

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 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.

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 group 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 has not been given one of these labels.

Northern High School celebrated academic progress between the 2023-2024 and the 2024-2025 school years. The faculty adopted the goal of academic excellence for all and identified key challenges within our data. Together, we celebrated overall growth in our English Language Arts, social studies, and science standardized assessment scores, with all four core subjects scoring above the state and national averages. Additionally, we are seeing a high percentage of postsecondary readiness. As a result, we determined the dedicated time during the 2024-2025 school year to better understand the new digital College Board Suite of Assessments rendered very positive results.

Specifically, while analyzing the data, we found that ELA standardized assessment results increased from 76.1 percent proficiency to 83.1 percent proficiency, which is significantly above the national average of 47.11 percent. Our social studies proficiency increased by more than 10%, moving from 56.1 % proficient to 67.2 % proficient. We also noted a slight increase in science proficiency, yielding an increase from 61.8 percent proficient to 64.2 percent proficient. The mathematics department noted a slight decline in proficiency, slipping from 56.18 percent proficient to 54.08 % proficient. Overall, this significant improvement in one school year for ELA, social studies, and science scores is a point of pride.

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:

Northern High School continues to embrace our two school improvement goals: academic excellence for all and ensuring a safe and welcoming school community. During the 2025-2026 school year, we have continued to dedicate a fall staff meeting and professional development time to analyzing our data, seeking continued improvement. Additionally, we have spent significant time examining feedback provided from our stakeholders regarding learning and belonging within our school. We know this work is consequential as these data points impact a student's engagement.

In addition to the Tier 1 strategies our classroom teachers leverage daily, we continue to implement Tier 2 strategies, such as our Child Studies Team to identify students who would benefit from the Tools for Success course, as well as a check-in check-out program with our MTSS coordinator. These interventions positively impact both of our school improvement goals.

Based on Northern's survey data collected in the spring of 2025 and the fall of 2025, the results indicate positive growth in key perception areas. Student responses to the question, *"I like going to my school each day,"* increased from a mean score of 2.77 to 3.07, reflecting a 0.30 point improvement. Additionally, Northern employee responses to, *"I see progress being made to create a culture of success for employees across the organization and for those we serve,"* increased from 3.01 to 3.37, reflecting a .36 point improvement. These positive growth areas demonstrate meaningful progress in creating a welcoming school community within Northern High School for both staff and student stakeholders.

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	560	51%
Spring 2024	N/A	N/A
Fall 2024	545	50.5%
Spring 2025	515	48%

POSTSECONDARY ENROLLMENT AND COLLEGE EQUIVALENT COURSES
NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students	Percentage of Students
2023-2024	154	14%
2024-2025	128	12%

NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	Number of Courses
2023-2024	21
2024-2025	23

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

School Year	Number of Students	Percentage of Students
2023-2024	558	50%
2024-2025	573	53%

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

School Year	Number of Students	Percentage of Students
2023-2024	324	58.06%
2024-2025	355	61.95%

Northern High School continues to take pride in hosting several district programs (Chinese Immersion, Spanish Immersion, STEM Academy, Gone Boarding and Special Education Cognitively Impaired) and maintains a spot on the College Board’s Advanced Placement Honor Roll. Beyond these opportunities, we also have a Northern-specific program, Project Next, for all students interested in a project-based learning opportunity. We also support bands, orchestras, and choirs. We believe these programs allow parents/guardians/caretakers and their child(ren) to select the best learning environment for their student(s). We also continue to assess and revise support opportunities for our students who need additional academic support.

We take pride in our extracurricular activities, including over 35 varsity sports teams and numerous student-led after-school clubs. These opportunities for students increase their sense of belonging to our school community; therefore, they increase their investment in their academic success. We continue to listen to students to learn about desirable varsity sport opportunities and collaborate with students to develop additional school clubs.

Sincerely,

Heather McKinney-Rewa
Principal