

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 Trails 5/6. 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 Trails % is a top-performing school with high expectations and a history of striving for academic excellence for all students. In keeping with the observations of educators from around the world, we continue to evolve our PBIS system, educating teachers in trauma-informed learning and restorative practices to support the social-emotional needs of students.

Northern Trails % is collectively working to implement an aligned system of curriculum, instruction, and assessment that not only meets the state standards but also addresses a commitment to diversity, belonging, inclusion, and equity, thus promoting achievement for ALL students. Our school is unique in that it is one of approximately 60 schools in the nation to host two immersion language programs, one in Mandarin Chinese and the other in Spanish in addition to the traditional English pathway.

Our staff has worked to onboard a powerful and results-driven professional learning community based on the work of Douglas Fisher called PLC+ focused on collaborative work between and amongst our teachers beginning with our Instructional Leadership Team (ILT). We continue to focus on our students' math progress, particularly at the 5th grade level and bolstering our students' age-appropriate social-emotional development through our work with Positive Behavioral Interventions and Supports, a scheduled roll-out and revisit, and data-driven check-points.

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:

Our teachers collaborate regularly using the structure of PLC+ by Fisher and Frey and the work of the teacher teams is committed to looking at the needs of individual students. As a school, we have engaged in cycles of inquiry drawing together each of the teaching teams three times a year to review how their students are achieving based on an analysis of data related to student achievement, student growth and asking questions as the adults as to which instructional practices we should draw from to move learning forward. In accordance with our school improvement plan, teachers draw upon high-leverage strategies found in the district's instructional framework. We've added a Supervisor of Student Support Systems in response to our data to support in this work. This expertise has created opportunities for data dives, enhance belonging and student culture, and an increased level of collegial collaboration across the school.

Teachers continue to focus on Tier I instruction, but also drawing upon these data meetings, teachers are creating informed Tier 2 learning opportunities through W.I.N. ("What I Need") and working for grade-level standard mastery for all students. The previously mentioned data meetings support our team with coming together to use our Title I academic intervention supports, our Bridge the Gap reading intervention program, and the extensions offered in our Tier I resources to target supports and enrichment based on each learner's needs.

In supporting our students' social-emotional readiness for learning, partnerships with the high school exist for Project Charlie (teaching youth the dangers of drug addiction at both grades) to GameChang3rs, sponsored by the Michael Sadler Foundation, bringing high school ambassadors in to work with our 6th graders to realize their individual potential and strong character in small groups mentored with a high school student listening and promoting skills for conflict resolution.

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)
5	Fall	209.9	244	212.7	246
5	Winter	213.5	244	218.7	246
5	Spring	215.3	248	223.9	249
6	Fall	216.6	243	217.8	244
6	Winter	219.7	239	226.9	240
6	Spring	221.1	238	232.0	238

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)
5	Fall	212.0	255	212.6	256
5	Win	216.1	257	219.4	256
5	Spr	218.6	255	224.5	257
6	Fall	216.6	253	216.3	252
6	Win	220.3	253	224.7	251
6	Spr	221.6	247	233.3	245

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

Semester	Number of Students	Percentage of Students
Fall 2023	449	90%
Spring 2024	425	85%
Fall 2024	424	80%
Spring 2025	428	83%

In partnership with our families and community, we strive to help every learner achieve their personal potential in partnership with our families. We are proud to be “the Huskies” and base our school community on the premise of each individual (students, adults, families) bringing their unique talents to our school community and in doing so – our PACK is stronger than ever.

Sincerely,

Bill Cataldo
Principal