

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 Thornapple 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

This year, our focus is on strengthening and refining the implementation and pilot of the TRAILS Tier 1 social-emotional learning curriculum across all grade levels. TRAILS continues to support students' social-emotional development and aligns with our commitment to creating a strong sense of belonging for every learner.

As we look at MAP, M-STEP, and common assessments, we are also continuing to refine WIN (What I Need) time to improve reading outcomes by ensuring students receive targeted instruction and practice at their instructional level. Thornapple Elementary remains focused on improving attendance and closing achievement gaps in both reading and math.

We continue our work within the district-wide Positive Behavioral Interventions and Supports (PBIS) framework, with an emphasis on consistency and shared ownership of our PRIDE expectations: Persistent, Respectful, Inclusive, Dependable, and Everyday. Staff are committed to proactive and preventative behavioral practices, reinforcing positive behaviors, and maintaining welcoming, inclusive, and safe learning environments throughout the building.

Overall, Thornapple Elementary continues to prioritize social-emotional learning, a sense of belonging, and strong instructional practices. Through intentional systems, collaboration, and reflection, we remain committed to ensuring every student feels valued, supported, and equipped to grow academically, socially, and emotionally.

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 year, Thornapple Elementary has remained committed to the school improvement process through ongoing reflection, progress monitoring, and collaborative problem-solving to strengthen student outcomes. Teams regularly revisited building goals, analyzed data, and adjusted practices to improve school performance. A continued focus of this work was WIN (What I Need) time, which serves as a critical component of our multi-tiered system of support. During WIN, students received targeted interventions or enrichment opportunities aligned to their individual learning needs.

Our school improvement efforts prioritized strengthening both literacy and math instruction. Teachers continued to implement and refine the workshop model across classrooms, providing differentiated instruction that includes intentional small-group instruction, targeted interventions, and meaningful enrichment opportunities alongside core instruction.

Thornapple Elementary also focused on supporting all learners, with particular attention to Multi-Language Learners and Economically Disadvantaged students. Through the use of targeted reading and math interventions, progress monitoring, and data-informed instructional adjustments, staff worked to address achievement gaps and support academic 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)
K	Fall	142.1	72	149.0	71
K	Winter	152.3	70	156.9	70
K	Spring	159.6	72	163.8	72
1	Fall	159.8	76	162.2	76
1	Winter	169.1	77	171.7	77
1	Spring	178.3	76	182.8	75
2	Fall	175.5	81	178.4	81
2	Winter	185.1	83	186.7	83
2	Spring	191.6	83	193.1	83
3	Fall	193.2	80	190.2	80
3	Winter	198.3	82	197.5	82
3	Spring	202.4	82	206.1	82
4	Fall	203.6	76	203.0	76
4	Winter	207.5	76	216.1	76
4	Spring	209.6	76	222.6	75

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	140.0	52	145.5	52
K	Win	149.8	53	154.4	53
K	Spr	159.7	53	163.8	53

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math K-12)
1	Fall	163.2	76	165.4	77
1	Win	173.8	76	175.5	77
1	Spr	180.3	77	183.8	77
2	Fall	178.1	75	177.6	75
2	Win	188.8	75	188.0	76
2	Spr	193.4	76	193.8	76
3	Fall	193.4	77	190.6	77
3	Win	202.1	78	202.0	78
3	Spr	205.2	77	210.1	77
4	Fall	205.5	81	203.9	81
4	Win	211.3	82	216.9	82
4	Spr	213.5	82	222.2	82

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

Semester	Number of Students	Percentage of Students
Fall 2023	377	97%
Spring 2024	380	98%
Fall 2024	353	98%
Spring 2025	346	96%

This year, Thornapple Elementary continued to grow as a welcoming and inclusive school community where every student is valued and supported. Our dedicated staff remained focused on meeting the needs of the whole child by providing high-quality, differentiated instruction and meaningful supports for all learners. We are committed to ensuring that each student feels safe, included, and a strong sense of belonging every day they walk through our doors. Through intentional systems and consistent practices, we strive to provide a strong foundation for student success from kindergarten through fourth grade.

We are grateful for the ongoing partnership and support of our families and community, whose collaboration plays a vital role in our success. Together, we continue to build a positive, supportive learning environment where students are encouraged to grow academically, socially, and emotionally. Thank you for your continued commitment to Thornapple Elementary and to the success of every student.

Sincerely,

Heather Fix
Principal