providing students with opportunities to explore their interests and build connections through extracurricular involvement and the arts. Hundreds of CMS students participate in music, athletics, and after-school clubs, demonstrating the well-rounded experiences that contribute to both student engagement and personal growth.

I extend my sincere appreciation to our dedicated staff members who continually strive to bring our vision to life, our supportive families who partner with us in setting high expectations, our students who approach each day with curiosity and determination, and our community stakeholders who champion the success of our school. As we look ahead, we remain energized by both our accomplishments and our opportunities for continued growth, and we are excited to build upon our strong foundation in service of every CMS student.

Sincerely,

Jeff Simon
Principal