

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 Meadow Brook 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

Meadow Brook Elementary is committed to meeting each learner's academic and social-emotional needs while ensuring meaningful growth for every student each year. Through intentional, explicit instruction aligned to individual student needs, we prioritize strong outcomes in reading, writing, and math. Our teams regularly review state and local assessment data during structured data meetings to identify student needs and align evidence-based strategies and interventions. This process supports learners who need additional support as well as those who benefit from enrichment and greater challenge. Teachers provide daily intervention and extension blocks to meet these diverse needs.

Our collective efforts continue to yield positive results. Student achievement and growth data show an upward trend of students performing at or above proficiency on the MSTEP. Notably, proficiency among students from low socioeconomic households increased.

Meadow Brook also remains deeply invested in a positive and supportive school climate through the implementation of district- and building-wide Positive Behavior Interventions and Supports (PBIS). PBIS is embedded throughout all school settings and reinforced through common expectations and consistent positive feedback. In addition, staff participate in ongoing professional learning focused on Trauma-Informed Practices, supported by ongoing training from mental health professionals. Teachers have established individual and team goals to ensure these practices are fully integrated into daily routines, creating a safe, nurturing, and inclusive learning environment where all students can 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:

Meadow Brook Elementary engages in a continuous school improvement process to reflect on current practices, refine goals, and work collaboratively to strengthen school performance. Our primary focus is improving tier 1 instruction while providing strong, tiered intervention supports to meet the needs of all learners.

Through this process, literacy has been identified as a key area of focus. We are implementing a school-wide framework to deliver differentiated instruction that meets the diverse needs of students. In addition, explicit phonics instruction in grades K–2 ensures students develop a strong foundation in reading, supporting their transition from learning to read to reading to learn in the upper elementary grades.

We are also committed to strengthening tier 1 social-emotional learning in all classrooms. Using board-approved curricular resources, students will receive direct instruction in problem-solving, empathy, self-awareness, and respect. These lessons support students in managing strong emotions, making responsible decisions, and building skills that enhance academic engagement and overall student growth while creating a healthy community of respect.

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	147.3	59	152.3	59
K	Winter	155.2	58	159.2	58
K	Spring	163.3	59	166.2	59
1	Fall	160.4	71	164.2	71
1	Winter	170.3	69	174.2	70
1	Spring	176.1	71	180.2	73
2	Fall	174.1	94	174.8	94
2	Winter	182.2	93	184.7	94
2	Spring	187.7	92	189.8	94
3	Fall	194.5	95	192.9	95
3	Winter	198.7	97	201.6	97
3	Spring	202.9	96	206.7	96
4	Fall	203.8	105	205.8	105
4	Winter	210.0	103	213.9	103
4	Spring	212.3	103	221.3	103

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	143.8	79	149.0	80
K	Win	155.1	80	156.1	80
K	Spr	161.9	80	163.3	80
1	Fall	166.0	68	168.2	68

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math K-12)
1	Win	176.0	68	177.5	69
1	Spr	183.5	69	186.5	69
2	Fall	177.7	75	177.3	75
2	Win	186.8	75	186.9	75
2	Spr	191.2	74	191.6	74
3	Fall	190.2	96	189.6	96
3	Win	200.4	94	197.3	95
3	Spr	205.2	94	205.0	95
4	Fall	206.7	95	205.4	95
4	Win	211.1	94	213.8	94
4	Spr	212.2	94	218.8	94

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

Semester	Number of Students	Percentage of Students
Fall 2023	457	95%
Spring 2024	461	95%
Fall 2024	373	96%
Spring 2025	360	92%

Meadow Brook Elementary's success is also due in large part to the extensive parent support we receive. Meadow Brook parents support our students every day through volunteer opportunities and overall dedication to the school that make Meadow Brook a true community of learners. Meadow Brook's Parent Club actively supports school academics and our PBIS programs through funding of materials, learning tools, and volunteering in classrooms. Our parent-teacher conference attendance is another demonstration of the parent commitment at Meadow Brook. We have worked to increase family involvement with events such as, literacy night, family movie night, a walk-a-thon through the community, grade-level writing celebrations, a Lunar New Year celebration and an all-school carnival. Meadow Brook is an inclusive student-centered learning environment where we focus on providing social-emotional development and rigorous academic opportunities for all our students, welcoming students from many cultures, backgrounds, heritage languages, and learning differences. Our diverse community makes our school a dynamic place to learn and grow.

Sincerely,

Dawn Heerema
Principal