

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 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

As a staff, we remain committed to supporting all students through the implementation of a Multi-Tiered System of Support (MTSS), ensuring that interventions are available at all levels—Tier 1 through Tier 3. We continue to provide both academic and social support tailored to the diverse needs of our student population. Our Hawk Learning Time (HLT) advisory period, which is incorporated into the daily schedule for all students for 25 minutes, focuses on reading and targeted skill development aligned with individual student data derived from the Measures of Academic Progress (MAP) assessment.

On Mondays, the HLT session emphasizes the development of executive functioning skills, including tasks such as Canvas and grade book checks, planning, task management (including chunking assignments), and career planning through the Education Development Plan (EDP) using Naviance. Tuesdays and Thursdays are academically focused, with small group instruction in English Language Arts (ELA) and Mathematics, supported by IXL, a platform that adapts to each student's MAP data to provide a personalized learning path and targeted activities. Fridays are designated for sustained independent reading, allowing students to choose their books in order to foster a passion for reading.

Using data from assessments such as NWEA, formative assessments, and classroom engagement, Eastern Middle School has identified a group of students who require additional support to enhance their academic growth, organizational skills, and behavioral development. These students receive individualized interventions designed to prepare them for success in high school and beyond. Each student at EMS is provided with the necessary resources and supports to ensure their readiness for future academic and career opportunities.

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:

Staff are utilizing MAP (Measures of Academic Progress) data to create individualized growth plans for students, focusing on targeted areas of improvement based on each student's unique performance. By analyzing the specific strengths and weaknesses identified through MAP assessments, educators are able to tailor instructional strategies and interventions that address the distinct learning needs of each student. These personalized growth plans not only aim to improve MAP scores but also encourage a deeper understanding of students' academic progress.

Additionally, staff are placing an emphasis on connecting with students beyond academics by fostering meaningful relationships and providing emotional and social support. This holistic approach ensures that students feel valued and understood, creating a foundation for academic growth and well-being. By combining data-driven strategies with a strong focus on student connection, staff aim to cultivate an environment where students are motivated and empowered to reach their full potential.

As a district we are committed to using and responding to our Student Education data that all stakeholders provide: students, families, and staff.

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)
6	Fall	220.7	161	224.2	162
6	Winter	223.2	163	229.1	164
6	Spring	223.9	164	233.2	164
7	Fall	218.6	185	223.3	182
7	Winter	220.2	185	229.2	164
7	Spring	220.9	183	231.0	179
8	Fall	220.2	197	226.6	152
8	Winter	222.2	191	228.2	151
8	Spring	220.2	196	233.8	153

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	256.0	44
Winter	261.6	42
Spring	264.5	44

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)
6	Fall	219.6	149	220.0	148
6	Win	221.3	152	225.9	149
6	Spr	221.8	153	232.5	151
7	Fall	222.4	179	229.3	179
7	Win	225.5	179	236.5	177
7	Spr	226.3	179	236.3	178
8	Fall	219.6	184	223.5	127
8	Win	222.8	185	230.7	128
8	Spr	224.3	182	234.9	124

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	251.4	51
Win	260.4	50
Spr	261.9	53

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

Semester	Number of Students	Percentage of Students
Fall 2023	474	83%
Spring 2024	363	64%
Fall 2024	423	80%
Spring 2025	375	71%

Eastern Middle School has been recognized as one of the top ten middle schools in the state of Michigan, and the highest-ranking middle school on the west side of the state. This distinction is a testament to the exceptional dedication of our staff and students, and we are deeply appreciative of the ongoing support from our community. In our commitment to fostering an engaging and positive educational environment, we have deliberately reintroduced elements of joy and enjoyment into both the classroom and the broader school culture. We take great pride in the community and culture we are cultivating at EMS, which serves as the foundation for our continued success and growth.

Sincerely,

Kristine Yelding
Principal