

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 Northern Hills 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

Northern Hills Middle School continues to make strong overall academic progress, while remaining focused on persistent gaps between student groups. According to the Combined Report, our most recent proficiency rates show significant improvement from baseline in both ELA and mathematics. All students reached 79.88% proficiency in ELA and 67.38% in math in 2024–25, compared to 41.47% and 28.00% in 2021–22. While this growth is encouraging, subgroup data shows that disparities remain. For example, Black or African American students improved to 56.25% proficiency in ELA and 28.13% in math, and Hispanic students reached 75.00% in ELA and 61.54% in math. These gains represent meaningful progress, but also highlight the continued need to accelerate learning, particularly in mathematics, where gaps are still more pronounced.

Attendance is another important area of focus. Our on-track attendance rate of 88.89% is well above the statewide rate of 72.09%, yet we know that chronic absenteeism still affects a subset of students who are also more likely to experience academic difficulty. In addition, English Learners made substantial progress in language proficiency, with 66.7% demonstrating progress, far exceeding the baseline of 23.1% and the long-term target trajectory. Supporting these students in accessing grade level content while continuing language development remains a priority.

To address these challenges and continue accelerating achievement, Northern Hills Middle School is implementing several key initiatives. We continue to strengthen our Multi-Tiered System of Supports through consistent data cycles, targeted small group instruction, and structured intervention blocks. Teachers use common assessment data, M STEP aligned tasks, and formative checks to adjust instruction in real time. Our math team has placed additional emphasis on problem solving routines, conceptual understanding, and

structured intervention for students below benchmark. In literacy, we are reinforcing vocabulary development, text dependent writing, and reading comprehension strategies across content areas.

Professional learning remains a core lever. Staff collaboration time is dedicated to analyzing student work, identifying instructional moves that lead to growth, and sharing effective strategies for differentiation. We also continue to build a strong, supportive culture through PBIS and our PRIDE framework, which helps ensure students feel safe, connected, and ready to learn. Together, these efforts aim not only to raise overall achievement but also to ensure equitable growth across all student groups.

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 two years, Northern Hills Middle School has made substantial progress toward the goals outlined in our 3–5 year School Improvement Plan. Academic growth data shows that our systems for instruction, intervention, and collaboration are having a positive impact. School Index results reflect this, with an overall index value of 97.92, a growth index of 99.96, and a proficiency index of 95.64. These values indicate that students are not only performing well, but also demonstrating strong academic growth over time.

A major focus of the plan has been improving core instruction while strengthening Tier 2 and Tier 3 supports. As a result, we have seen large increases in overall proficiency from baseline in both ELA and math. This suggests that our work around instructional alignment, common pacing, and shared assessment practices is producing results. At the same time, the plan has emphasized closing achievement gaps. While subgroup proficiency rates have improved, differences between student groups remain, particularly in mathematics. This confirms that the work outlined in our plan remains both relevant and necessary.

Another key component of the improvement plan has been strengthening school culture and student engagement. Our attendance rate of 88.89% students not chronically absent reflects the positive climate and strong relationships in our building. PBIS structures, consistent behavior expectations, and CREW based relationship building continue to support a learning environment where students feel known and supported. These cultural elements are closely tied to academic outcomes and remain an important part of our long-term strategy.

Looking ahead, our plan will continue to focus on high quality Tier 1 instruction, expanded intervention for students below benchmark, and intentional strategies to support historically underserved groups. We are also working to strengthen student ownership of learning through goal setting, feedback cycles, and increased opportunities for rigorous, engaging tasks. The progress over the past two years confirms that our direction is sound, and we remain committed to refining our work to ensure continued growth for every student.

[**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	222.0	249	227.7	242
7	Winter	224.8	249	233.7	241
7	Spring	225.9	241	236.5	238
8	Fall	223.9	269	230.0	208
8	Winter	225.9	269	235.8	209
8	Spring	228.3	265	239.8	206

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	257.1	64
Winter	264.7	60
Spring	265.8	65

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	221.7	251	227.9	249
7	Win	224.3	255	233.5	248
7	Spr	225.6	255	236.3	247
8	Fall	226.3	252	230.5	181
8	Win	228.6	250	235.7	179
8	Spr	229.2	248	238.7	179

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

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	259.3	68
Win	266.2	67
Spr	267.9	70

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

Semester	Number of Students	Percentage of Students
Fall 2023	252	49%
Spring 2024	205	40%
Fall 2024	276	53%
Spring 2025	223	43%

We are incredibly proud of the students, staff, and families of Northern Hills Middle School. The progress reflected in this report is the result of daily commitment, thoughtful instruction, and a shared belief that every student can grow. Our staff continues to meet challenges with professionalism and care, and our families remain strong partners in supporting learning. While we celebrate the gains we have made, we also recognize the responsibility we have to continue improving, especially for students who need us most. Together, we will keep building a school where all students are supported, challenged, and prepared for success.

Sincerely,

David Simpson, Ph.D.
Principal