

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 Eastern 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.

Eastern High School is celebrating the results of our standardized assessments from the 2024-25 school year as our students continue to perform well above state average the PSAT, SAT, and MSTEP assessment, as well as the 18 different AP (Advanced Placement) assessments our students take. We noted several areas of promise in both the data presented from the MSTEP and SAT. The MSTEP data demonstrates students are meeting/exceeding expectations in both science and social studies (Science: 60% of EHS students were meeting/exceeding compared to 39% statewide and Social Studies: 63% of EHS students were meeting/exceeding compared to 39.6% statewide). Our SAT data is similar. We saw growth in the area of Evidence Based Reading and Writing where our students went from 81% of our students meeting the proficiency mark in 23-24 to 87% proficient in 24-25, while the overall state proficiency in this category is 52%). Our math proficiency percentage also jumped from 62 % in 23-24 to 66% in 24-25. Some of our subgroups still are not performing at the level of their peers which is a concern for us as well. While our proficiency numbers are far above state and national averages, we still are concerned that we are not at 100%. Because of this, we continue to evaluate practices and work to provide support and intervention to students that struggle. In order to ensure we are supporting all learners reach their potential we have implemented, or are working to implement the following:

- A comprehensive PBIS system which ensures that quality Tier 1 instruction is occurring in every classroom and that Tier 2 supports are being put into place when possible.
- Regular Child Study team meetings to evaluate data and to determine appropriate supports for individual students (which may include tutoring, check in/check out, counseling support, and other available options).
- MTSS Interventionist who works with Tier 2 students to ensure they are receiving individualized support to help them meet their growth goals.
- Our staff continues to work diligently to ensure our students have access to a rigorous curriculum, comprehensive interventions, and supports to ensure all learners are achieving at high levels.
- Teaching staff continue to analyze assessment data to determine areas of success and areas that reteaching is required. Teams of teachers work together to look at item analysis and work together to identify ways to utilize various strategies to ensure comprehension.

At Eastern High, we not only focus on academic progress, but we also continue to invest in a school-wide program, Hawk Teams, that helps students practice career readiness skills, create connections to both students and adults in the building, and help students grow in confidence and understanding of the world around them.

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:

At EHS, we remain focused on providing a rigorous curriculum and supporting high levels of student achievement. Our Child Study Team uses student data to develop individualized plans that ensure equitable access to curriculum and appropriate supports. Teachers regularly collaborate to analyze curriculum and assessments, using item analysis to identify strengths and areas for growth. Based on this data, students who need additional support receive Tier 2 or Tier 3 interventions, including support classes, after-school tutoring, and in-class accommodations. We continue to strengthen our MTSS framework to ensure timely and effective support for all students.

Eastern has also committed to a school-wide program, called Hawk Teams, that helps students build 21st-century skills, explore career pathways, and develop leadership while fostering connection and community. Through this program, students engage in career exploration, teamwork, and leadership experiences that promote social-emotional growth and a strong school culture.

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	401	53%
Spring 2024	276	36%
Fall 2024	423	55%
Spring 2025	218	29%

[POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES](#)

NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students	Percentage of Students
2023-2024	20	2.5%
2024-2025	21	2.7%

NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	Number of Courses
2023-2024	20
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	436	57%
2024-2025	438	59%

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

School Year	Number of Students	Percentage of Students
2023-2024	274	62.84%
2024-2025	277	63.24%

Eastern High School is a place where every student can thrive both in and out of the classroom. We continue to see year-over-year growth on standardized assessments, including the SAT and MSTEP, reflecting the dedication of our exemplary teachers, targeted support systems, and engaged community. During the 2024–25 school year, students demonstrated growth across all areas, and we are proud of both students and staff for their commitment to academic excellence. Eastern remains in the top 1.5% of Michigan schools based on SAT performance, while also achieving outstanding success in the arts, athletics, and other learning opportunities.

Students actively build 21st-century skills through our school-wide Hawk Team program, which offers career exploration, skill development, and meaningful connections that prepare them for life after high school. With participation in more than 30 clubs and activities—such as award-winning DECA, Model United Nations, and Science Olympiad—and 35 MHSAA athletic teams (including the MHSAA 2025 Baseball Champions), over half of our students are involved in athletics. Last year we proctored over 700 AP tests to our EHS students, with over 50% of students earning a 4 or higher on these college credit bearing assessments! The strong culture and climate at Eastern High School reflect a shared community investment, and we proudly celebrate our Hawks and our Hawk Pride.

Sincerely,

Amy Pallo
Principal