

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 Orchard View 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

At Orchard View, we continue our commitment of supporting all students to achieve at high levels. Through the use of ongoing assessments, PLC conversations that focus on student mastery of the grade level standards and improving literacy instruction teachers are equipped to accurately identify students in need of support.

To accelerate student achievement, grade level teams collaborate monthly to refine priority standards, reflect on their practices to meet the individual needs of all students, focus on rigorous tiered instruction, and develop formative assessments to gauge progress. In collaboration with our instructional coaches, teachers draw upon high-leverage strategies in our district instructional Framework to meet the needs of all learners. As they continue to engage in professional learning around the sciences of reading, small group instruction, and intervention, teachers uncover key instructional moves to meet the needs of our students. Students who are not meeting benchmark expectations are identified and receive additional support to promote learning.

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:

Classroom teachers work collaboratively with our MTSS paraprofessionals to monitor progress of students and of our instructional strategies at Tier 2. Orchard View is in year 3 of implementation of an instructional leadership team with a focus around activating adult learning. We are developing school leaders through an in-depth study of PLC+. This past year, staff committed to learning about collective efficacy and its high leverage value. During our PLC+ schoolwide staff meetings, staff engage in collaborative learning using a cyclical approach with the 5-Question Framework (Where Are We Going? Where Are We Now? How Do We Move Learning Forward? What Did We Learn Today? Who Benefited and Who Did Not Benefit?)

Culturally responsive teaching also remains a top priority as we constantly update our classroom libraries and instructional practices to best reach all students. We are in our third year of implementing Positive Behavior Interventions and Supports (PBIS). This framework supports students' behavioral, academic and social/emotional health. The building focused on consistent practices around a sense of belonging. Our Climate and Culture Survey showed a higher perception rate when asked if our community felt a sense of belonging.

Finally, our school support dog, Belle, continues to help make a difference in the lives of our students. The purpose of Forest Hills School Support Dogs (PRIDE Pups) is multifaceted, as studies have shown that the presence of therapy dogs can reduce stress, anxiety, and boost the overall emotional well-being of individuals. Belle works closely with our counselor and teachers in order to provide support to students who may be experiencing anxiety, stress, or simply in need of a furry friend to brighten their day. Belle has a schedule just like any other staff member, but of course, will also be available as needed when situations arise.

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	143.9	64	147.8	63
K	Winter	151.2	64	154.5	63
K	Spring	159.3	62	162.6	61
1	Fall	159.7	65	162.4	66
1	Winter	171.4	63	173.9	63
1	Spring	175.2	64	180.7	62
2	Fall	183.1	69	181.7	69
2	Winter	188.5	72	190.1	73
2	Spring	194.3	74	193.9	74
3	Fall	191.9	73	188.8	72
3	Winter	198.2	75	198.6	75
3	Spring	202.1	73	205.5	73
4	Fall	201.7	73	203.5	73
4	Winter	205.4	70	213.2	71
4	Spring	208.7	71	219.4	70
5	Fall	209.8	59	212.8	59
5	Winter	215.1	58	223.9	58
5	Spring	217.4	60	227.2	58

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	142.2	61	146.3	61
K	Win	152.3	64	154.9	63
K	Spr	158.2	64	160.6	62
1	Fall	164.3	64	166.2	64
1	Win	174.5	66	176.1	63
1	Spr	179.7	69	182.6	68
2	Fall	176.0	66	176.3	62
2	Win	184.1	68	186.9	67
2	Spr	190.7	69	191.4	69
3	Fall	196.0	75	193.9	74
3	Win	201.7	75	200.8	75
3	Spr	205.2	74	207.5	74
4	Fall	200.9	75	199.5	76
4	Win	206.9	77	209.3	77
4	Spr	208.5	74	214.8	74
5	Fall	208.5	66	210.2	66
5	Win	214.3	66	219.0	65
5	Spr	215.6	68	224.1	68

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

Semester	Number of Students	Percentage of Students
Fall 2023	435	97.7%
Spring 2024	436	93.8%
Fall 2024	423	97.7%
Spring 2025	424	97.0%

Orchard View Elementary continues to be an inclusive, student-centered environment focused on providing rigorous academic opportunities for all. We are committed to working in partnership with our community and families to enrich the instructional and learning experiences of all Orchard View students. We are proud of our academic achievement and growth this past year as measured by NWEA MAP. The Orchard View school community would like to thank our families for their continued partnership and support. Orchard View is a wonderful place to gain a lifelong love for learning. We live out our mantra, “every kid, every day, together”.

Sincerely,

Roselyn Charles-Maher
Principal